

Religious Education Curriculum Intent Upham CE(A) Primary School	
Purpose of Religious Education – Living Difference IV Curriculum: Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one’s life, individually and collectively. It recognises and acknowledges that the question as to what it means live one’s life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live life means to subscribe to certain beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence). Religious Education in Hampshire intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world. This entails teachers bringing children and young people first to attend to their own experience and of that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.	
Upham Intent Statement: The teaching of RE will be rooted in the Christian values of love and care, which form the foundation of our vision. All members of our school are encouraged to value and respect themselves, each other, the wider community and the environment. The school aims to provide a Christian, spiritual foundation which enables the pupils to open their minds to different ways of thinking, different viewpoints and experiences, to value the many and varied achievements of all those around them and to develop independence through problem solving, reasoning and self-confidence. This approach helps prepare pupils and promotes understanding within a diverse multi-religious and multi-secular society. Whilst the individual beliefs of all pupils are respected, these teaching objectives are grounded within a Christian understanding, as informed by the life of Jesus Christ and the teachings of the Bible. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews. As they grow and develop, our pupils will meet, live and work with others who hold different worldviews. Our teachings will prepare pupils for the religious and belief diversity they will encounter, ensuring that there is a strong focus on Christianity. Tolerance is a particularly important Christian and British Value. The school promotes and encourages age-appropriate discussion and debate with the aim of developing these qualities. Whilst all individual opinions and beliefs are respected, the school will always seek to promote the need to love and respect others who hold different views and beliefs.	
Aims & Objectives of RE from Statement of Entitlement for RE for CE Schools (Jan 26): •Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live. •Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority. •Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied. •Grapple with questions of meaning and purpose raised by human existence and experience. •Understand the concept of religion and recognise its continuing influence on Britain’s cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places. •Develop disciplinary knowledge which equips pupils to be religiously literate. •Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.	
What’s our Pedagogy? For Years 1-6 there is a two-year curriculum (Year A and B) so children do not repeat the same learning, Year R (EYs) just run a one-year curriculum as they are pure Year R only. Each half term children in EYs, KS1 and KS2 explore a new unit of work. Each of these has a lead concept, some of which are very generic and could apply across many religious others, particularly towards upper KS2 are more specific to particular. Material from the Church of England ‘Understanding Christianity’ resource is used to support the teaching of Christianity units. This material is not a curriculum but a source of information, subject knowledge and ideas for the teacher to dip into. This material is used to develop the particular concept learning. Within Living difference, there are four ‘golden thread’ concepts: special, love, community & belonging which run spirally, through the curriculum and feature at some point within KS1, Lower KS2 and Upper KS2. All learning in RE is planned through the enquiry cycle, from Living Difference IV. Children will learn through the five stages of ‘Communicate’, ‘Apply’, ‘Inquire’, ‘Contextualise’ and ‘Evaluate’. These are not equal in time, sometimes a stage might be a short portion of a session where others will stretch over many. Most enquiries start with ‘Communicate’, to reflect on their own understanding though some units, particularly where the concept is quite specific to a religion, may start with ‘Inquire’ so the new learning can be introduced. The main religious world view studied in RE is about Christianity (around 2/3 of curriculum time). The Understanding Christianity resource uses the aspects of God, Gospel, Incarnation, Fall, Kingdom of God, Salvation, People of God and Creation to break the overall narrative of Christianity into key areas for learning. Learning from each unit is mapped against these areas in order to demonstrate progression (see subsequent progression maps). Units are sequenced at sensible times, the Salvation units prior to Easter in Spring II and Incarnation prior to Christmas in Autumn II. The frieze below representing this narrative is often used and also displayed within the school hall which is also a useful resource for aspects of worship: The children will also be taught wider world religions with focus on Judaism in EYs and at Key Stage One. Dharmic traditions will be explored through investigation about Hinduism in Lower KS2. Islam is taught through upper KS2 so these older children can make stronger links between the Abrahamic religions (ie Christianity, Judaism and Islam) and also some of the more negative, societal stereotypes around Islam can be directly challenged. As the majority of units are either Christian or another Abrahamic religion, learning from other religions, especially from Dharmic traditions (e.g. Sikhism, Buddhism, Hinduism), will also supplement some units from EYFS to KS2. This will also include non-religious views. Across all units it is important that when learning about a religion, children do not come to see people of faith as a homogenous group. In all religions, not everyone will believe or practice the faith in the same way and this may look different for British citizens compared to those of the same faith in other countries. Therefore throughout, staff will use varied language to describe belief, for example ‘many’, ‘almost all’ or ‘some’ people. Christian units will have a predominantly Anglican feel (being informed by the Church of England Understanding Christianity resource) but some denominational differences within Christianity will also be explored, particularly through Key stage 2. In most cases, RE is a weekly taught subject, given priority curriculum time to ensure this important subject is given high status. For some units, curriculum time might be blocked to enable sustained time to develop ideas or to engage is something deeply, such as the visit of a religious leader. In EYs, the RE curriculum is a discrete, directed element and other initiated aspects of play related to people, beliefs and families may happen additionally at other times. Collective worship happens separately to Religious Education, though there may be links between the two. Sometimes aspects from leaning in RE is used within worship, such as when Year 5 and 6 children share teaching during church services or links made during key points in the year.	



