



Curriculum Map for Religious Education

We are currently rolling out a new Religious Education Curriculum within KS1 and LKS2. This document will be added to progressively.

Reception following 2023-2025 curriculum map						
	Term 1		Term 2		Term 3	
Unit Title - Enquiry question	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? Encounter with: A Sikh story: Har Gobind and the 52 Princes	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious? Encounter with: Hindus celebrating Raksha Bandhan	"How can we care for our wonderful world?" Encounter with: Tu be Shevat: the Jewish 'Birthday of Trees'.
Locally Agreed Syllabus Links	Early Years Foundation Stage: Reception Year (ages 4-5) Children are to encounter a range of religions which must include Christianity					
Disciplinary Concepts	The disciplinary concepts can be applied across the entire subject and drive the teaching sequence within the enquiry question enabling St Andrews children to work as theologians toward being able to answer the enquiry question. Meaning of the text / narrative Understanding the Impact and community practice Responding, Making Connections and living					
Golden threads (substantive concepts)	CREATION	INCARNATION	Worship and Witness	Salvation	Worship and Witness	Creation
Vocabulary	Creation, God, Bible, Christian	Christian, Christmas, nativity, Jesus, God, Bible, angel	Bible, church, God, Jesus, rescue, pray, prayer, lent, parable, hero, Sikh	Easter, salvation, God, save, Jesus, Bible, rescue	Jesus God, precious, unique, Bible Christian, church, welcome, believe, thanksgiving, Hindu, Hinduism	Taken from vocab section of each unit Awesome, precious, treasure, creation, creator, design, responsible, caretaker, God, special, holy, wonder
Sticky knowledge	-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.	-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.	-For Christians God is a Very Important Person. -Hear stories about Jesus and begin to build an understanding that he was special.	-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.	-For Christians God is a Very Important Person. -Pupils will learn that Christians believe everyone is precious to God.	-For Christians God is a Very Important Person. -Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

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Cycle B: 2025-26 information taken from unit plan summaries

Year 1 / KS1 cycle A NEW DSAT CURRICULUM					
	1	2	3	4	5
Strand	Creation A	Intermediary A	Salvation A		
Unit Title – learning question	Who is the creator?	What are the intermediaries?	What were the creator's messages?		
faith / world view	Christianity and Islam	Christianity and Islam	Christianity and Islam		
Locally Agreed Syllabus Links	<p>The Dorset Agreed Syllabus refresh 2025-2030</p> <p>Aims of RE The Dorset agreed syllabus for Religious Education retains the enquiry-based pedagogy of previous syllabi and builds on this by adopting a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world. The Enquiry Questions section of the agreed syllabus gives examples of how an enquiry may be approached using different 'ways of knowing'. It is hoped that teachers will use a balanced range of such 'ways' as they help pupils explore the different enquiries, thus expanding their understanding that the study of worldviews is complex and can be approached using different schools of thought e.g., theology, philosophy, social sciences. This of course needs always to be age appropriate. In this syllabus 'worldviews' will be used to refer to religions and worldviews, as religions are worldviews i.e., ways of viewing the world, and to alleviate the risk of implied differentiation or preference. It aims to equip pupils to appreciate the complexity and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation), to see religions as worldviews and know these are dynamic and experienced differently by each individual. It expects RE to address difficult issues and challenging questions that pupils are asking and to support pupils' personal and spiritual development. The agreed syllabus is designed to support schools in understanding the Intent, Implementation and Impact of RE as a distinct and integral part of the whole school curriculum</p> <p>First, Middle, Primary, and Secondary (Key Stages 1, 2 and 3) Schools should plan together to ensure a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of: Two Abrahamic traditions, one of which must be Christianity (A), Two Dharmic traditions (B) and one non-religious worldview (C). A (at least two) B (at least two) C (one) Christianity Buddhism Humanism Islam Sanatana Dharma (formerly referred to as Hinduism) Agnosticism Judaism Sikhi (Worldviews represented locally e.g., Baha'i Faith or a Pagan tradition could also be taught.)</p>				
Disciplinary Concepts	<p>Text Meaning</p> <ul style="list-style-type: none"> Identify why a faith story might be important to a believer. Notice the meaning in a faith story, and any questions it raises. <p>Impact</p> <ul style="list-style-type: none"> Y1 Notice similarities and differences between different religious stories and celebrations (including variation within religions) Yr2 Identify the similarities and differences between different religious stories and celebrations (including variation within religions) 	<p>Text Meaning</p> <ul style="list-style-type: none"> Describe what believers might learn from a religious story about God or living well. Notice patterns between different religions and their key teaching. <p>Impact</p> <ul style="list-style-type: none"> Describe some different ways people show their beliefs using religious words, art or symbols <p>Connections and Worldviews</p> <ul style="list-style-type: none"> Talk about something which is important for me and why 	<p>Text Meaning</p> <ul style="list-style-type: none"> Notice the meaning in a faith story, and any questions it raises Identify why a faith story might be important to a believer. Notice special objects and symbols in religious stories <p>Impact</p> <ul style="list-style-type: none"> Identify what a religious symbol stands for, or what some art, music or words are about for a believer. <p>Connections and Worldviews</p> <ul style="list-style-type: none"> Share my own thoughts about God and religious stories. 		



