Guided by God, we build a community of learners who flourish and are filled with hope.

Keighley St Andrew's C of E Primary School

Religious Education & Worldviews Progression Document

Intent → In teaching RE and Worldviews, our principal aim is to enable pupils to hold balanced and informed conversations about religion and worldviews.

Our RE curriculum aims to enable pupils:

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

By the time children leave Keighley St. Andrew's, they should be able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

We teach RE and Worldviews at Keighley St. Andrew's to support your child's development as a well-rounded individual, filled with hope, allowing them to flourish in society. They are encouraged to explore their own individuality, faith and spirituality as well as understand and appreciate the similarities and differences of those around them. In addition to RE lessons, we hold daily worship sessions which allow children to wonder, reflect and explore the wonderful world we live in. We also engage with our school story 'The Good Samaritan', ensuring we are kind, helpful and valued members of that world.

Implementation → We have a 2-year rolling programme which allows for progression of RE and Worldviews teaching and learning through the year groups from Y1-Y6 for mixed age classes, with the exception of Nursery and Reception who deliver the same curriculum units each year. We ensure that the core concepts of Christianity, as well as a variety of other world faiths and thematic units, are spread evenly across year groups to ensure concepts and faiths are regularly revisited and understanding is strengthened. Each unit taught incorporates the following three key elements: Making Sense of Beliefs; Understanding the Impact; Making Connections.

Impact → We believe the true impact of our RE and Worldviews curriculum is demonstrated by our children living and breathing our school values, but also showing such a confidence in their own religion, faith and beliefs that they respect the religious and cultural differences of the world around them. We do use formative assessment to inform and develop our teaching and to gauge children's understanding as well as summative assessment at the end of each RE unit of work whereby all pupils are assessed by

class teachers. They grade each child with: **Significantly at Risk**; **At Risk**; **Age Related** and **Greater Depth** against the KSA Sticky Knowledge and End of Key Stage Expectations from the Diocesan Syllabus.

Religious Education & Worldviews in EYFS →

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In EYFS, knowledge and skills associated with an understanding of religious and other worldviews are developed primarily through 'Understanding the World'.

In addition, Religious Education and Worldviews enables children to flourish in a variety of areas:

Communication and Language: • Develop spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews. • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts. • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field. • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.	**Personal, Social and Emotional Development:** • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others. • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story. • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably. • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.	**Physical Development:** • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play. **Mathematics:** • Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content. • Look for patterns and relationships and spot connections, sorting and ordering objects simply.
Literacy: • Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief. • Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. • Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religions and worldviews. • Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.	**Understanding the World:** • Make sense of their physical world and their community, e.g. on visits to places of worship, or by meetings members of religious communities. • Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world. • Extend their knowledge and familiarity with words that support understanding of religion and belief. • Talk about the lives of people around them, understanding characters and events from stories. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. • Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.	**Expressive Arts and Design:** • Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings. • Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. • See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts. • Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. • Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Autumn 1	Spring 1	Summer 1
Why is the word God so important to Christians?	**Which stories are special and why?**	**Which places are special and why?**
KSA Sticky Knowledge: • I know that the word God is a name. • I know that Christians believe God is the Creator of the universe. • I know that Christians believe God made our wonderful world and so we should look after it.	**KSA Sticky Knowledge:** • I can talk about religious stories. • I know the names of some Holy Books. • I know what Jesus teaches us about keeping promises. • I know what Jesus teaches us about saying 'thank you'.	**KSA Sticky Knowledge:** • I know which places are special to me. • I know which places are special in different religions. • I know what things can be found in places of worship. • I can talk about the natural world.
Autumn 2	**Spring 2**	**Summer 2**
Why do Christians perform nativity plays at Christmas?	**Why do Christians put a cross in an Easter Garden?**	**Being Special: Where do we belong?**

KSA Sticky Knowledge:	KSA Sticky Knowledge:	KSA Sticky Knowledge:
• I know that Christians believe Jesus is God in human form. • I know that Christians believe Jesus came to show that all people are precious and special to God.	• I know that Christians remember Jesus' death at Easter. • I know that Jesus' name means 'He saves'. • I know that Christians believe Jesus came to show God's love. • I know that Christians try to show love to others.	• I can retell religious stories, making connections with my own experiences. • I can talk about things that have happened to me that made me feel special. • I know what happens at a Christian baptism. • I know how babies are welcomed into different religions.