The RE Subject leader is the headteacher so this gives the subject high status. Other members of SLT lead English, Maths and Science so RE is held at an SLT level as a core subject. Where new teachers join, the RE leader will train them in how to use the Understanding Christianity resource and our pedagogy for RE.

As much as possible, visiting people of faith are used to enliven learning and enable children to talk to someone of the faith they are exploring. Visitors may include religious leaders, or those connected with the faith as well as British citizens and what the faith means to them. Local clergy sometimes are able to visit to support the Christian units and visits to our local churches, Blessed Mary in Upham and St Peters in Bishops Waltham are also utilized. We have developed links with other local religious leaders and centres, such as the Al-Mahdi Centre Fareham. In addition, members of our parent community are often comfortable in talking about their faith to children and will visit at key points.

How should children be/ act/ work as a Theologist?

- As a Theologist;
- I can critically engage with a range of religious and non-religious materials, including bible texts.
 - I can use enquiry skills to develop meaningful and informed dialogue and knowledge around Christianity and also a range of other religious and non-religious world views.
 - I can use different ways of thinking about faith, belief and what it means to believe by thinking scientifically, empathising with people, understanding historical contexts and thinking about ‘big question’ which can’t be easily answered.
 - I can express my ideas and opinions about faith and what it means to me and/ or others to have faith or none, in a tolerant, respectful and interested manner

Key Resources Used in the Creation of this Curriculum Intent & Progression Map:

Living Difference IV, The Agreed Syllabus for Hampshire, the Isle of Wight, Portsmouth and Southampton Nov 2021
Religious Education Statement of Entitlement for Church of England Schools Jan 2026 National Society for Education
Understanding Christianity 2016 National Society (Church of England)
Policy for Religious Education Upham CEA() Primary School

