



The Newlands Federation of Schools

A partnership of Shere CofE Infant and Clandon CofE Primary School

play | games | dialogue | stories | nature



Year One Key Knowledge and Skills Expectations for Religious Education

	Autumn	Spring	Summer
Aspect	What is a church?	Who is God?	Who is Jesus?
Coverage	To learn why the church is a special place for Christians. Through this unit, pupils will explore the key features of your parish Church (exterior/interior/people) and investigate Christian symbols that are found there, making connections with what Christians believe.	To help children to share their own thoughts and ideas about God, and begin to understand that words, pictures and images can convey deep meanings. During this unit they will explore many different images of God contained within the Bible and think about how these help to show Christians who God is. Many of these images are shared by Jews.	To explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years (rather than a term between Christmas and Easter!), but also to appreciate that Christians believe that the events of his life show he was both human, and God (divine).
Aspect	Why do Christians pray?	What is the Bible about?	Why do Jewish families celebrate Shabbat?
Coverage	To show how Christians connect with God through prayer and to develop an understanding of the different reasons for prayer.	To introduce the idea of the Bible as the 'big story' of God and his people, to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of Jesus. You may wish to focus on stories from the Old Testament because many of the Christianity units at KS1 focus on accounts from the life of Jesus but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story.	To not only to recall facts about what happens on Shabbat, but to demonstrate an understanding of the central meaning of Shabbat for Jewish families as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments)
Aspect	Why do people give presents at Christmas?	Why is Easter happy and sad?	What is the Torah and why is important to Jews?

Coverage	To focus on the specific ideas of gifts and giving as they relate to the Christmas narrative and Christian belief about giving at Christmas time. It is also important that pupils are given opportunities to retell this part of the story within the whole narrative.	To focus children on the contrasting emotions of Easter and the symbols associated with the different parts of the Easter narrative.	To introduce pupils to the Torah as the special holy book for Jews, but also to encourage them to make connections between the Torah and the Old Testament
Key knowledge and skills	<ul style="list-style-type: none"> ○ learn what Christians believe about God and the world around them and be introduced to what Jews and Muslims believe. ○ encounter and respond to a range of stories, artefacts, and other religious materials, such as art and music. ○ learn to recognise that peoples' beliefs are expressed in a variety of ways and begin to use subject specific vocabulary. ○ begin to understand the importance and value of religion and belief, especially for other children, their families, and the communities they belong to. ○ ask relevant questions and develop a sense of wonder about the world, using their imagination. ○ ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. 		

Year Two Key Knowledge and Skills Expectations for Religious Education

	Autumn	Spring	Summer
Aspect	Why do Christians go to church?	What is a Christian?	Why is the Bible an important book?
Coverage	To focus more on the concept of how and why Christians worship through different services rather than the features of the	To explain that a Christian is someone who follows Jesus, using examples of the people who followed Jesus during his lifetime, and	To establish that the Bible is a special book for Christians and that they gain guidance from reading it, rather than giving pupils

	building and is intended to build on the Year 1 unit 'What is a church?' It is envisaged that this unit should be used in conjunction with a visit to your parish church building. You might decide to focus on one type of service in depth e.g., Sunday, baptism, or wedding, or explore a variety.	others from the past. Pupils are also introduced to Jesus' two 'great' commandments: 'love God' and 'love others' and asked to think about the impact of Jesus' words for people who follow him.	opportunities to retell the Bible 'stories'. This is more the focus in the Year 1 Bible unit. Pupils should know that the Bible is made up of two sections: Old and New Testament), that these are comprised of many different books / types of writing, and also that these different types of writing are viewed by Christians as 'treasure' from God as part of his living word, the Bible.
Aspect	Why did the angels announce the birth of Jesus?	What is Easter really about?	Why did Jesus tell parables?
Coverage	To focus on the presence of angels in the Christmas narrative, as outlined in the Gospel of Luke, whilst reinforcing the sequence of events. Christians believe the presence of angels showed Jesus wasn't just an ordinary baby, but God in human form (incarnation): the birth of Jesus is part of God's plan of salvation and good news for the world.	To explore the Christian belief that Jesus died to 'mend' people's friendship with God, and to encapsulate Christian beliefs very simply about Jesus' death and resurrection in an Easter Garden.	To explore a range of parables, in order for children to understand how Jesus used simple stories to teach people deep truths about God. It's important that pupils are also given opportunities to explore the reasons why Jesus told them, in order to help them to make connections between the parables and what Christians believe.
Aspect	-	How do Christians worship God?	Islam: What is important for a Muslim child?
Coverage	-	To gain an understanding of the importance of worship to Christians and to make links to their own experience of collective worship in school.	To explore key Muslim beliefs about Allah, Muhammad (pbuh*) and the Qur'an in order to help pupils to understand what's important for Muslim children.
Key knowledge and skills	<ul style="list-style-type: none"> ○ identify similarities in features of religions and beliefs. ○ retell religious, spiritual, and moral stories. ○ identify possible meanings for stories, symbols, and other forms of religious expression. ○ identify how religion and belief is expressed in different ways. ○ respond sensitively and imaginatively to questions about their own and others' ideas, experiences, and feelings. ○ ask questions about their own and others' ideas, feelings, and experiences. 		