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	<p>Connections and Worldviews</p> <ul style="list-style-type: none"> • Talk about something which is important for me and why 		<ul style="list-style-type: none"> • Notice what is important to others and respectfully ask why • Ask respectfully about what happens in groups my friends or others belong to, including a faith group 		
<p>What do children need to know to access the unit?</p> <p>PRIOR LEARNING</p>	<p>Prior Learning</p> <ul style="list-style-type: none"> • The word God is a name • God created the universe • God made our wonderful world and so we should look after it • The word Allah is a name • God created the universe • God made the wonderful world and so we should look after it. • The word Allah is a name • Allah created the universe • Allah made the wonderful world and so we should look after it. 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Jesus is the son of God. • Jesus was born at Christmas. • Abraham was the father of the Jews. • God spoke through Abraham. • Muhammed is Allah's messenger. 	<p>Prior Learning</p> <ul style="list-style-type: none"> • Jesus died on the cross • At Easter we remember Jesus's death • Symbols of this are crosses on hot cross buns and palm crosses. • The cross is an important symbol for Christians. • Allah wants to look after his people • Allah spoke to special people to show he cares. 		
<p>substantive knowledge</p>	<p>Know that some Christians believe that</p> <ul style="list-style-type: none"> • God created the Earth in 6 days • Day 1 – light and dark • Day 2 – water and air • Day 3 – dry land, plants and vegetation • Day 4 – heaven, stars & sun • Day 5 – creatures of the air and sea • Day 6 – creatures of the land and human beings • On the seventh day God rested • Everything on Earth is important to God because he created it. • The story of creation is captured in the sacred text called the Bible. • Creation is the beginning of the 'big story' of the bible. 	<p>Know that some Christians believe that</p> <ul style="list-style-type: none"> • Angel Gabriel (messenger from God) told Mary she was going to have a baby who was God's son. • The baby will be called Jesus • Jesus is the incarnation of God (God in human form on Earth) • Jesus was born in a stable in Bethlehem • Baby Jesus was visited by the shepherds • Baby Jesus was visited by the Kings. • Jesus is also called Christ. • Christ is the root word and Christianity and Christmas. • The story of Jesus's birth is captured in the bible. This is the beginning of the New Testament. • Christmas is the festival that 	<p>Know that some Christians believe that</p> <ul style="list-style-type: none"> • On Good Friday Jesus died on the Cross • On Easter Sunday, Jesus rose again. • It is important to remember this and so celebrate Easter. • Easter symbolises salvation. • Jesus was sent to Earth to save people. • Jesus's name means God saves • Salvation means the act of saving. <p>Know some Muslims believe that</p> <ul style="list-style-type: none"> • Allah's angel revealed the Quaran to Mohammad • In the Quaran the 5 pillars of Islam show how to commit to Allah • The 5 pillars uphold the Islamic faith • Faith – there is one god and 		