Overview of RE Curriculum by Unit						Year B
	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
 Badgers Class (Years 5 & 6)	<i>Islam: Symbol</i> - Know that symbols mean different things to different people - Link the symbolism of the crescent moon and star to the importance of the Night journey - Be able to describe why Mohammed's (pbuh) journey showed he was so blessed by God. - Understand Mohammed (pbuh) as the most important prophet for Muslims.	<i>Christianity (I): Transform</i> - Understand that for Christians, Jesus was not transformed but was always the Messiah, because He is God. - Understand that Jesus being born as the Messiah fulfils Old Testament prophecies - Understand that for Christians, Jesus being God in human form transforms their understanding of who God is. - Understand that the gospels help Christians to be more like Jesus and be good news to those around them. - Understand that the gospels can be interpreted in different ways but help many Christians cope with difficulties in life.	<i>Christianity (PoG): Community</i> - Understand that for communities to be free there needs to be rules, justice and fairness. - Understand that the story of Moses is about recuing people from slavery and that Christians believe Jesus also rescued them. - Be able to describe how Jesus described rules for living compared to old testament rules, such as the 10 commandments.	<i>Christianity (S): Salvation</i> - Be able to describe that Christians believe Jesus has saved them. - Be able to describe events from the Easter story in terms of the suffering endured as a way of 'paying for' all the sins of mankind - Make connections between rituals such as communion to the events in Holy week and belief in salvation for Christians.	<i>Islam: Belonging</i> - Describe how many Muslims make new babies belong in their family and faith. - Be able to describe acts of worship within a Mosque as acts of belonging	<i>Christianity (C): Origin</i> - Understand origin as the beginning or source of everything and that different Christians and non-religious people have different viewpoints. - Understand that different Christians understand the creation story in different ways which may compliment or be contradictory to a scientific view. - Understand some Christians see the facts of science as complementary to faith. - Understand that some people are humanist/ non-religious and do not see origin resulting from divine action.
 Hedgehog Class (Years 3 & 4)	<i>Christianity (C/F): Sorry</i> - Describe how we can be sorry for our individual actions but also broader actions of humans, such as lack of stewardship - Understand that Christians interpret the creation story differently and take a personal view of what this teaches. - Make links between God's forgiveness and Jesus as God on Earth to the events of the fall.	<i>Christianity (I): Special</i> - Describe the special place angels have as messengers for God, as demonstrated in the Christmas story. - Understand that for many people angels are a very real presence and different Christians have different beliefs. - Recognise how angels are often portrayed through art with particular reference to the Christmas story	<i>Hinduism: Karma</i> - Be able to explain the significance of Karma to Hindus. - Understand how good and evil is represented in the story of Prahlad and that Hindus learn Karma from this. - Be able to explain the importance of the Holi festival, with reference to the story of Prahlad and Karma.	<i>Christianity (S): Hope</i> - Understand that Jesus' crucifixion and resurrection gives many Christians a sense of hope for all. - Understand that different denominations of Christianity have differences in how they worship and follow rituals. - Be able to describe the effects events in holy week have on many Christians today in how they live and worship.	<i>Christianity (G): Community</i> - Understand that he community of Christians use Jesus' teachings (from the gospels) to guide their lives. - Be able to describe some of the parables Jesus taught and explain how these message may help Christians today. - Understand that Jesus' teachings are not always easy to follow and many Christians struggle.	<i>Hinduism: Worship</i> - Understand why worship is important to people of faith, with particular reference to Hindus. - Describe how Hindus worship, with reference to the puja plate, in order to explain their beliefs and devotion.
