



# Religious Education

## CARE CURRICULUM -EXPECTED STANDARDS - CHRISTIANITY.



### Expected standards: Christianity

		Beliefs and Questions (Theology)	Community and Identity (Living)	Reality and Truth (Philosophy)	Search for Personal Meaning
Year 6	RE skills	<ul style="list-style-type: none"> <li>analyse beliefs, teachings and values and how they are linked</li> <li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>develop own views and ideas in response to learning</li> <li>demonstrate increasing self-awareness in their own personal development</li> </ul>
	Church	<ul style="list-style-type: none"> <li>explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</li> <li>explain (simply) Christian beliefs about salvation</li> <li>explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</li> <li>analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li> </ul>	<ul style="list-style-type: none"> <li>discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others</li> <li>discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li> <li>reflect on the benefits and difficulties of forgiveness</li> </ul>
	Jesus	<ul style="list-style-type: none"> <li>retell the events leading up to and including the death of Jesus</li> <li>explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>use religious vocabulary to describe and explain the Eucharist</li> <li>explain different Christian beliefs about the Eucharist and its importance</li> </ul>	<ul style="list-style-type: none"> <li>consider how people might mature and become stronger through overcoming difficulties</li> <li>consider the value of being part of a community on the 'journey of life'</li> </ul>	<ul style="list-style-type: none"> <li>raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</li> <li>discuss own experiences and attitudes towards the importance of having companionship on the journey of life</li> </ul>
	God	<ul style="list-style-type: none"> <li>explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</li> <li>explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism)</li> </ul>	<ul style="list-style-type: none"> <li>analyse the important of Christian rites of passage as an expression of faith and commitment</li> <li>use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li> <li>consider the value of celebrating landmarks in life – for individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change</li> <li>discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</li> </ul>
Content (Christianity)					

# Year 5

Content (Christianity)	RE skills	<ul style="list-style-type: none"> <li>• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>• explain differing forms of expression and why these might be used</li> <li>• describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>• explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and debate the sources of guidance available to them</li> <li>• consider the value of differing sources of guidance</li> </ul>
	Church	<ul style="list-style-type: none"> <li>• describe what Christians mean when they talk about one God in Trinity</li> <li>• identify the beliefs contained within the Apostle's Creed</li> <li>• explain why the Christian community (The Church) might want/need an agreed statement of belief</li> </ul>	<ul style="list-style-type: none"> <li>• describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• explain how symbols might unite the worldwide Christian Church</li> <li>• Discuss how commitment is expressed in the <b>Methodist community</b>.</li> <li>• describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life.</li> <li>• discuss different responses to sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>• raise meaningful questions about things that puzzle them</li> <li>• differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>
	Jesus	<ul style="list-style-type: none"> <li>• describe Christian beliefs about miracles as 'signs' of the divinity of Jesus retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>	<ul style="list-style-type: none"> <li>• explain the difference between fact, opinion and belief</li> <li>• consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> </ul>	<ul style="list-style-type: none"> <li>• discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>• reflect on how they make decisions about what is/is not true</li> </ul>
	God	<ul style="list-style-type: none"> <li>• describe Christian beliefs about sin and forgiveness</li> <li>• describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God suggest different ways that this story might be understood by Christians</li> </ul>	<ul style="list-style-type: none"> <li>• describe and explain how and why Christians might use the Lord's Prayer</li> <li>• analyse and interpret the Lord's Prayer and what guidance it provides for Christians</li> <li>• suggest things that might lead Christians into temptation in the modern world – and how and why, they might try to resist these temptations</li> </ul>	<ul style="list-style-type: none"> <li>• consider the different ways that myth and stories are and used</li> <li>• explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>• consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>• discuss and debate things that they consider to be true that others might disagree with</li> </ul>

