

QUOTE : **“To understand the mind and heart of a person, look not at what he has already achieved, but at what he aspires to.” Kahlil Gibran**

RE Vision : At Crockham Hill CE Primary School the RE curriculum is designed to provide a systematic enquiry into significant human questions which religions and worldviews can address. Pupils are encouraged to develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own. Through this subject, pupils are able to evaluate who they are, make choices and decisions and by the end Y6, have started to shape themselves into the person they wish to become.

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Nature of God	Listen to and act out stories from the Bible	Retell the story of the Lost Son simply, Retell the story of Jonah simply Give clear, simple accounts of what the story of the Lost Son or Jonah means to Christians. Give examples of a way in which Christians show their belief in God as loving and forgiving; Think, talk and ask questions about whether they can learn anything from the story for themselves,	Identify what a parable is. Recognise a link with the story of the Lost Son or Jonah and the concept of God as a forgiving Father. Give examples of how Christians put their beliefs into practice in worship; Identify ways in which Christians use the story of Jonah to guide their beliefs about God. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Identify some different types of biblical texts, using technical terms accurately. Describe how Christians put their beliefs into practice in worship.	Explain connections between biblical texts and Christian ideas of God, using theological terms.	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

People of God	N/A	N/A	N/A	Make 1 or 2 simple links between the Bible story and the idea of covenant or the concept of faith and/or the concepts of freedom and salvation, Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Make simple links between Peoples of God and how some Christians choose to live their lives. Explore ways that Christians celebrate and worship in their church communities.	Make clear links between the Bible story and the idea of covenant or the concept of faith or freedom using theological terms. Suggest answers about how far, ideas of covenant, promises and following God, might make a difference in the world today.	Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring,
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Creation	Think about the perspectives of others	Retell the story of creation from Genesis 1:1–2:3 simply.	Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.	Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.	Place the concepts of God and Creation on a more detailed timeline of the Bible’s ‘Big Story’.	Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’.	Identify what type of text some Christians say Genesis 1 is, and its purpose.
		Say what the story tells Christians about God, creation and the world simply.	Describe what the story tells Christians about God, Creation and the world. Think, talk and ask questions about living	Make at least one link between Genesis 1 and what Christians believe about God and Creation.	Make clear links between Genesis 1 and what Christians believe about God and Creation.	Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.	Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
		Give at least one example of what Christians do to say thank you to God for the Creation or how Christians take care of the world	Give at least two examples of what Christians do to thank god for Creation and how Christians look after the world for God	Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)	Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.	Show understanding of why many Christians find science and faith go together.
		Think, talk and ask questions about living in an amazing world	Think, talk and ask questions about living in an amazing world, recognising that humans should take care of the world because God created it.			Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave.	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

Incarnation	Perform a simple nativity that tells the story of the Birth of Jesus	Recognise that stories of Jesus’ life come from the Gospels.	Recognise that Incarnation is part of the ‘Big Story’ of the Bible.	Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.	Give examples of what texts about Baptism mean to some Christians today.	Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels.	Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.
		Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.	Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’.	Offer suggestions about what texts about baptism and Trinity might mean.		Offer suggestions for what texts about God might mean.	Identify Gospel and prophecy texts, using technical terms.
		Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	Give at least two examples of ways in which Christians use the nativity story in churches and at home;	Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Give examples of what the texts studied mean to some Christians.	Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
		Decide what they personally have to be thankful for at Christmas time.	Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.			Describe how Christians show their beliefs about God the Trinity in the way they live.	Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