 Squirrels Class (Years 1 & 2)	<i>Christianity (C): Creation</i> - Understand that creation means making something new and many Christians believe God created everything. - Be able to describe the main events from the Christian creation story. - Describe why caring for creation is an important principle for Christians.	<i>Christianity (I): Prepare</i> - Describe how people prepare for Christmas and how people prepared for Jesus' birth. - Understand the events of the Christmas story and how people prepared for this over a long time. - Understand how many Christians today prepare to 'meet' Jesus at Christmas time.	<i>Judaism: Remembering</i> - Understand that where things are remembered from the long past, this shows particular importance. - Be able to describe the key events from Passover for Jewish people. - Describe how a Seder meal is a celebration of Passover for Jews which helps them remember how their ancestors left slavery behind.	<i>Christianity (S): Sadness to Happiness</i> - Describe which parts of the Easter story makes them, and others, feel happy and/ or sad. - Describe the feelings of the disciples at points during Holy Week events. - Be able to explain the important of the resurrection to all Christians and the joy this brings them.	<i>Christianity (G): Love</i> - Understand that love for someone also means forgiving them when they get things wrong. - Be able to describe examples of how Jesus showed he forgave people. - Describe why it is important to Christians that they believe God forgives them.	<i>Judaism: Special</i> - Be able to describe things Jewish people do that shows Shabbat is a special time for them. - Link the creation story to Shabbat as a day for rest. - Explain why it is so important for Jewish people to spend Shabbat with family and make this time special together.
 Dormice Class (Year R)	<i>Christianity (G/C): Love</i> - Understand that Christians believe God exists even though they can't touch or meet Him. - Understand that Christians believe God has the power to do anything, like create everything and that He loves everything he created including people.	<i>Christianity (I): Celebration</i> - Describe how they celebrate important times. - Understand we celebrate Christmas to show that Jesus being born was very important. - Be able to act out and re-tell events in the Christmas story.	<i>Christianity: Special</i> - Know that people from different faiths have people who are very special to them. - Know that Christians try to follow what Jesus told them because he was God's son. - Know that Buddhists try to follow what Buddha told them.	<i>Christianity (S): Symbol</i> - Know that the symbol of the cross is a sign of Christianity. - Know that in the Easter story Jesus died on a cross so the symbol of the cross is important to Christians. - Be able to retell the Easter story, that Jesus came back to life.	<i>Judaism: Special</i> - Understand that some things can be special, such as clothing to some people. - Know that Jewish people often wear particular special clothes to show what they believe in. - To understand that import people who lead religions (Jewish & Christian) often wear special clothes to show their role.	<i>Judaism: Stories</i> - Know that stories that are told about God are special because people of faith believe they happened. - Know that Jewish people have many stories which come from a special 'book' called the Torah. - Be able to act of some of the events from some significant stories, such as Moses and the Torah and Siddhartha and the Swan.