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	<p>Know that some Muslims believe that</p> <ul style="list-style-type: none"> • Quran is the religious text • Allah created the universe in 6 days • Allah created Adam and Eve • Adam and Eve did not follow Allah's rules • Allah forgave them and sent them to live on earth. 	<p>celebrate Jesus's birth.</p> <p>Know some Muslims believe that</p> <ul style="list-style-type: none"> • Allah interacted with special people (prophets) • Allah is one and will not appear in different forms • The final prophet was Muhammad • Prophets listen to Allah • Prophets are people picked by Allah to be give his messages • Allah spoke of his wishes through the prophets • Allah had several prophets • Mohammed was the last prophet and so is special to Muslims 	<p>his name is Allah</p> <ul style="list-style-type: none"> • Prayer – pray to Allah 5 times day • Charity – give to the poor • Fasting – time and space to think about Allah • Pilgrimage – undertake a religious journey to Mecca • Mecca is the birth place of Mohammed 		
Golden thread	Perspective	Perspective	Perspective		
Vocabulary					
<p>Sticky knowledge GENERALISATIONS</p>	<p>Creation is the beginning. There is one creator.</p> <p>Prior Learning</p> <ul style="list-style-type: none"> • The word God is a name • God created the universe • God made our wonderful world and so we should look after it • The word God is a name • God created the universe • God made the wonderful world and so we should look after it. • The word Allah is a name • Allah created the universe • Allah made the wonderful world and so we should look after it. 	<p>Intermediaries are special people that the creator entrusted to share their message.</p> <ul style="list-style-type: none"> • Jesus, Abraham and Muhammed were special /important people. • Allah interacts with prophets. • Prophets are intermediaries. • Prophets/intermediaries are chosen to share messages. • Muhammad was the final prophet. • God Interacts with humans via Jesus • Jesus used parables to share important messages from God • Jesus teaches us how life as God wishes. • Intermediaries are special people that the creator entrusted to share their message. 	<p>The creator's messages tell us to live well with ourselves, one another and creation</p> <ul style="list-style-type: none"> • Jesus died on Good Friday. • Jesus rose on Easter Sunday. • Salvation means rescuing and Jesus' name means 'God saves'. • The creator tells us that a good person works hard to make good choices. • The creator told Muslims that the 5 pillars help Muslims to lead a good life. • Muslims go to Mecca because it is the birthplace of Muhammed. • The creator's messages tell us to live well with ourselves, one another and creation. 		