Religious Education & Worldviews in KS1 → Cycle A

Autumn 1	Spring 1	Summer 1
Who do Christians say made the world? Creation	Who is a Muslim and what do they believe? **NB some objectives will be in cycle B	Who is Jewish and how do they live? **NB some objectives will be in cycle B
Diocesan Syllabus Objectives: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. **KSA Sticky Knowledge:** I know what the Creation story tells us about God, Creation and the world. I know how Christians say thank you to God for the Creation. I can think, talk and ask questions about living in an amazing world.	**Diocesan Syllabus Objectives:** • Recognise the words of the Shahadah and that it is very important for Muslims. • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them. • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living. • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good idea for their reasons. • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. **KSA Sticky Knowledge:** I know the words of the Shahadah and that it is very important to Muslims. I know what the Shahadah teaches Muslims about God. I know how Muslims use the Shahadah to show what matters to them. I know how Muslims put their beliefs about prayer into action. I can think, talk about and ask questions about Muslim beliefs and ways of living.	**Diocesan Syllabus Objectives:** • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations. • Give examples of how the stories used in celebrations remind Jews about what God is like. • Give examples of how Jewish people celebrate special times. • Make links between Jewish ideas of God found in the stories and how people live. • Give an example of how some Jewish people might remember God in different ways. • Ask some questions about what Jewish people celebrate and why. • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. • Give a good reason for their ideas about whether any of these things are good for them too. **KSA Sticky Knowledge:** I know that the Shema is a Jewish prayer that teaches Jews about God. I know how Jewish people remember God when they celebrate special times. I can ask and answer questions about what Jewish people celebrate and why.
Autumn 2	**Spring 2**	**Summer 2**
Why does Christmas matter to Christians? Incarnation	Why does Easter matter to Christians? Salvation	Who am I? What does it mean to belong?
Diocesan Syllabus Objectives: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that Jesus' birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and he came to bring good news (e.g. to the poor in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. **KSA Sticky Knowledge:** I know how the Gospel stories show that Jesus' birth was extraordinary. I know how Christians show their beliefs during Advent and Christmas. I know what I can be thankful for at Christmas.	**Diocesan Syllabus Objectives:** • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. **KSA Sticky Knowledge:** I know the importance of the Easter story as part of the 'big story' of the Bible. I know that the stories from Holy Week are about salvation. I know how Christians show their beliefs about Jesus' death and resurrection at Easter. I can talk about what the story of Easter tells me about sadness, hope and heaven.	**Diocesan Syllabus Objectives:** • Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people. • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and / or Jewish and non-religious). • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. • Talk about what they have learned and how their ideas have changed. **KSA Sticky Knowledge:** I know what religions teach us about loving others. I know that loving others is important in lots of communities. I know what happens at different religious welcome ceremonies. I know how people show they love each other and belong to each other when they get married.

		I know how people express their identity and belonging within different communities. I know what is good about being part of a community.

Religious Education & Worldviews in LKS2 → Cycle A

Autumn 1	Spring 1	Summer 1
What do Christians learn from the Creation story? Creation / Fall	What is the Trinity? Incarnation	What does it mean to be a Sikh in Britain today? **NB some objectives will be in cycle B
Diocesan Syllabus Objectives: • God the Creator cares for 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 about how humans spoiled their friendship with God. 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, and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God, through obedience, and worship, which includes saying sorry for falling short. **KSA Sticky Knowledge:** I know what the Creation story tells us about the relationship between God and his Creation, including human beings. I know what Christians do to be close to God, because he is their Creator. I can talk about why the Creation story might be important to Christians today, and people who are not Christians.	**Diocesan Syllabus Objectives:** • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. Christians have created art to help express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. **KSA Sticky Knowledge:** I know what Christian beliefs about the Trinity are. I know how Christians show their beliefs about God the Trinity. I can explain the role of the Holy Spirit in Christianity. I can compare my own ideas about God with Christian ideas about God, using texts to support my discussions.	**Diocesan Syllabus Objectives:** • Identify some of the core beliefs of Sikhism. • Make clear links between the Mool Mantar and Sikh beliefs and actions. • Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. • Make simple links between the life of at least one of the Gurus and some actions Sikhs take today. • Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. • Raise questions about what matters to Sikhs, and say why they still matter today. • Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today. • Talk about what they have learned and whether they have changed their thinking. **KSA Sticky Knowledge:** I know some key Sikh beliefs. I can make links between the Mool Mantar and Sikh beliefs and actions. I know how Sikhs show that they remember God, work hard and serve others. I know what values matter to Sikhs and why they still matter today.
Autumn 2	**Spring 2**	**Summer 2**
What does it mean to be a Hindu in Britain today? **NB some objectives will be in cycle B	Why do Christians call the day Jesus died 'Good Friday'? Salvation	What are the deeper meanings of festivals?