Overview of RE Curriculum by Unit

Year A

	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
 Badgers Class (Years 5 & 6)	<i>Islam: Special</i> • Explain the significance of sacred places for different people and different faiths. • Be able to explain some of the key features and practices within a mosque that demonstrates how sacred they are. • Be able to describe aspects of Sikhism which demonstrate sacred rituals, beliefs and practices. • Explain some different denominational difference in Christian places of worship.	<i>Christianity(I): Love</i> • Understand that for Christians, Jesus’ birth was a gift from God and a demonstration of love. • Be able to describe Jesus’ birth as part of God’s plan for people to restore the relationship broken in the fall. • Describe how Jesus’ actions demonstrated love and that many Christians try to live their lives by following His example.	<i>Christianity(KoG): Kingship</i> • Describe how Jesus’ kingship is greater than a convention monarch • Understand that many Christians see things they do to try to improve the world as part of the Kingdom of God.	<i>Christianity(S): Resurrection</i> • Understand resurrection as the central belief to all Christians. • Understand that many Christians see death as not the end and that everyone can have new life in heaven. • Be able to describe events related to how Jesus suffered during crucifixion but then returned to life and spoke to people.	<i>Islam: Ritual</i> • Be able to describe key rituals during Ramadam for many Muslims • Understand fasting as a key pillar of Islam and be able to explain why it is so important to Muslims	<i>Christianity(G): Special</i> • Be able to explain God’s specialness in deeper term such as holy, loving and forgiving. • Understand that Christians (and denominations) do not all agree what God is like but believe they can get to know Him, like a person. • Be able to explain how many Christians try to follow God’s path, as they see it from biblical or church teaching.
 Hedgehog Class (Years 3 & 4)	<i>Christianity(PoG): Love</i> • Be able to describe how God demonstrated His love to key people in the Old Testament. • Be able to make connections between the Old Testament narratives of people’s relationship with God and that Jesus taught all can become people of God.	<i>Christianity(I): Trinity</i> • Understand the centrality of belief in the trinity for Christians of all denomination. • Recognise that understanding trinity is challenging but reveals what God is like for Christians. • Understand the significance for Christians of the birth of Jesus as God in human form.	<i>Hinduism: God</i> • Understand the complex way Hindus understand different gods as aspects of how the diving Brahman appears. • Be able to describe how worship is of different gods varies for different Hindu groups and peoples across the world.	<i>Christianity (S): Special</i> • Be able to describe why the ritual of Holy Communion is so special to Christians. • Be able to describe denomination differences in how Christians understand Communion. • Explain the ritual of Holy Communion in terms of Holy Week events and teachings from Jesus during the Last Supper.	<i>Hinduism: Devotion</i> • Be able to describe how people of faith are devoted towards their god. • Describe how Hindus show their devotion, such as through acts of worship and ritual. • Describe how signs of devotion would be observed at temples and why these are important to Hindus.	<i>Christianity (KoG): Belonging</i> • Understand that people of faith feel a sense of belonging to that faith group and to God, for Christians the Holy Spirit helps that belonging. • Understand how many Christians believe the Holy Spirit is with people on Earth as a help following Jesus leaving through ascension. • Understand the Christian celebration of Pentecost as explaining the nature of God as the son (Jesus) and the Holy Spirit.
 Squirrels Class (Years 1 & 2)	<i>Judaism: Symbol</i> • Understand that bread is used as an important symbol to represent different things, such as to Jews and Sikhs. • Describe how Jews use the symbolism of bread to symbolise different things: Manna (Exodus), Challah (braided for Shabbat), Matzo (unleavened for Passover). • Know that Sikhs use bread to symbolise all are equal in the eyes of god (Karah Parshad).	<i>Christianity(I): Promise</i> • Describe how they keep promises they make and that how some promises are very important indeed. • Describe examples of how God made promises to people in the bible. • Understand that Jesus being born showed God kept his promise to send a messiah.	<i>Christianity(G): Community</i> • Be able to describe that people support each other in a community, especially during tricky times. • Know that for a community to thrive, people have to forgive mistakes. • Be able to describe stories from the bible and parables Jesus told use to teach people to support and help each other. • Be able to describe that Christians forgive, using the parable of the Last Son as an example.	<i>Christianity(S): Rescue</i> • Be able to explain how Christians might believe that Jesus rescued people. • Be able to retell the events of Holy Week and describe that Jesus forgave everyone.	<i>Judaism: Belonging</i> • Be able to explain how people belong in their family and our school family. • Explain how Jewish people might belong to their Synagogue and to their faith. • Describe how Jewish people show they belong through the clothing and rituals they follow.	<i>Christianity: Authority</i> • Describe how they think God and Jesus have authority. • Explain how many Christians try to live by the rules set out by God. • Understand that Christians try to follow Jesus’ words because he was so important to them.

Overview of Progression Within Upham CE Primary School Religious Education (RE) Curriculum