<b>Year 4</b>	<b>Content (Christianity)</b>		<b>RE skills</b>	<ul style="list-style-type: none"> <li>describe what a believer might learn from a religious teaching/story</li> <li>make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact religion has on believers' lives</li> <li>explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own personal sources of wisdom and authority</li> </ul>
			<b>Church</b>	<ul style="list-style-type: none"> <li>retell some of the main parables of Jesus</li> <li>explain how and why these might be an important source of guidance for Christians</li> <li>suggest ways that Christians might put these teachings into action in the 21<sup>st</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain (with examples) Christian attitudes about how to treat others</li> <li>explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</li> <li>Discuss how love and emotions are shared and expressed in the <b>Methodist community through song.</b></li> </ul>	<ul style="list-style-type: none"> <li>explain (with examples) how and why people might use stories to pass on wisdom and guidance</li> <li>discuss how and why fables might be an important aspect of human history and culture</li> </ul>	<ul style="list-style-type: none"> <li>discuss examples of wisdom and guidance that they have learnt from stories</li> <li>consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this</li> </ul>
			<b>Jesus</b>	<ul style="list-style-type: none"> <li>retell the story of Jesus in the wilderness</li> <li>identify Christian beliefs about Jesus reflected in this story</li> <li>suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>describe what a Christian might do during Lent and why</li> <li>explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this</li> <li>Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith</li> </ul>	<ul style="list-style-type: none"> <li>consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</li> <li>discuss why many people are willing to make sacrifices for the people they love</li> <li>discuss why some people may be willing to make a sacrifice for someone they don't even know</li> </ul>	<ul style="list-style-type: none"> <li>give examples of acts of sacrifice that have been done by or for them</li> <li>discuss who or what they would be prepared to make sacrifices for</li> <li>consider the value of sacrifice – as an expression of love and commitment</li> </ul>
			<b>God</b>	<ul style="list-style-type: none"> <li>explore different Christian beliefs about the Bible as the word of God</li> <li>explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</li> <li>describe why some Christians might view the Bible as an important source of authority and moral guidance</li> </ul>	<ul style="list-style-type: none"> <li>explain why Christians might have different views about how to interpret and apply the Bible</li> <li>explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</li> </ul>	<ul style="list-style-type: none"> <li>discuss why people might have different views about what is right and wrong – and where these views might come from</li> <li>describe the different sources of authority that humans might look to when making decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own understanding of morality and where it comes from</li> <li>raise questions and discuss responses to different ideas about how to live well</li> </ul>

<b>Year 3</b>	<b>RE skills</b>		<ul style="list-style-type: none"> <li>show awareness of similarities in religions</li> <li>identify beliefs and values contained within a story/teaching</li> <li>identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>identify how religion is expressed in different ways</li> <li>use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>in relation to matters of right and wrong, recognise their own and others' values</li> <li>discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>
			<b>Church</b>	<ul style="list-style-type: none"> <li>know what Christians mean by the Holy Spirit</li> <li>suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>identify Christian values exemplified</li> </ul>	<ul style="list-style-type: none"> <li>identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>describe how and why Pentecost is celebrated</li> <li>describe why some Christians</li> </ul>	<ul style="list-style-type: none"> <li>describe aspects of being human that we should be proud of</li> <li>discuss what it means to be a successful human – and the different measures of success that might be applied</li> </ul>

# Year 2

Year 2	Content (Christianity)	Jesus	<ul style="list-style-type: none"> <li>in the gifts of the Spirit</li> </ul>	<ul style="list-style-type: none"> <li>might take part in a procession of witness</li> </ul>		
		Jesus	<ul style="list-style-type: none"> <li>know what is meant by discipleship</li> <li>know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)</li> </ul>	<ul style="list-style-type: none"> <li>describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>talk about what it means to have charisma</li> <li>describe what makes a good leader and why people might want to follow him/her</li> <li>discuss what motivates people to want to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own leadership abilities</li> <li>discuss their own desires to make a difference in the world/in their communities</li> </ul>
		God	<ul style="list-style-type: none"> <li>know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li> <li>suggest why these prophets chose to listen to and follow God</li> </ul>	<ul style="list-style-type: none"> <li>identify Christians who might be described as people who listened to and followed God</li> <li>describe how and why some Christians might devote their lives to serving God</li> <li>talk about what is meant by a sense of vocation</li> </ul>	<ul style="list-style-type: none"> <li>identify inspirational people/role models for the world today</li> <li>describe the qualities that inspirational people might have</li> </ul>	<ul style="list-style-type: none"> <li>discuss who makes a good role model and why</li> <li>raise and discuss questions about following others – including both positive and negative responses</li> </ul>
	RE skills	<ul style="list-style-type: none"> <li>retell and suggest meanings for religious stories and/or beliefs</li> <li>use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe how religion is expressed in different ways</li> <li>suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>talk about their own identity and values</li> </ul>	
	Church	<ul style="list-style-type: none"> <li>suggest beliefs and values that might unite the Christian community</li> <li>talk about why some Christians might think it is important to come together to worship God</li> </ul>	<ul style="list-style-type: none"> <li>identify symbols (images and actions) used in Christian worship</li> <li>talk about how and why symbols might be used in Christianity</li> <li>identify and describe features of a church</li> </ul>	<ul style="list-style-type: none"> <li>identify signs and symbols in the world around them</li> <li>talk about the school logo – what values it might represent and how it might unite the school community</li> </ul>	<ul style="list-style-type: none"> <li>ask thoughtful questions about signs and symbols</li> <li>talk about communities that they belong to – and how they show their commitment to these communities</li> </ul>	
	Jesus	<ul style="list-style-type: none"> <li>suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> </ul>	<ul style="list-style-type: none"> <li>identify ways in which Christians might use light as part of their Christmas celebrations (<b>advent candles, candle-light carol services, Christingle</b>) – and the symbolic meaning</li> <li>talk about the different ways that Christians might celebrate Christmas</li> </ul>	<ul style="list-style-type: none"> <li>identify different ways that humans use light</li> <li>discuss the importance of light – as a source of comfort, security and hope</li> <li>talk about how and why light might be an important symbol</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about the value of sources of light in their own lives</li> <li>talk about the people who provide comfort, security and hope for them</li> <li>suggest ways in which they might be a light for others</li> </ul>	