Diocesan Syllabus Objectives: • Identify some Hindu deities, and describe Hindu beliefs about God. • Offer informed suggestions about what Hindu *murtis* express about God. • Make links between Hindu beliefs and the aims of life. • Describe how Hindus show their faith within their families in Britain today. • Describe how Hindus show their faith within their faith communities in Britain today, indicating some differences in how Hindus show their faith. • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. • Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. **KSA Sticky Knowledge:** I know what Hindus believe about God. I can name some Hindu deities. I know how Hindus show their faith within their families, in Britain today. I can explain Hindu beliefs about the value of people in the world today.	**Diocesan Syllabus Objectives:** • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week were important in showing the disciples what Jesus came to Earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. **KSA Sticky Knowledge:** I know why the stories of Holy Week are important to Christians. I know how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday. I know why the Easter story is important in the world today.	**Diocesan Syllabus Objectives:** • Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions). • Make clear links between these beliefs and the stories recalled at the festivals. • Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals. • Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and / or a variety of ways of celebrating within a religious tradition). • Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives. • Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas. • Talk about what they have learned, how and why their thinking has changed. **KSA Sticky Knowledge:** I know the main beliefs at the heart of different religious festivals. I can make connections between stories, teachings, symbols and beliefs and how believers celebrate festivals. I know how believers celebrate festivals in different ways. I know what is worth celebrating and remembering in religious communities and my own life. I know the role of festivals in the life of Britain today.

Religious Education & Worldviews in UKS2 → Cycle A

Autumn 1	Spring 1	Summer 1
What does it mean if God is holy and loving? God	What does it mean for Muslims to follow God? **NB some objectives will be in cycle B	How does religion help people live through good and bad times?
Diocesan Syllabus Objectives: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace. **KSA Sticky Knowledge:** I know that Biblical texts show Christian beliefs about what God is like. I can make connections between Christian practices and their beliefs about what God is like. I can explain how Christian ideas about God might make a difference in the world today.	**Diocesan Syllabus Objectives:** • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. • Describe and explain ways in which Muslim sources of authority guide Muslim living. • Make clear connections between Muslim beliefs and worship. • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. • Make connections between Muslim beliefs studied and Muslim ways of living in Britain / Yorkshire today. • Consider and weigh up the value of (e.g.) submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. • Reflect on and talk about what and how they have learned, and how and why their thinking has changed. **KSA Sticky Knowledge:** I can explain Muslim beliefs about God, the Prophet and the Holy Qur'an. I can make connections between Muslim beliefs and worship. I can discuss how valuable some Muslim beliefs and ways of living in Britain / Yorkshire today.	**Diocesan Syllabus Objectives:** • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). • Use evidence and examples to show how beliefs about resurrection / judgement / heaven / karma / reincarnation make a difference to how someone lives. • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these. • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights. • Talk about what they have learned, how their thinking may have changed and why. **KSA Sticky Knowledge:** I know how religions guide people in how to respond to good and hard times in life. I know different religious beliefs about life after death. I know how beliefs about God and life after death affect how people live. I can reflect on artistic expressions of the afterlife using the knowledge I have gained.
Autumn 2	**Spring 2**	**Summer 2**
What kind of King is Jesus? Kingdom of God	What did Jesus do to save human beings? Salvation **NB some objectives will be in cycle B	What will make our town a more respectful place?