Cycle B: 2025-26 information taken from unit plan summaries

Year 3 / LKS2 cycle A NEW DSAT CURRICULUM					
	1	2	3	4	5
Strand	Creation A	Intermediary A	Salvation A		
Unit Title – learning question	What did the creator do with their creation?	How did the intermediaries share the creator's message?	Why did the creator need a rescue plan?		
faith / world view	Christianity and Santana Dharma	Christianity and Santana Dharma	Christianity and Santana Dharma		
Locally Agreed Syllabus Links	<p>The Dorset Agreed Syllabus refresh 2025-2030</p> <p>Aims of RE The Dorset agreed syllabus for Religious Education retains the enquiry-based pedagogy of previous syllabi and builds on this by adopting a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world. The Enquiry Questions section of the agreed syllabus gives examples of how an enquiry may be approached using different 'ways of knowing'. It is hoped that teachers will use a balanced range of such 'ways' as they help pupils explore the different enquiries, thus expanding their understanding that the study of worldviews is complex and can be approached using different schools of thought e.g., theology, philosophy, social sciences. This of course needs always to be age appropriate. In this syllabus 'worldviews' will be used to refer to religions and worldviews, as religions are worldviews i.e., ways of viewing the world, and to alleviate the risk of implied differentiation or preference. It aims to equip pupils to appreciate the complexity and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation), to see religions as worldviews and know these are dynamic and experienced differently by each individual. It expects RE to address difficult issues and challenging questions that pupils are asking and to support pupils' personal and spiritual development. The agreed syllabus is designed to support schools in understanding the Intent, Implementation and Impact of RE as a distinct and integral part of the whole school curriculum</p> <p>First, Middle, Primary, and Secondary (Key Stages 1, 2 and 3) Schools should plan together to ensure a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of: Two Abrahamic traditions, one of which must be Christianity (A), Two Dharmic traditions (B) and one non-religious worldview (C). A (at least two) B (at least two) C (one) Christianity Buddhism Humanism Islam Sanatana Dharma (formerly referred to as Hinduism) Agnosticism Judaism Sikhi (Worldviews represented locally e.g., Baha'i Faith or a Pagan tradition could also be taught.)</p>				
Disciplinary Concepts	<p>Text meaning:</p> <ul style="list-style-type: none"> Ask what if questions about religious stories and texts. Describe what believers might learn from a religious story about God or living well. <p>Impact:</p> <ul style="list-style-type: none"> Describe some different ways people show their beliefs using religious words, art or symbols <p>Connections and Worldviews</p> <ul style="list-style-type: none"> Express my ideas about religious concepts using evidence from stories and texts. 	<p>Text meaning:</p> <ul style="list-style-type: none"> Describe what believers might learn from a religious story about God or living well. Notice patterns between different religions and their key teaching. <p>Impact:</p> <ul style="list-style-type: none"> Describe some different ways people show their beliefs using religious 	<p>Text meaning:</p> <ul style="list-style-type: none"> Ask what if questions about religious stories and texts. Show respect for beliefs that are not my own. Notice patterns between different religions and their key teaching. <p>Impact:</p> <ul style="list-style-type: none"> Describe some different ways people show their beliefs using religious words, art or symbols <p>Connections and Worldviews</p>		



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		<p>words, art or symbols</p> <p>Connections and Worldviews</p> <ul style="list-style-type: none"> Compare some things that influence me with those that influence other people, including religious and worldwide views 	<ul style="list-style-type: none"> Ask important questions about life and compare ideas with those of religious and worldwide views. Link things that I, and others, value, with the way we choose to think and behave Compare some things that influence me with those that influence other people, including religious and worldwide views 		
<p>What do children need to know to access the unit?</p> <p>PRIOR LEARNING</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> Creation is the beginning. There is a creator Ch. should be able to retell the Christian creation Story. Know that God is the creator. Know that some Christians believe God entrusted his creation it to Adam + Eve 	<p>Prior Learning</p> <ul style="list-style-type: none"> -Some Christians believe Jesus is the intermediary – he is God in human form -Some Sanatani's believe part of God is in all living things (their 'atman') -People were struggling to learn how to care for creation 			
<p>substantive knowledge</p>	<p>Know that some Christians believe that</p> <ul style="list-style-type: none"> After Adam and Eve there were many people living across the world Humans continued to not look after the planet God sent a flood to cleanse the world (Noah's Ark) Humans continued to not believe in God's plan God introduced different languages (Babel) Humans continued not to love each other God gave them different places to live (Moses) God wanted the best for people God sent the ten commandments to help people to listen to him Stories about people's relationship with the world and humans is 	<p>Know that some Christians believe that</p> <ul style="list-style-type: none"> God sent Jesus to tell people about him. Jesus lived his life as the incarnation of God on Earth. Jesus told stories which are called parables to help people understand God's love. The parable of the lost son shows that love means showing forgiveness. The parable of the Good Samaritan shows love means caring for everyone. The parables Jesus told reveals God's love as a Father. <p>Know some Santanis believe</p>	<p>Know that some Christians believe that</p> <ul style="list-style-type: none"> When Adam and Eve broke their promise, this upset God and we call this sin. Sin causes a gap between God and people. Jesus dying on the cross closed the gap between God and people. Jesus rising again means that people can be with God forever. 		



