



West Dean C of E Primary School

The small school with a big heart

R.E. Curriculum progression

What will our learners be able to do when they leave us?

By the end of their time at West Dean CE Primary school, our Year 6 children will have developed a deep and broad knowledge of Christianity and a range of other religions and world views. Lessons from 'Understanding Christianity' and 'The Emmanuel Project' offer a broad range of study for children studying RE. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. Our learners will have had opportunities to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. Our intent is to make sure that our children understand the relevance of RE in today's modern world and how it affects their lives. They will have had opportunities for reflection, discussion, dialogue and debate and also to promote the development of positive values and attitudes. They will have encountered the teaching of key concepts and practices within our principle religion Christianity as well as Hinduism, Judaism, Islam and Humanism.. By revisiting concepts at each key stage, pupils will be able to retrieve and deepen their knowledge and understand about the key concepts and practices set down in the agreed syllabus.

We believe that the impact of using 'Understanding Christianity' and 'The Emmanuel Project' in our RE curriculum is that our children will have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding of those around them including themselves. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

Curriculum Coverage

Aims

The curriculum for RE aims to enable pupils to be able to:

Describe and explain beliefs and practices, recognising the diversity which exists within and between communities. Identify, discuss, and respond to sources of wisdom found in religion and worldviews. Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning ([Knowledge and Understanding](#)).

Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions. Draw conclusions about what enables different communities to live together respectfully for the well-being of all. Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives ([Application and interpretation](#)).

Justify their own ideas about how beliefs, practices and forms of expression influence individuals and communities. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. Appreciate and appraise varied dimensions of religion linking these to British values ([Analysis and Evaluation](#)).

EYFS	By the end of KS1	By the end of KS2
Understanding Christianity Units		
<p>God and Creation Children will know that: The word God is a name. Christians believe God is Creator of the universe. Christians believe God made our wonderful world and so we should look after it.</p> <p>Incarnation Children will know that: Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</p> <p>Salvation Children will know that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.</p>	<p>God Pupils will know that: Christians believe in God, and that 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.</p> <p>Creation and Fall Pupils will know that Christians believe: 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.</p> <p>Incarnation Pupils will know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Gospel Pupils will know that: Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>God Pupils will know that: 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 (see Fall) but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p>Creation and Fall Pupils will know that: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p>People of God Pupils will know that: The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</p> <p>Incarnation Pupils will know that: Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (see Salvation).</p> <p>Gospel Pupils will know that: Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>

	<p>Salvation Pupils will know that: 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.</p>	<p>Salvation Pupils will know that: 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: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). 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 for their faith.</p> <p>Kingdom of God Pupils will know that: 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. The 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.</p>
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EYFS	By the end of KS1	By the end of KS2
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The Emmanuel Project Units

<p>Creation Pupils begin to understand the Christian belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. ‘God’ is therefore an important and significant name for believers, not an interjection or swear word. Pupils begin to understand that Christians believe humans are a special part of God’s creation and have a God-given responsibility to care for the incredible world we all share.</p> <p>Incarnation Pupils begin to understand that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus’ nativity (birth) because it is the coming of God to earth, not just as a human baby but as God ‘incarnate’ on earth. Pupils begin to understand the Christian belief that all humans are made in the image of God, each an ‘incarnation’, a physical being known and loved by him.</p> <p>Salvation Pupils begin to understand that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin</p>	<p>Judaism pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rulebook for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.</p> <p>Islam pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name ‘Allah’ and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words ‘fasting’ and ‘sharing’ to talk about what Muslims do during these festivals.</p>	<p>Judaism pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.</p> <p>Islam pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God’s messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur’an, understand how it is respected and revered, and learn about its importance as the revealed word of God</p> <p>Hinduism pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings</p>
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and new life with him in heaven. The cross symbolises these beliefs. Pupils begin to understand the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him.

about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and rebirth.

Humanism

pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principles which lay behind this worldview. Pupils will have opportunities to encounter thoughts of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.