Diocesan Syllabus Objectives: • 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. • Jesus' parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. **KSA Sticky Knowledge:** I know what Jesus' parables teach us about the Kingdom of God. I know how belief in the Kingdom of God affects how Christians live their lives. I can make links between beliefs about the Kingdom of God and the issues, problems and opportunities in the world today. I can discuss whether or not the world could or should learn from Christian ideas about the Kingdom of God.	**Diocesan Syllabus Objectives:** • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways. • Christians remember Jesus' sacrifice through the service of Holy Communion. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and their faith. **KSA Sticky Knowledge:** I know what Christians mean when they say Jesus' death was a sacrifice. I can compare different interpretations of the stories of Jesus' death and resurrection. I know how Christians remember Jesus' sacrifice through Holy Communion. I can discuss the value and impact of sacrifice in my own life and in the world today.	**Diocesan Syllabus Objectives:** • Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs. • Describe examples of how different communities deal with diversity and interfaith issues. • Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) • Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc.) • Make connections between religious and non-religious beliefs and practices related to living with difference in community. • Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses. • Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views. • Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today. **KSA Sticky Knowledge:** I know the religions and beliefs in my local area and wider community. I know how and why different communities deal with diversity and interfaith issues. I can make connections between what different people believe and the way they live. I know what religions teach us about living with difference in our community. I know what lessons people can learn from living in diverse communities.

Religious Education & Worldviews in KS1 → Cycle B

Autumn 1	Spring 1	Summer 1
What do Christians believe God is like? God	Who is a Muslim and what do they believe? **NB some objectives will be in cycle A	Who is Jewish and how do they live? **NB some objectives will be in cycle A
Diocesan Syllabus Objectives: • Christians believe in God, and they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him. **KSA Sticky Knowledge:** I know that Bible stories show that God is loving and forgiving, and why this is important to Christians. I know how Christians show their belief in God as loving and forgiving. I know that stories from the Bible can teach me about being sorry and forgiveness.	**Diocesan Syllabus Objectives:** • Recognise the words of the Shahadah and that it is very important for Muslims. • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them. • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living. • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good idea for their reasons. • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. **KSA Sticky Knowledge:** I know how stories about the Prophet show what Muslims believe about Muhammad. I know how Muslims use stories about the Prophet to guide their beliefs and actions. I can explain why some Muslim beliefs are good for them and could be good for me too.	**Diocesan Syllabus Objectives:** • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations. • Give examples of how the stories used in celebrations remind Jews about what God is like. • Give examples of how Jewish people celebrate special times. • Make links between Jewish ideas of God found in the stories and how people live. • Give an example of how some Jewish people might remember God in different ways. • Ask some questions about what Jewish people celebrate and why. • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. • Give a good reason for their ideas about whether any of these things are good for them too. **KSA Sticky Knowledge:** I know how stories used in celebrations remind Jews about what God is like. I can make links between Jewish ideas of God and how people live. I know why reflecting, thanking, praising and remembering God is good for Jewish people and can be good for me too.
Autumn 2	**Spring 2**	**Summer 2**
Why does Christmas matter to Christians? *Digging Deeper Objectives*	What is the 'good news' Christians believe Jesus brings? Gospel	How should we care for the world and for others, and why does it matter?

Diocesan Syllabus Objectives: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that Jesus' birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and he came to bring good news (e.g. to the poor in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. **KSA Sticky Knowledge:** I know how the Gospel stories show that Jesus' birth was extraordinary. I know how Christians show their beliefs during Advent and Christmas. I know what I can be thankful for at Christmas.	**Diocesan Syllabus Objectives:** • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christian's believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. **KSA Sticky Knowledge:** I know that different Bible stories bring us 'good news' about God. I know that different Bible stories teach us how to live in the right way. I know how Christians show their beliefs about the 'good news' Jesus brings. I know how Christians follow the teachings of the Bible about forgiveness, peace and bringing the 'good news' to others. I know what people, of all faiths or non-faiths, can learn from the 'good news'. I know whether Jesus' 'good news' matters to anyone other than Christians.	**Diocesan Syllabus Objectives:** • Identify a story or text that says something about each person being unique and valuable. • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. • Give examples of how Christians and Jews can show care for the natural earth. • Say why Christians and Jews might look after the natural world. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. • Talk about what they have learned and how their ideas have changed. **KSA Sticky Knowledge:** I know what the Creation story teaches us about the natural world. I know that the Bible teaches us everyone is unique and valuable and why this is important. I know how people show that they care for others. I know how and why people care for and look after the natural world. I can discuss whether believing in God makes a difference to how people treat each other and the natural world. I know why everyone should look after the natural world.