- give a reason why something may be valued by themselves and others.
- recognise that some questions about life are difficult to answer.

Lower KS2 Key Knowledge and Skills Expectations for Religious Education			
Year A	Autumn	Spring	Summer
Aspect	How did Jesus change lives?	Is Christian Worship the same all around the world?	How have Christians changed the world?
Coverage	It is the intention of this unit to explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and is still changing lives today.	It is the intention of this unit to show pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images/artefacts. 'Worship' is used in the widest sense of the word here, to allow for an exploration of	It is the intention of this unit to help pupils understand that the Christian faith has inspired followers to try and change things in the world that they see as against Jesus' teaching, often at great personal cost; that one person can make a difference and that individuals often feel that this is a compulsion rather than a choice. This is achieved through

		Christian expressions of belief in a variety of ways.	looking at the lives of some 'heroes' of the Christian faith.
Aspect	What might Jesus think of Christmas today?	What happened during Holy Week?	How can a synagogue help us to understand the Jewish Faith?
Coverage	It is the intention of this unit to focus on how Christians view the celebration of Christmas and to explore how Christmas has been commercialised, giving pupils opportunity to develop their skills of reflection, evaluation, application and expression especially.	It is the intention of this unit to give pupils opportunities to set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and to reflect on what each of these events might mean for Christians. There is also space within the unit to help children make links between the Jewish festival of Passover and the Last Supper.	It is the intention of this unit to explore the key features of a synagogue and investigate what they reveal about Jewish beliefs. A visit to a synagogue is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos.
Aspect	Why do Christians still pray the Lord's Prayer?	How did the Bible reveal God's plan?	-
Coverage	It is the intention of this unit to help pupils to understand the importance of this 2000-year-old prayer, explore what Jesus was doing when he taught it and link it with Christian beliefs. This prayer (that Christians now call the 'Lord's Prayer') is a prayer in its own right and also a model for praying generally, as it contains information about the things that Christians believe they should pray about.	It is the intention of this unit to help pupils to understand how, for Christians, the Bible tells the 'big story' of God and his people – and that it spans all time, from Creation to the Second Coming. During this unit, pupils will explore narratives connected with the key events in God's 'big story', his rescue plan for mankind. Pupils will be given opportunities to gain an understanding of the different types of writings in the Bible and how they link together in this 'big story', but also to reflect on how this way of viewing the Bible might affect a Christian's life.	
Key knowledge and skills	<ul style="list-style-type: none"> ○ investigate and connect features of religions and beliefs. ○ make links between beliefs, stories, and practices. ○ identify similarities and differences between religions and beliefs. ○ describe and suggest meanings for symbols and other forms of religious expression. ○ identify the impact of beliefs and practices on people's lives. ○ identify what influences and inspires them, and why. ○ compare their own ideas and feelings about what pupils think is important. 		

- make links between what they and other people think is important in life, giving reasons for beliefs, attitudes, and actions.
- ask significant questions about religions and beliefs.