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Gospel	<p>Listen to stories about Jesus in the Gospels of the New Testament</p>	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p>	<p>Tell stories from the Bible and recognise a link with a concept:</p>	<p>Retell the story of Jesus healing a leper (Mark 1:40–44).</p>	<p>Revise the narrative qualities of parables and how Jesus uses them to share the Good News about God.</p>	<p>Identify (Luke 10:25–29) as part of a 'Gospel', which tells the story of the life and teaching of Jesus. In this instance; The Good Samaritan.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p>
	<p>See themselves as a valuable individual</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Give clear, simple accounts of what Bible texts such as the story of Matthew the tax collector mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn.</p>	<p>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>Describe how Christians show their beliefs: for example, thanking God in prayer.</p> <p>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p>Identify (Matthew 4:20–22) as part of a 'Gospel', which tells the story of the life and teaching of Jesus. In this instance; Jesus calling his disciples.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Give an example of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make a link between the Bible stories studied and the importance of love in the world today.</p>	<p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Give at least 2 examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>List two distinguishing features of a parable.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p> <p>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Give some examples of how Christians act to show that they are following Jesus.</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>

Salvation	Understand the past through events encountered in the Bible.	<p>Recognise that Jesus' death and resurrection are part of the 'big story' of the Bible.</p> <p>Recall key events of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least one example of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven.</p>	<p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Retell stories of Holy Week and Easter and make links with the idea of Salvation (Jesus rescuing people).</p> <p>Know some ways in which Jesus has instructed Christians to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>Know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give an example of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make at least one link between some of the stories and teachings in the Bible and life in the world today, expressing an idea of their own clearly.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Recognise that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Describe how Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Make at links between some of the stories and teachings in the Bible and life in the world today, expressing at least 2 ideas of their own clearly.</p>	<p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Understand that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	N/A

Kingdom of God	N/A	N/A	N/A	<p>Make some links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Know that Christians celebrate Pentecost as the beginning of the Church.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make a link between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	<p>Know that Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Know that Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Make some links between Christians belief that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible.</p> <p>Describe how they reflect the love of God in their own lives.</p>	<p>Order concepts within a timeline of the Bible's 'big story'.</p> <p>Express some of their own ideas.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text.</p> <p>Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p>	<p>Order concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text.</p> <p>Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p> <p>Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p>
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Islam	Show sensitivity to their own and others' needs.	Talk about the fact that Muslims believe in God (Allah)	Talk about some of the 99 names of Allah and how Muslims use the names to describe God	Explain that the Qur'an is the word of God (Allah)	Explain that (Allah)is seen as Creator, Guide & Provider by Muslims	Explain the concept of revelation (Jibril)	
		Understand that Muslims follow the example of the Prophet Muhammad	Retell the story of the life of the prophet Muhammad.	Know how the Qur'an was created and that it is written in Arabic and never translated.	Describe a Muslim's belief in human nature, angels and prophets and the last prophet was Muhammad	Describe Traditions about Muhammad and make links to how important he is to Muslims	
		Know that Muslims do <u>not</u> draw Allah or the prophet Muhammad.	Identify some ways Muslims remember and celebrate; e.g. Ramadan, Eid-ul-fitr and how this might make them feel.	Describe ways in which Muslims follow the 'How to live' rules contained within the Qur'an;	Name and briefly describe what each of The five Pillars of faith are within Islam	Describe the 5 pillars of faith and how they impact the lives of Muslims clearly	
		Identify some ways Muslims remember and celebrate; e.g. Ramadan, Eid-ul-fitr	Recognise some objects and places used by Muslims and suggest why they are important.	Describe how family life might look like in a Muslim home	Name responsibilities & duties of parent & child within the Muslim Home	Explain the ways Muslims might show respect for elders, teachers & the wise	
			Ask questions about God that are hard to answer		Describe ways in which hospitality/visiting is important to Muslims	Describe aspects of Muslim life such as Marriage, the Importance of honesty and hygiene	
							Know the 5 Pillars of Islam making links with life as a journey (Hajj)
							Describe how Festivals such as Id-ul-Fitr, Id-ul Adha and Status of Ka'bah are significant to Muslims.
							Describe how Muslims Worship in the Mosque including 'getting ready'
							Make clear links between a Muslim's idea of God (Allah) / faith and any ideas of your own that you may have.