Religious Education & Worldviews in LKS2 → Cycle B

Autumn 1	Spring 1	Summer 1
What is it like to follow God? People of God	What kind of world did Jesus want? Gospel	What does it mean to be a Sikh in Britain today? **NB some objectives will be in cycle A
Diocesan Syllabus Objectives: • 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. **KSA Sticky Knowledge:** I know who the People of God are. I know what the relationship is like between the People of God and God. I know what a covenant is. I can make links between the covenant in the story of Noah and Christian wedding ceremonies. I can explain how stories about the People of God are relevant to how we live in school and the wider world.	**Diocesan Syllabus Objectives:** • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. **KSA Sticky Knowledge:** I know that Gospels tells us stories about Jesus' life and his teachings about how we should live. I can make links between the calling of the first disciples and the practices of Christians today. I know how Christians try to follow Jesus' teachings about love. I can make links between Bible stories and the importance of love and life in the world today.	**Diocesan Syllabus Objectives:** • Identify some of the core beliefs of Sikhism. • Make clear links between the Mool Mantar and Sikh beliefs and actions. • Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. • Make simple links between the life of at least one of the Gurus and some actions Sikhs take today. • Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. • Raise questions about what matters to Sikhs, and say why they still matter today. • Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today. • Talk about what they have learned and whether they have changed their thinking. **KSA Sticky Knowledge:** I know what the teachings of the Gurus mean to Sikhs today. I can make links between the life of a Guru and the actions of Sikhs today. I know which Sikh values would make the most difference in my life and in the world today.
Autumn 2	**Spring 2**	**Summer 2**
What does it mean to be a Hindu in Britain today? **NB some objectives will be in cycle A	When Jesus left, what next? Kingdom of God	How and why do believers show their commitments during the journey of life?

Diocesan Syllabus Objectives: • Identify some Hindu deities, and describe Hindu beliefs about God. • Offer informed suggestions about what Hindu *murtis* express about God. • Make links between Hindu beliefs and the aims of life. • Describe how Hindus show their faith within their families in Britain today. • Describe how Hindus show their faith within their faith communities in Britain today, indicating some differences in how Hindus show their faith. • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. • Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. **KSA Sticky Knowledge:** I know what Hindu *murtis* says about God. I can make links between Hindu beliefs and the aims of life. I can compare different ways Hindus show their faith within their faith communities, in Britain today. I can compare and discuss the value of taking part in family and community rituals.	**Diocesan Syllabus Objectives:** • Christians believe that Jesus inaugurated the 'Kingdom of God'. • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the church make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. **KSA Sticky Knowledge:** I know what the story of Pentecost teaches us about the Kingdom of God. I know what Pentecost means to some Christians now. I know how the story of Pentecost, and the belief in the Holy Spirit, affects how Christians live their lives. I can make links between ideas about the Kingdom of God from the Bible, and what people believe about following God in the world today.	**Diocesan Syllabus Objectives:** • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today. **KSA Sticky Knowledge:** I know what different religions believe about love, commitment and promises. I know what happens in ceremonies of commitment and can explain what these rituals mean. I know how beliefs about love and commitment affect how people live. I can talk about why it is good for everyone to see life as a journey and mark the milestones. I can talk about whether or not I think ceremonies of commitment are valuable today.