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	<p>captured in the sacred text called the Bible in the Old Testament.</p> <p>Know some Santanis believe that:</p> <ul style="list-style-type: none"> • There is one God called Brahman • Brahman created the world • All living things are sacred as they have a bit of God in them. This is called Atman 	<p>that:</p> <ul style="list-style-type: none"> • Brahma represented different parts of himself in different deity forms. • The word 'trimurti' means 'three forms'. In the trimurti, Brahman is the creator, Vishnu is the preserver and Shiva is the destroyer. • Brahman, Vishnu and Shiva collectively teach humans the nature of creation, preservation and change. 			
Golden thread	Perspective	Perspective	Perspective		
Sticky knowledge GENERALISATION	<p>The creator entrusted their creation to the people, including teaching them how.</p>	<ul style="list-style-type: none"> • Intermediaries are special people that the creator entrusted to share their message. • Jesus is God's intermediary and teacher • Jesus the intermediary used parables to teach God's message • Jesus the intermediary used parables to teach God's message. This is passed on by humans. • Brahma used deities to teach people about his messages. 	<ul style="list-style-type: none"> • The creator's messages tell us to live well with ourselves, one another and creation • Lent is a time when Jesus prepared, to carry out the rescue plan. • Jesus demonstrated service, which is selfless love. • Salvation for a Hindu, is called Moksha • Salvation is about reconnecting with the God. • Some people remember salvation. • The creator's messages tell us how to live well with ourselves, one another and creation. 		

Cycle B: 2025-26

Year 5/6 following 2023-2025 curriculum map						
	Term 1		Term 2		Term 3	
Unit Title -enquiry question	Christianity	Christianity	HINDUISM	Christianity	Islam	Christianity
	Creation and science, conflicting or complimentary?	What kind of King was Jesus?	What spiritual pathways to Moksha are written about in Hindu scriptures?	What did Jesus do to save human beings?	What does the Qur'an reveal about Allah and his guidance?	How can following God bring freedom and justice?
Locally Agreed Syllabus Links (The Dorset Agreed Syllabus 2016)	<p>The Dorset Agreed Syllabus refresh 2025-2030</p> <p>Aims of RE The Dorset agreed syllabus for Religious Education retains the enquiry-based pedagogy of previous syllabi and builds on this by adopting a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world. The Enquiry Questions section of the agreed syllabus gives examples of how an enquiry may be approached using different 'ways of knowing'. It is hoped that teachers will use a balanced range of such 'ways' as they help pupils explore the different enquiries, thus expanding their understanding that the study of worldviews is complex and can be approached using different schools of thought e.g., theology, philosophy, social sciences. This of course needs always to be age appropriate. In this syllabus 'worldviews' will be used to refer to religions and worldviews, as religions are worldviews i.e., ways of viewing the world, and to alleviate the risk of implied differentiation or preference. It aims to equip pupils to appreciate the complexity and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation), to see religions as worldviews and know these are dynamic and experienced differently by each individual. It expects RE to address difficult issues and challenging questions that pupils are asking and to support pupils' personal and spiritual development. The agreed syllabus is designed to support schools in understanding the Intent, Implementation and Impact of RE as a distinct and integral part of the whole school curriculum</p> <p>First, Middle, Primary, and Secondary (Key Stages 1, 2 and 3) Schools should plan together to ensure a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of: Two Abrahamic traditions, one of which must be Christianity (A), Two Dharmic traditions (B) and one non-religious worldview (C). A (at least two) B (at least two) C (one) Christianity Buddhism Humanism Islam Sanatana Dharma (formerly referred to as Hinduism) Agnosticism Judaism Sikhi (Worldviews represented locally e.g., Baha'i Faith or a Pagan tradition could also be taught.)</p>					
Disciplinary Concepts	<p>The disciplinary concepts can be applied across the entire subject and drive the teaching sequence within the enquiry question enabling St Andrews children to work as theologians toward being able to answer the enquiry question.</p> <p style="text-align: center;">Meaning of the text / narrative Understanding the Impact and community practice Responding, Making Connections and living</p>					
What do children need to know to access the unit?	<ul style="list-style-type: none"> -God the Creator cares for the creation, including human beings. -As human beings are part of God's good creation, they do best when they listen to God. -The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). -This means that humans cannot get close to God without God's help. 	<ul style="list-style-type: none"> -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'). -Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. 	<ul style="list-style-type: none"> - Encountered some traditional stories told to Hindu children. -Encountered some inspirational figures. _Encountered some deities worshipped. - Hindus take religious responsibilities seriously. 	<ul style="list-style-type: none"> -Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. -The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. -Christians today trust that Jesus really did rise from the dead, and so is still alive today. 	<ul style="list-style-type: none"> -Have been introduced to Islam through the stories of Muhammad -Muhammad is an important person to Muslims. -Encountered the name 'Allah' and other names used to describe him. -Explored the festival of Ramadan and Eid -Encountered the Five Pillars of Islam. 	<ul style="list-style-type: none"> -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