Lower Key Stage Two Key Knowledge and Skills Expectations for Religious Education

Year B	Autumn	Spring	Summer
Aspect	Why do Christians worship Jesus Christ?	How did the church begin?	What helps Hindus to worship?
Coverage	It is the intention of this unit to develop children's understanding of the evidence for Christians' belief that Jesus is the Son of God, as well as being a historical figure. During this unit, pupils will also investigate the key events in Jesus' life and link these with what Christians believe about Jesus. They should also consider what difference these beliefs make to a Christian's life, including how they are celebrated in the church year.	It is the intention of this unit to make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism, and what Christians today believe about the Holy Spirit.	It is the intention of this unit to provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Pupils will use images and stories to draw meaning to support this understanding. The most able pupils could also be given opportunities to consider similarities and differences between Hindu and Christian understandings of God. This unit could be linked with the OSU: 'What does it mean to be a Hindu?'

Aspect	What is Wisdom?	How does Lent help Christians prepare for Easter?	What are important times for Jews?
Coverage	It is the intention of this unit to help children understand that Christians and Jews believe the wisdom in the Bible comes from God, through different channels, and is given to help people know how to live.	It is the intention of this unit to consider Christian practices during Lent across the world, giving pupils opportunities to explore the common themes within Lent and to reflect on why a period of preparation might be important for Christians.	It is the intention of this unit to investigate some of the major Jewish festivals, to explore their links with Jewish history and commandments, and reflect on how celebrating these events binds the Jewish community together. Through festivals, Jews are reminded of G-d's* faithfulness to his people. There is also space within this unit to reflect on the significance of Bar / Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and to consider how they express Jewish beliefs.
Aspect	How can artists help us to understand Christmas?	What do Christians believe God is like?	Why do Christians share communion?
Coverage	It is the intention of this unit to emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth. At Christmas time, Christians celebrate the concept of 'incarnation' – God born as a human being in the person of Jesus.	It is the intention of this unit to help pupils to understand some things that Christians believe about God and his nature, using images from the Old Testament and the person of Jesus. It includes a specific study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father.	It is the intention of this unit to help children understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died so that there could be a new relationship between God and people.
Key knowledge and skills	<ul style="list-style-type: none"> ○ investigate and connect features of religions and beliefs. ○ make links between beliefs, stories and practices. ○ identify similarities and differences between religions and beliefs. ○ describe and suggest meanings for symbols and other forms of religious expression. ○ identify the impact of beliefs and practices on people's lives. ○ identify what influences and inspires them, and why. ○ compare their own ideas and feelings about what pupils think is important. ○ make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions. ○ ask significant questions about religions and beliefs. 		

Upper Key Stage 2 Key Knowledge and Skills Expectations for Religious Education

Year A	Autumn	Spring	Summer
Aspect	What would Jesus Do - How do the beliefs of Christians influence their actions	Who did Jesus say, 'I am'?	How did Jesus' teaching challenge people?
Coverage	It is the intention of this unit to show that Christians try to follow the example and teachings of Jesus. Pupils will investigate how the beliefs of Christians lead them to act with compassion and care towards others. There are a variety of contexts that schools could explore e.g. your local Parish church, Christian charities working in different parts of the world, or Christians from the past, so linking RE with other curriculum areas.	It is the intention of this unit to focus on the Christian belief that Jesus is the Son of God and investigate the statements Jesus used about himself. There are also opportunities within this unit to investigate why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians.	It is the intention of this unit to investigate some of Jesus' teachings from major texts such as the Sermon on the Mount/Plain and Jesus' 'new commandment' in John 13:34 and what impact these had at the time, and have on the lives of Christians now. More able pupils need to be given opportunities to compare Jesus' teachings with what they know of major Jewish laws, so schools should take this into account when planning from this unit.
Aspect	Why is light important at Christmas? (2-3 hrs)	How do we know what happened at Easter?	How can a Mosque help us to understand the Muslim Faith?
Coverage	It is the intention of this unit to explore the concept of light as a theme during Christmas (such as candles; Candlemas; halo; angels; the guiding star; tree lights; Christingles) but	It is the intention of this unit to especially develop pupils' skills of investigation and evaluation, as they look at the four Gospel accounts of the Easter narrative. It might be	It is the intention of this unit to explore the key features of a mosque and investigate what they reveal about Muslim beliefs. A visit to a mosque is strongly recommended for