	x Aspect	Foundations in Year R within EYFS Including ELG 14 People, Culture & Communities	KS1	Lower KS2	Upper KS2
Golden Thread Concepts	Special	• Know that people from different faiths have people who are very special to them. • Understand that some things can be special, such as clothing to some people. • Know that Jewish people often wear particular special clothes to show what they believe in. • To understand that import people who lead religions (Jewish & Christian) often wear special clothes to show their role. • Know that stories that are told about God are special because people of faith believe they happened.	• Be able to describe things Jewish people do that shows Shabbat is a special time for them. • Explain why it is so important for Jewish people to spend Shabbat with family and make this time special together.	• Describe the special place angels have as messengers for God, as demonstrated in the Christmas story. • Be able to describe why the ritual of Holy Communion is so special to Christians.	• Be able to explain God’s specialness in deeper term such as holy, loving and forgiving. • Explain the significance of sacred places for different people and different faiths.
	Love	• Understand that Christians believe God has the power to do anything, like create everything and that He loves everything he created including people.	• Understand that love for someone also means forgiving them when they get things wrong.	• Be able to describe how God demonstrated His love to key people in the Old Testament.	• Understand that for Christians, Jesus’ birth was a gift from God and a demonstration of love. • Describe how Jesus’ actions demonstrated love and that many Christians try to live their lives by following His example.
	Community		• Be able to describe that people support each other in a community, especially during tricky times. • Know that for a community to thrive, people have to forgive mistakes.	• Understand that he community of Christians use Jesus’ teachings (from the gospels) to guide their lives.	• Understand that for communities to be free there needs to be rules, justice and fairness.
	Belonging		• Be able to explain how people belong in their family and our school family. • Explain how Jewish people might belong to their Synagogue and to their faith. • Describe how Jewish people show they belong through the clothing and rituals they follow.	• Understand that people of faith feel a sense of belonging to that faith group and to God, for Christians the Holy Spirit helps that belonging.	• Describe how many Muslims make new babies belong in their family and faith. • Be able to describe acts of worship within a Mosque as acts of belonging.
Understanding Christianity Domains	God	• Understand that Christians believe God exists even though they can’t touch or meet Him. • Know that Christians try to follow what Jesus told them because he was God’s son.	• Be able to describe stories from the bible and parables Jesus told use to teach people to support and help each other. • Be able to describe that Christians forgive, using the parable of the Last Son as an example. • Describe how they think God and Jesus have authority. • Explain how many Christians try to live by the rules set out by God. • Understand that Christians try to follow Jesus’ words because he was so important to them.		• Be able to explain God’s specialness in deeper term such as holy, loving and forgiving. • Understand that Christians (and denominations) do not all agree what God is like but believe they can get to know Him, like a person. • Be able to explain how many Christians try to follow God’s path, as they see it from biblical or church teaching.
	Creation / Fall	• Understand that Christians believe God has the power to do anything, like create everything and that He loves everything he created including people.	• Understand that creation means making something new and many Christians believe God created everything. • Be able to describe the main events from the Christian creation story. • Describe why caring for creation is an important principle for Christians.	• Describe how we can be sorry for our individual actions but also broader actions of humans, such as lack of stewardship • Understand that Christians interpret the creation story differently and take a personal view of what this teaches. • Make links between God’s forgiveness and Jesus as God on Earth to the events of the fall.	• Understand origin as the beginning or source of everything and that different Christians and non-religious people have different viewpoints. • Understand that different Christians understand the creation story in different ways which may compliment or be contradictory to a scientific view. • Understand some Christians see the facts of science as complementary to faith. • Understand that some people are humanist/ non-religious and do not see origin resulting from divine action.
	People of God			• Be able to describe how God demonstrated His love to key people in the Old Testament. • Be able to make connections between the Old Testament narratives of people’s relationship with God and that Jesus taught all can become people of God.	• Understand that the story of Moses is about recuing people from slavery and that Christians believe Jesus also rescued them. • Be able to describe how Jesus described rules for living compared to old testament rules, such as the 10 commandments.