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	-The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. -Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	-Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. -Christians celebrate Pentecost as the beginning of the Church.		-Christians remember and celebrate Jesus' last week, death and resurrection		his promises.
Golden threads (substantive concepts)	CREATION	NATURE OF GOD	NATURE OF GOD	SALVATION	NATURE OF GOD	WORSHIP AND WITNESS
Vocabulary	Genesis, message, genre, interpret, cosmology, evolution, creator, creation, scientist, Anglican, Roman Catholic	Kingdom, biblical text, concept, interpretations, community, new testament, Fall, sin, Old Testament,	Moksha, spiritual, Krishna, Bhagavad Gita, pathways: Bhakti - devotion, Karma – selfless actions, Jnana – knowledge and study, Raja – yoga and meditation	Incarnation salvation, resurrection, fundamental, sacrifice, hope, orthodox, Pentecostal, roman catholic,	Muslim, Allah, Qur'an, revelation, Prophet Muhammad, respect, Cave Hira (place of first revelation from Allah), mosque,	Freedom, salvation, theological, Biblical text, practice, justice, pharaoh, Moses
Sticky knowledge	-Outline the importance of Creation on the timeline of the 'big story' of the Bible. -Identify what type of text some Christians say Genesis 1 is, and its purpose. -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. -Make clear connections between Genesis 1 and Christian belief about God as Creator. -Show understanding of why many Christians find science and faith go together. - 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	-Explain connections between biblical texts and the concept of the Kingdom of God. -Consider different-possible meanings-for the biblical texts studied, showing awareness of different interpretations. -Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. -Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering	-Understand that some Hindus read from the Gita every day for guidance, comfort and advice. -Express the importance role of devotion or those who follow the Bhakti pathway. Give examples of how Hindus express beliefs and feelings about Krishna and comment on how these could be helpful and justify responses.	-Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. -Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. -Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. -Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. -Show how Christians put their beliefs into practice . -Weigh up the value and impact of ideas of sacrifice	-Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life. -Describe ways Muslims show respect towards the Qur'an and give reasons for this. -Retell the story of how the Qur'an was revealed to Muhammad. -Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design. Know that a mosque in a Muslim place of worship. -Show how Muslims express the idea of revelation as a rope reaching down to	-Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. -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, justifying their responses.



St. Andrew's CE
Primary School

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	creation narrative is in conflict, or is complementary, with a scientific account.	insights about whether or not the world could or should learn from Christian ideas.		in their own lives and the world today.	earth, suggesting what the image means. -Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet and consider links between how their belief and practice can be influenced by teaching.	
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