	also beyond that, into the lives of Christians – and for some pupils, an opportunity to reflect on light as a theme across different religions	better to focus initially on the similarities. It is intended that the skills developed in this unit will help to prepare pupils for an independent comparison of texts in the year 6t Christmas unit.	this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos. Muslim beliefs about and practices associated with prayer (salah) should be a focus within this unit.
Aspect		How is God three and One?	What does the Bible say about moving on?
Coverage		It is the intention of this unit to explore the Christian concept of the Trinity and to give pupils opportunity to investigate the different symbolism and characteristics associated with each Person of the Trinity. More able pupils should be able to make connections / comparisons between the concept of the Trinity and other religions' views of God.	It is the intention of this unit to give Year 6 children, who are about to move on to Key Stage 3, understanding that Bible characters who moved to new circumstances trusted the promises of God to help them. Pupils will consider the relevance/value of this for their own situations, as well as considering how such stories and promises help Christians experiencing change or difficulties.
Key knowledge and skills	<ul style="list-style-type: none"> ○ gather, select, and organise ideas about religion and belief. ○ describe similarities and differences within and between religions and beliefs. ○ comment on connections between questions, beliefs, values, and practices. ○ suggest meanings for a range of forms of religious expression, using appropriate vocabulary. ○ describe the impact of beliefs and practices on individuals, groups, and communities. ○ describe how sources of inspiration and influence make a difference to themselves and others. ○ apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives. ○ suggest what might happen as a result of their own and others' attitudes and actions. ○ suggest answers to some questions raised by the study of religions and beliefs. 		

Upper Key Stage 2 Key Knowledge and Skills Expectations for Religious Education

Year B	Autumn	Spring	Summer
Aspect	How can churches help us to understand Christian belief?	What is creed?	What are the Pillars of Islam?
Coverage	It is the intention of this unit to explore aspects of communion and baptism in two different Christian denominations, and to think about what the similarities and differences show about Christian belief. Pupils will need a basic understanding of both communion and baptism in order to access the learning in this unit.	It is the intention of this unit to provide opportunities for pupils to explore Christian creeds, compare these with creeds from other faiths and give pupils opportunities to reflect on their personal belief. Pupils should be given full opportunity to express their unbelief and discuss the challenges of some credal statements. Pupils will explore both the Apostles' and Nicene creeds as part of this unit. (The historical reasons for these variations need not be covered in this unit.)	It is the intention of this unit to explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied. Whilst prayer (salah) is one of the pillars, there is opportunity to study it in more depth within Islam in the other compulsory unit 'How can a mosque help us to understand the Muslim faith?'
Aspect	What do the Gospels say about the birth of Jesus?	What does the Bible say about Friendships and Relationships?	What is the 'Buddhist Way of Life'?
Coverage	It is the intention of this unit to give pupils opportunities to, as independently as possible, research the differences in the Gospel accounts of Matthew and Luke, and analyse what this might reveal about who Christians believe Jesus is. They will also think about the intended audience of each account, and why the birth of Jesus might be 'good news'. The Y5 Easter unit focuses on the similarities between the Gospel accounts – this unit is designed to build on pupils' skills, and explore the differences between Matthew's and Luke's accounts, highlighting	It is the intention of this unit to explore what the Bible has to say about identity, friendships and relationships. During this unit, pupils will reflect on the reality that relationships often break down but that Christians believe that they can be repaired through forgiveness. Opportunities are also given to reflect on how Jesus' example and experiences might help Christians when they experience relationship difficulties.	It is the intention of this unit to introduce pupils to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god). For this reason, it is strongly recommended that this unit is taught in Year 6, by which time pupils will have gained more of an overview of the nature of 'religion' through their study in the primary phase.

	the different audiences for whom they were written.		
Aspect	-	Adam, Eve, Christmas and Easter – what are the connections?	-
Coverage		It is the intention of this unit to explore the connections, as Christians see them, between Genesis and the events of Christmas and Easter. Pupils will develop their research skills, and also the skills of synthesis and expression, but also be given opportunities to reflect on their own beliefs.	
Key knowledge and skills	<ul style="list-style-type: none"> ○ gather, select, and organise ideas about religion and belief. ○ describe similarities and differences within and between religions and beliefs. ○ comment on connections between questions, beliefs, values, and practices. ○ suggest meanings for a range of forms of religious expression, using appropriate vocabulary. ○ describe the impact of beliefs and practices on individuals, groups, and communities. ○ describe how sources of inspiration and influence make a difference to themselves and others. ○ apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives. ○ suggest what might happen as a result of their own and others' attitudes and actions. ○ suggest answers to some questions raised by the study of religions and beliefs. 		