RE progression of skills		
EYFS	KS1	KS2
<p>Personal, Social and Emotional Development Pupils can share their experiences and knowledge of their own families' beliefs and values to build connections and discover similarities and differences. Pupils show sensitivity and respect to others. Pupils share, discuss and ask questions about religious stories in small groups. Once learning about a festival or celebration, pupils can discuss their likes and dislikes or which parts they can relate to. Pupils can handle and discuss religious artefacts with care and can discuss why they might be special to people. Using stories, pupils generate an understanding of right and wrong and how people make these choices. Pupils begin to unpick the meaning of religious stories.</p> <p>Communication and language Pupils can listen to different religious and cultural stories and recall key events. Pupils can listen to stories and ask appropriate questions. Pupils can ask how and why questions to gain a deeper understanding by using religious artefacts, pictures, and books. Pupils can share their ideas about their views and beliefs with each other. Pupils can explain their understanding of stories, beliefs, and views. Pupils can talk about past events from their own experiences such as celebrations and special family times. Pupils can recognise and use religious vocabulary.</p> <p>Literacy</p>	<p>Skill Focus Knowledge and Understanding</p>	
	<p>Recall and name different beliefs, practices, major festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied. Find out about the meaning behind these.</p> <p>Retell and suggest meanings to some religious and moral stories. Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they derive.</p> <p>Recognise different symbols and actions and key practices associated with religious communities. Identify and make connections between religious communities.</p>	<p>Describe and make connections between different features of the religion and worldviews studied. Talk about celebrations, worship, pilgrimages, and the rituals, which mark important points in life. Reflect on their own ideas and make a personal response</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating. Respond thoughtfully to the beliefs and teachings that arise from a range of sources of wisdom within different communities.</p> <p>Explore and describe the meaning of a range of beliefs, symbols, and practices. Understand the significance of symbols and practices</p>
	<p>Application and Interpretation</p>	
	<p>Explore questions about belonging, meaning and truth. Express their own ideas and opinions about these questions. Respond using words, music, art</p>	<p>Discuss and present their own and other's views on challenging questions about belonging, meaning, purpose and truth. Draw upon a variety of creative means to further understand their</p>

<p>Pupils can retell significant religious and cultural stories through role play and storytelling. Pupils can read simple sentences from simplified religious and cultural story books Pupils can write cards to give and receive as part of religious and cultural celebrations. Pupils can write lists for parties and celebrations. Pupils can write short sentences to describe a special time.</p> <p>Mathematics</p> <p>Pupils can count down to events and celebrations. Pupils can solve mathematical problems set within the context of religious stories. Pupils can create decorations using repeating patterns and shapes. Pupils can talk about different times of the year when celebrations take place. Pupils can talk about different times in the day that may be significant to a particular festival or celebration.</p> <p>Physical Development</p> <p>Pupils can participate in dances and expressive movement used to celebrate festivals from different cultures and religions</p> <p>Expressive Arts and Design</p> <p>Pupils can explore dance and movement from other cultures and how movement is used as part of a celebration or festival. Pupils explore and create music from different celebrations and festivals. Pupils can recreate places of worship using a variety of modelling materials. Pupils recreate religious and cultural stories and rituals through role play.</p> <p>Understanding the World</p> <p>Pupils can discuss special times they have celebrated with their families and friends. Pupils can identify the beliefs they have and discover the elements that make them similar and different to others. Pupils can identify some traditions within their community. Pupils can identify places that are special in their local area and know why they are special for some people, e.g. places of worship. When discussing different cultures and religions, pupils can identify similarities and differences in relation to places</p>	<p>or poetry</p> <p>Find out about examples of cooperation between people who are different. Respond to this with their own ideas.</p> <p>Find out about questions of right and wrong. Express their own ideas and opinions in response to this enquiry</p>	<p>knowledge and understanding of key religious concepts.</p> <p>Consider ways in which diverse communities can live together for the well-being of all and how these might be applied. Respond thoughtfully to ideas about community, values, and respect</p> <p>Discuss and apply their own, and other’s ideas about ethical questions, including ideas about what is right or wrong and what is just and fair. Express their own views clearly in response to this enquiry.</p>
<p>Analysis and Evaluation</p>		
	<p>Ask and respond to questions about what communities do, and why. Give reasons to support judgements about what difference belonging to a community makes.</p> <p>Reflect upon their own personal values of identity and belonging to draw a meaning from these.</p> <p>Identify and evaluate some religious and cultural differences between religions with the aim of promoting mutual respect and interfaith dialogue.</p>	<p>Observe and understand varied examples of religion and worldviews. Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Understand and evaluate the value of diversity within religion. Identify and evaluate some religious and cultural differences between religions with the aim of promoting mutual respect and interfaith dialogue.</p>

Y5/6

GOD CREATION/FALL PEOPLE OF GOD INCARNATION GOSPEL SALVATION KINGDOM OF GOD

Y3/4

CREATION/FALL PEOPLE OF GOD INCARNATION/GOD GOSPEL SALVATION KINGDOM OF GOD

Y1/2

GOD CREATION INCARNATION GOSPEL SALVATION

FS2

CREATION (GOD) INCARNATION SALVATION

This diagram shows how the key concepts are revisited in the 'Understanding Christianity' units of learning, with further learning growing from the roots of the foundational knowledge in Early Years, KS1 and above.