	Incarnation	- Describe how they celebrate important times. - Understand we celebrate Christmas to show that Jesus being born was very important. - Be able to act out and re-tell events in the Christmas story.	- Describe how people prepare for Christmas and how people prepared for Jesus' birth. - Understand the events of the Christmas story and how people prepared for this over a long time. - Understand how many Christians today prepare to 'meet' Jesus at Christmas time. - Describe how they keep promises they make and that how some promises are very important indeed. - Describe examples of how God made promises to people in the bible. - Understand that Jesus being born showed God kept his promise to send a messiah.	- Describe the special place angels have as messengers for God, as demonstrated in the Christmas story. - Understand that for many people angels are a very real presence and different Christians have different beliefs. - Recognise how angels are often portrayed through art with particular reference to the Christmas story - Understand the centrality of belief in the trinity for Christians of all denomination. - Recognise that understanding trinity is challenging but reveals what God is like for Christians. - Understand the significance for Christians of the birth of Jesus as God in human form.	- Understand that for Christians, Jesus was not transformed but was always the Messiah, because He is God. - Understand that Jesus being born as the Messiah fulfils Old Testament prophecies - Understand that for Christians, Jesus being God in human form transforms their understanding of who God is. - Be able to describe Jesus' birth as part of God's plan for people to restore the relationship broken in the fall. - Describe how Jesus' actions demonstrated love and that many Christians try to live their lives by following His example.
	Gospel		- Understand that love for someone also means forgiving them when they get things wrong. - Be able to describe examples of how Jesus showed he forgave people. - Describe why it is important to Christians that they believe God forgives them.	- Understand that he community of Christians use Jesus' teachings (from the gospels) to guide their lives. - Be able to describe some of the parables Jesus taught and explain how these message may help Christians today. - Understand that Jesus' teachings are not always easy to follow and many Christians struggle.	- Understand that the gospels help Christians to be more like Jesus and be god news to those around them. - Understand that the gospels can be interpreted in different ways but help many Christians cope with difficulties in life.
	Salvation	- Know that the symbol of the cross is a sign of Christianity. - Know that in the Easter story Jesus died on a cross so the symbol of the cross is important to Christians. - Be able to retell the Easter story, that Jesus came back to life.	- Describe which parts of the Easter story makes them, and others, feel happy and/ or sad. - Describe the feelings of the disciples at points during Holy Week events. - Be able to explain the important of the resurrection to all Christians and the joy this brings them. - Be able to explain how Christians might believe that Jesus rescued people. - Be able to retell the events of Holy Week and describe that Jesus forgave everyone.	- Understand that Jesus' crucifixion and resurrection gives many Christians a sense of hope for all. - Be able to describe the effects events in holy week have on many Christians today in how they live and worship. - Be able to describe why the ritual of Holy Communion is so special to Christians. - Explain the ritual of Holy Communion in terms of Holy Week events and teachings from Jesus during the Last Supper.	- Be able to describe that Christians believe Jesus has saved them. - Be able to describe events from the Easter story in terms of the suffering endured as a way of 'paying for' all the sins of mankind - Make connections between rituals such as communion to the events in Holy week and belief in salvation for Christians. - Understand resurrection as the central belief to all Christians. - Understand that many Christians see death as not the end and that everyone can have new life in heaven. - Be able to describe events related to how Jesus suffered during crucifixion but then returned to life and spoke to people.
	Kingdom of God			- Understand that people of faith feel a sense of belonging to that faith group and to God, for Christians the Holy Spirit helps that belonging. - Understand how many Christians believe the Holy Spirit is with people on Earth as a help following Jesus leaving through ascension. - Understand the Christian celebration of Pentecost as explaining the nature of God as the son (Jesus) and the Holy Spirit.	- Describe how Jesus' kingship is greater than a convention monarch - Understand that many Christians see things they do to try to improve the world as part of the Kingdom of God.

Other World Religions (inc non-religious) Learning		Judaism	• Understand that some things can be special, such as clothing to some people. • Know that Jewish people often wear particular special clothes to show what they believe in. • To understand that import people who lead religions (Jewish & Christian) often wear special clothes to show their role. • Know that stories that are told about God are special because people of faith believe they happened. • Know that Jewish people have many stories which come from a special ‘book’ called the Torah. • Be able to act of some of the events from some significant stories, such as Moses and the Torah and Siddhartha and the Swan.	• Understand that where things are remembered from the long past, this shows particular importance. • Be able to describe the key events from Passover for Jewish people. • Describe how a Seder meal is a celebration of Passover for Jews which helps them remember how their ancestors left slavery behind. • Be able to describe things Jewish people do that shows Shabbat is a special time for them. • Link the creation story to Shabbat as a day for rest. • Explain why it is so important for Jewish people to spend Shabbat with family and make this time special together. • Understand that bread is used as an important symbol to represent different things, such as to Jews and Sikhs. • Describe how Jews use the symbolism of bread to symbolise different things: Manna (Exodus), Challah (braided for Shabbat), Matzo (unleavened for Passover). • Be able to explain how people belong in their family and our school family. • Explain how Jewish people might belong to their Synagogue and to their faith. • Describe how Jewish people show they belong through the clothing and rituals they follow.		
	Hinduism			• Be able to explain the significance of Karma to Hindus. • Understand how good and evil is represented in the story of Prahlad and that Hindus learn Karma from this. • Be able to explain the importance of the Holi festival, with reference to the story of Prahlad and Karma. • Understand why worship is important to people of faith, with particular reference to Hindus. • Describe how Hindus worship, with reference to the puja plate, in order to explain their beliefs and devotion. • Understand the complex way Hindus understand different gods as aspects of how the diving Brahman appears. • Be able to describe how worship is of different gods varies for different Hindu groups and peoples across the world. • Describe how Hindus show their devotion, such as through acts of worship and ritual. • Describe how signs of devotion would be observed at temples and why these are important to Hindus.		