Religious Education & Worldviews in UKS2 → Cycle B

Autumn 1	Spring 1	Summer 1
Creation and Science: Conflicting or Complementary? Creation / Fall	What does it mean for Muslims to follow God? **NB some objectives will be in cycle A	Why is pilgrimage important to some religious believers?
Diocesan Syllabus Objectives: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts, in relation to the purpose and interpretation of the texts. • 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. **KSA Sticky Knowledge:** I know what Christians believe is the purpose of Genesis 1 and compare different interpretations of this story. I know why many Christians find science and faith go together. I can talk about my own interpretations of Genesis 1 and compare my own ideas with other interpretations. I can discuss how far Genesis 1 is in conflict with, or complementary of a scientific account of creation.	**Diocesan Syllabus Objectives:** • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. • Describe and explain ways in which Muslim sources of authority guide Muslim living. • Make clear connections between Muslim beliefs and worship. • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. • Make connections between Muslim beliefs studied and Muslim ways of living in Britain / Yorkshire today. • Consider and weigh up the value of (e.g.) submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. • Reflect on and talk about what and how they have learned, and how and why their thinking has changed. **KSA Sticky Knowledge:** I know how the Qur'an and the Prophet guide Muslim living. I know how Muslims put their beliefs into practice in different ways. I can make connections between Muslim beliefs and ways of living in Britain / Yorkshire today.	**Diocesan Syllabus Objectives:** • Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism). • Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism). • Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions. • Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. • Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views. • Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses. • Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives. • Talk about how and why their thinking has developed through this unit. **KSA Sticky Knowledge:** I know the stories and beliefs behind different pilgrimages. I know the spiritual significance and impact of pilgrimage on pilgrims. I can compare the similarities and differences between ways people undertake pilgrimage and how it affects the way they live. I know what can be learned from pilgrimage.

		I can talk about the value of pilgrimage in my life and in the world today, thinking about the values of reflection, repentance and remembrance.
Autumn 2	**Spring 2**	**Summer 2**
Was Jesus the Messiah? Incarnation	What difference does the Resurrection make for Christians? Salvation **NB some objectives will be in cycle A	Why do some people believe in God and some people not?
Diocesan Syllabus Objectives: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • Christians believe that Jesus' birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled the expectations of the messiah and that he is the Messiah (Jewish people do not believe Jesus is the Messiah). • Christians see Jesus as their saviour. **KSA Sticky Knowledge:** I know how the story of Jesus' birth in the Bible shows that he was the Messiah. I know how Christians show their beliefs about Jesus as the Messiah at Christmas. I can explain how the idea that Jesus is the Messiah is important in the world today and the difference it might make to people's lives.	**Diocesan Syllabus Objectives:** • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways. • Christians remember Jesus' sacrifice through the service of Holy Communion. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and their faith. **KSA Sticky Knowledge:** I can explain the place of Incarnation and Salvation in the 'big story' of the Bible. I can explain connections between Luke 24 and Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope. I know how Christians put their beliefs about resurrection into practice on Good Friday and Easter Sunday. I know the difference a belief in resurrection might make to how people respond to challenges and problems.	**Diocesan Syllabus Objectives:** • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. • Give examples of reasons why people do or do not believe in God. • Make clear connections between what people believe about God and the impact of this belief on how they live. • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning. **KSA Sticky Knowledge:** I know what 'theist', 'atheist' and 'agnostic' mean and can give examples. I know what religious and non-religious people believe about God and why. I know how what people believe about God can affect how they live. I know that Christians sometimes disagree about what God is like. I know how believing in God can be valuable or challenging, and how it affects my own life.

Religious Education & Worldviews Progression of Knowledge & Skills…

	EYFS	KS1	LKS2	UKS2

Progression of Knowledge and Skills (Being a Theologist)	**Understanding the World – People, Culture and Communities ELG** By the end of EYFS, pupils will … • 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.	By the end of KS1, pupils will be able to … • Identify the core concepts and beliefs studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers. • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. • Give examples of ways in which believers put their beliefs into action. • Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas. • Give a good reason for the views they have and the connections they make. • Talk about what they have learned.	By the end of LKS2, pupils will be able to … • Identify and describe the core beliefs and concepts studied. • Make clear links between texts / sources of authority and the key concepts studied. • Offer informed suggestions about what texts / sources of authority might mean and give examples of what these sources mean to believers. • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the way they live. • Identify some differences in how people put their beliefs into practice. • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	By the end of UKS2, pupils will be able to … • Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. • Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts. • Taking account of the context(s), suggest meanings for texts / sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures. • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. adherents and non-religious). • Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. • Talk about what they have learned, how their thinking may have changed and why.