Possible EYFS Scheme of work / Long Term Plan

The EYFS units for Understanding Christianity, both the main units and the 'Digging Deeper' sections, were based on the six EYFS units of the Emmanuel Project. On the flash drive, you will find detailed copies of the original units. In each, there is an encounter with a story from a different religion. The Emmanuel Project uses the units in the order below, which matches the seasons of the school year and Christian calendar well and may be a useful steer for those using 'Understanding Christianity'.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>



Possible KS1 Scheme of work / Long Term Plan – increased Christianity coverage

NB: This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on Judaism and Islam are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR A
Christianity God <i>What do Christians believe that God is like?</i>	Judaism Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity Creation <i>Who made the world?</i> (Core Learning)	Christianity Salvation <i>Why does Easter matter to Christians?</i> (Core Learning)	Christianity Gospel <i>What is the good news that Jesus brings?</i> (Core Learning)	Judaism Creation / blessings <i>Why do Jewish families say so many prayers and blessings?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 2 OR A
Christianity Creation <i>Who made the world?</i> (Digging Deeper)	Christianity Incarnation <i>Why does Christmas matter to Christians?</i>	Islam Mercy / compassion <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity Salvation <i>Why does Easter matter to Christians?</i> (Digging Deeper)	Christianity Gospel <i>What is the good news that Jesus brings?</i> (Digging Deeper)	Judaism* Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	

*OR Teshuvah *Why do Jewish families talk about repentance at New Year?*

Possible LKS2 Scheme of work / Long Term Plan - increased Christianity coverage

NB: This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity People of God <i>What is it like to follow God?</i>	Christianity <i>Incarnation</i> <i>What is the Trinity?</i> (Core Learning)	Hinduism* Karma <i>Why do Hindus want to collect good karma?</i>	Christianity Gospel <i>What kind of a world did Jesus want?</i> (Core Learning)	Christianity <i>Kingdom of God</i> <i>When Jesus left, what was the impact of Pentecost?</i>	Islam* Submission How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?	YEAR 3 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>Creation</i> <i>What do Christians learn from the Creation story?</i>	Christianity Incarnation <i>What is the Trinity?</i> (Digging Deeper)	Hinduism** Dharma <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Christianity Salvation <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	Islam** Prophethood <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Christianity Gospel <i>What kind of a world did Jesus want?</i> (Digging Deeper)	YEAR 4 OR B

*OR Judaism **What symbols and stories help Jewish people remember their covenant with God?**

**Two Sikh units are also available for LKS2 entitled *How do Sikhs put their beliefs about equality into practice?* And *How does the teaching of the gurus move Sikhs from dark to light?* These are both available on the flash drive.

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Possible UKS2 Scheme of work / Long Term Plan - increased Christianity coverage

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity God <i>What does it mean if God is loving and holy?</i>	Christianity Incarnation <i>Was Jesus the Messiah?</i>	Hinduism* Moksha <i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i>	Christianity Salvation <i>What did Jesus do to save human beings?</i>	Christianity People of God <i>How can following God bring freedom and justice?</i>	Islam* Revelation <i>What does the Qur'an reveal about Allah and his guidance?</i>	YEAR 5 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Humanism** Happiness <i>Why do humanists say happiness is the goal of life?</i>	Christianity Gospel <i>What would Jesus do?</i>	Christianity Kingdom of God <i>What kind of king is Jesus?</i>	Christianity Salvation <i>What difference does the resurrection make for Christians?</i>	Islam** Tawhid <i>How does tawhid create a sense of belonging to the Muslim community?</i>	Christianity Creation <i>Creation and science: conflicting or complementary?</i>	YEAR 6 OR B

*OR choose Judaism **What is holiness for Jewish people: a place, a time, an object or something else?** Or Buddhism **How did Buddha teach his followers to find enlightenment?**

** OR choose Hinduism **How do questions about Brahman and atman influence the way a Hindu lives?** Or Buddhism **How does the Triple Refuge help Buddhists in their journey through life?**

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