	Islam					• Link the symbolism of the crescent moon and star to the importance of the Night journey • Be able to describe why Mohammed's (pbuh) journey showed he was so blessed by God. • Understand Mohammed (pbuh) as the most important prophet for Muslims. • Describe how many Muslims make new babies belong in their family and faith. • Be able to describe acts of worship within a Mosque as acts of belonging • Be able to explain some of the key features and practices within a mosque that demonstrates how sacred they are. • Be able to describe key rituals during Ramadam for many Muslims • Understand fasting as a key pillar of Islam and be able to explain why it is so important to Muslims.
	Other Religious Views (inc. non religious)		• Know that people from different faiths have people who are very special to them. • Know that Buddhists try to follow what Buddha told them. • Be able to act of some of the events from some significant stories, such as Moses and the Torah and Siddhartha and the Swan.	• Understand that bread is used as an important symbol to represent different things, such as to Jews and Sikhs. • Know that Sikhs use bread to symbolise all are equal in the eyes of god (Karah Parshad).	• Be able to describe how people of faith (Buddhists) are devoted towards their god.	• Explain the significance of sacred places for different people and different faiths. • Be able to describe aspects of Sikhism which demonstrate sacred rituals, beliefs and practices. • Understand that some people are humanist/ non-religious and do not see origin resulting from divine action.
	Denominational Differences within Christianity				• Understand that different denominations of Christianity have differences in how they worship and follow rituals. • Understand the centrality of belief in the trinity for Christians of all denomination. • Be able to describe denomination differences in how Christians understand Communion.	• Explain some different denominational difference in Christian places of worship. • Understand that Christians (and denominations) do not all agree what God is like but believe they can get to know Him, like a person.
Enquiry Cycle of Learning about RE (Living Difference)	Communicate	• Use the concept words in their own ideas.	ELG 14: People, Culture & Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	• Can describe their responses to concepts.	• Can explain their own response to a concept.	• Can explain their responses to concepts with reasons and context.
	Apply	• Can say how other people feel about concept.		• Can identify examples of how responses relate to lives of other familiar people.	• Can explain how responses can be applied in the lives of other people.	• Can explain with significant examples how their responses affect the lives of a range of other people.
	Inquire	• Can describe how the concept is important to the religion.		• Can identify and talk about how the concept is used by a religion.	• Can describe how a concept is understood within a particular religion.	• Can give detailed explanations for how a concept is used within a religion, making connections between known aspects.
	Contextualise	• Can say what people from the religion do/ understand.		• Can recognise and make simple descriptions how the concept is expressed in the particular practice of the religion studied.	• Can describe how concepts are contextualised within the beliefs and practices of the religion studied.	• Can accurately contextualise concepts within the key beliefs and practices of different people within the broader religion studied.
	Evaluate	• Say how they feel about the concept.		• Evaluate by describing importance of concept to believers.	• Describe importance to believers with personal response to issues or different views.	• Evaluate by giving detailed explanations of importance and value to believers with personal opinions.

Changes for 2026/27 Academic Year & Beyond

Year B C4 Autumn II Transform – build in UC Unit 2b.5 Gospel to take the understanding of Messiah through to the legacy of the Gospels impacting on contemporary Christians