Judaism	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Know what a flame or light symbolises and why light is important to people</p> <p>Know key parts of the two stories associated with Christmas and Hanukkah.</p> <p>Name at least two ways in which the 2 light celebrations are similar and different across Judaism and Christianity</p>	<p>Describe briefly how Christians and Jews celebrate their Festival of Light</p> <p>Retell the stories; : The miraculous jar of oil : The birth of Jesus</p> <p>Compare Christmas with Hanukkah making links between the two</p> <p>Describe how these two celebrations reveal the greatness of God to those who celebrate</p>	<p>Understand that many people have objects in their home that are 'precious' to them and that these can be linked to religion</p> <p>Recognise objects that can be found in many Jewish homes</p> <p>Explain the role of the Synagogue in a Jew's life</p> <p>Describe key elements of Jewish life such as; commitment, prayer , values / faith lifestyle , Rabbi, Yad Scroll, Ark</p>	<p>Name some of the ten Commandments and make links to own understanding of what makes a good life rule to follow</p> <p>Retell the story of the Jewish exodus from Egypt</p> <p>Explain the significance of The Passover Meal, describe the Pesach / Seder Plate tradition and how it links to the Exodus story</p>	<p>Describe ways in which the Torah teaches Jews to live their lives; rules / commandments</p> <p>Describe how the different stages of life are reflected in Judaism; Brit Milah (circumcision); Bar/Bat Mitzvah Marriage Death</p>	<p>Describe how Christians and Jews celebrate the greatness of God through a variety of festivals;</p> <p>Christmas Rosh Hashanah Yom Kippur</p> <p>Recognise the similarities and differences between the different celebrations</p> <p>Explain the significance of marking special moments /events and make links to own life moments/ events.</p> <p>Describe what believing in God means to different groups of people and explore why people choose to follow their beliefs.</p> <p>Identify own belief system and how it contributes to how you live your life.</p>
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Other world faiths such as Buddhism and Hinduism	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.	Identify that some world faiths have one God (Judaism, Christianity, Islam) and some have Many Gods (Hinduism, Buddhism.)	Know that there are many world faiths that are either Monotheistic or Polytheistic.	Describe Hindu and Buddhist beliefs about God	Know that Hindus see life as a journey with significant moments/parts marked in different ways	Discuss links between how Hindus help others	<u>Sikhism</u> Explain that Sikhs believe that God , as one, Creator, Sustainer,
		Retell stories from religions of the world. Hinduism; Rama and Sita (Diwali – festival of light) Hindu Creation Story Krishna the butter thief Buddhism; Siddharta and the Swan The Monkey King Recognise the religions of Japan and India.	Retell stories from religions of the world. Hinduism; Rama and Sita (Diwali – festival of light) Hindu Creation Story Krishna the butter thief Buddhism; Siddharta and the Swan The Monkey King Make links between the cultures in Japan and India and the prominent religious faiths of those nations.	Describe two of the four Aims in Hindu life and what they mean to Hindus. Describe two of the four Noble Truths in Buddhism and what they mean to Buddhists. Describe ways that Hindus worship God (Puja), Aarti, (Diva lamp) Bhajans (Worship songs). Describe some examples of what Hindus do to show their faith such as; helping others.	Describe the Hindu belief in Karma Give reasons why Gandhi behaved in the way he did. Describe some key events in the life of Gandhi Describe how the life of Gandhi shows Hindu beliefs in action	Name key figures from Hinduism; Brahman (The one God) and deities Vishnu, Krishna, Ganesh and Shiva and from Buddhism; Buddha and his teachings Make connections with some Hindu beliefs and teachings about the 4 aims in Hindu life; Dharma, Moksha, Artha and Karma Compare with how believers of other faiths might help others.	Nature of God for Sikhs; Nature of God – Mool Mantar. Recall significant events such as; The forming of the Khalsa. Describe how the actions of Significant Figures such as ; Guru Nanak and Guru Gobind Singh influenced Sikhism. Recognise that the Holy Book, Granth Sahib, is the holy book for Sikhs and contains more than 6,000 hymns of the Sikh Gurus (Religious leaders)