# Religious Education

## CARE CURRICULUM -EXPECTED STANDARDS - CHRISTIANITY.



<b>God</b>	<ul style="list-style-type: none"> <li>retell (simply) the Genesis 1 story of creation</li> <li>suggest why Christians might think it is important to look after the world</li> </ul>	<ul style="list-style-type: none"> <li>suggest ways that Christians might express their concern for the natural world</li> <li>describe how and why Christians might thank God for creation at Harvest festivals</li> </ul>	<ul style="list-style-type: none"> <li>identify ways in which humans use (and abuse) the natural world</li> <li>talk about why our planet should matter to all humans – and how this should influence our behaviour</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own use of the world's resources</li> <li>ask questions about what they can do to show that they care about the world</li> </ul>	
<b>Year 1</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>give an example of a key belief and/or a religious story</li> <li>give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>use some religious words and phrases to recognise and name features of religious traditions</li> <li>talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>ask questions</li> </ul>
	<b>Church</b>	<ul style="list-style-type: none"> <li>know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies</li> <li>talk about what it might mean to belong to the Church family</li> </ul>	<ul style="list-style-type: none"> <li>identify features of baptism – eg. the font, candles, godparents</li> <li>talk about why parents might want to have their child baptised</li> </ul>	<ul style="list-style-type: none"> <li>talk about what it means to belong to a family</li> <li>talk about the role of families in raising children</li> </ul>	<ul style="list-style-type: none"> <li>talk about their own identity as part of a family and part of the school community</li> </ul>
	<b>Jesus</b>	<ul style="list-style-type: none"> <li>know a simple version of the nativity story</li> <li>talk about why Christians would say that Jesus is a special baby</li> <li>talk about how different characters in the nativity welcome the baby Jesus</li> </ul>	<ul style="list-style-type: none"> <li>identify religious aspects of Christmas celebrations</li> <li>talk about why Christmas is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>consider how and why babies might be special – and why they need love and care</li> <li>talk about the importance of looking after those who cannot help themselves</li> </ul>	<ul style="list-style-type: none"> <li>talk about their own beginnings and how they were welcomed into the family</li> <li>reflect on who has helped them in life so far</li> </ul>
	<b>God</b>	<ul style="list-style-type: none"> <li>know that Christians refer to God as 'Father'</li> <li>talk about why Christians might compare God to a loving parent</li> </ul>	<ul style="list-style-type: none"> <li>talk about how and why Christians might want to talk to God (prayer)</li> <li>suggest symbolic meanings of rituals and items used in Christian prayer</li> </ul>	<ul style="list-style-type: none"> <li>talk about the importance of love in families</li> <li>talk about the ways in which they are cared for and supported by family members</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own role within the family</li> <li>discuss who they can talk to when they are happy/sad/worried</li> </ul>
<b>knowing about and understanding religions and worldviews</b>			<b>expressing and communicating ideas related to religions and worldviews</b>		