



RE – Christianity Whole School Curriculum

Year 1 - Christianity

Rationale

Christianity is taught over three half terms beginning with *How is someone welcomed into Christianity?* in Autumn 1 as children are welcomed into school at the beginning of a new school year. *Why do Christians give gifts at Christmas?* and *What do Christians remember at Easter?* are taught in Autumn 2 and Spring 2 respectively to coincide with the two major Christian festivals.

Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
<p>EYFS</p> <p>Personal, Social and Emotional Development: learning about others through stories</p> <p>Communication and language: visits, speakers, learning about festivals</p> <p>Understanding the world: learning about Christian beliefs through Christmas, thinking about meaning</p> <p>Expressive arts and design: Christian symbols associated with Christmas</p>	<p>Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p> <p>Recognise interesting/puzzling aspects of life.</p> <p>Recount elements of religious stories.</p> <p>Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Year 2</p> <p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p> <p>Year 3</p> <p>Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.</p> <p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Year 4</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p>

		<p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p><u>Year 5</u> Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (What is worship? What is it for?)</p> <p><u>Year 6</u> Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives. Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
Key Vocabulary		
<p>Baptism, water, symbolism/ meaning, community, family, Christian, commitment, John the Baptist, Jesus, church, adult, child, font/ baptistry.</p> <p>Nativity, angels, magi, shepherds, Mary, Joseph, Jesus, gifts, special, thankfulness.</p> <p>New life, egg, seed, Easter, Jesus, resurrection, cross, disciples/ followers, tomb, death, life, new life.</p>		

Year 2 - Christianity		
Rationale		
Christianity is taught over three half terms beginning with <i>Why do Christians celebrate at Christmas?</i> in Autumn 1, and <i>What did Jesus leave behind?</i> and <i>Why do Christians remember the Last Supper?</i> in Spring 1 and 2 respectively to coincide with the two major Christian festivals of Christmas and Easter.		
Learning		
Prior Knowledge	In this year pupils are taught to	Future Learning
<p>Year 1 Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p> <p>Recognise interesting/puzzling aspects of life.</p> <p>Recount elements of religious stories.</p> <p>Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>	<p>Year 3 Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences. Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions. Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Year 4 Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions. Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p>Year 5 Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p>

		<p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (What is worship? What is it for?)</p> <p>Year 6 Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives. Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
Key Vocabulary		
<p>Nativity, celebration, advent, Christmas, food, feast, thankfulness, Gift, God, Jesus. Good Samaritan, Roman Empire, teacher, storyteller, Jewish, shepherd, lost sheep, God, story, information. Tax collector, Romans, tax, Last Supper, bread, wine, Communion, light, darkness, invitation.</p>		

Year 3 – Christianity		
Rationale		
<p>Christianity is taught over three half terms beginning with <i>Why is Christmas a winter festival?</i> in Autumn 1, and <i>Why did monks copy the Gospels by hand?</i> and <i>Why is Easter a spring festival?</i> in Spring 1 and 2 respectively to coincide with the two major Christian festivals of Christmas and Easter.</p>		
Learning		
Prior Knowledge	In this year pupils are taught to	Future Learning

<p><u>Year 1</u> Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recount elements of religious stories. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.</p> <p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p><u>Year 4</u> Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions. Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>
<p><u>Year 2</u> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>		<p><u>Year 5</u> Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (What is worship? What is it for?)</p> <p><u>Year 6</u> Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p>

		<p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
Key Vocabulary		
<p>Midwinter, festival, light, Diwali, Hanukah, Christingle, Nativity, symbols, Rome, Ireland, Christianity, pre-Christian, sign, symbol.</p> <p>Passover, Last Supper, Jewish, Jews, festival, slavery, symbolic food, new life, freedom, Jesus, death, tomb, resurrection.</p> <p>Bible, law, Leviticus, history, Exodus, Kings, Samuel, Gospel, Jesus, Lindisfarne, monks, manuscripts.</p>		

Year 4 – Christianity		
Rationale		
<p>Christianity is taught in Autumn 2 through the unit <i>What is the 'Big Story' of Christianity?</i> and in Spring 2 through the unit <i>What actually happened at Easter?</i> to coincide with the two most important Christian festivals.</p>		
Learning		
Prior Knowledge	In this year pupils are taught to	Future Learning
<p>Year 1 Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recount elements of religious stories. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p>Year 5 Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p>

	<p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (What is worship? What is it for?)</p>
<p><u>Year 2</u> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>		<p><u>Year 6</u> Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives. Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
<p><u>Year 3</u> Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences. Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions. Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>		

Key Vocabulary

Shepherds, magi, nativity, incarnation, Adam, Eve, forbidden fruit, Garden of Eden, exodus, Passover, Jewish law, 10 Commandments, crucifixion, tomb, resurrection. Palm Sunday, Jerusalem, messiah, washing feet, Last Supper, bread and wine, remembrance, Gethsemane, arrest, trial, judgment, execution, crucifixion, resurrection.

Year 5 – Christianity

Rationale

Christianity is taught in Autumn 2 through the unit *Is Christmas too commercial?* and in Spring 2 through the unit *Who is responsible for Jesus' death?* to coincide with the two most important Christian festivals.

Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
<p>Year 1 Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recount elements of religious stories. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.</p> <p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p>	<p>Year 6 Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explain his/her own philosophical, moral and/or religious responses to a</p>
<p>Year 2 Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>	<p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p>	
<p>Year 3 Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences. Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.</p>	<p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p>	

<p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>		<p>range of ultimate questions and explore the views of others including different religious perspectives. Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
<p>Year 4 Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>		
Key Vocabulary		
<p>Meaning, Christmas, incarnation, commercial, poverty, affluence, loneliness, charity, compassion, Big Story, birth, resurrection. Jesus, disciples, Mary, Mary Magdalene, Judas Iscariot, Romans, Pilate, trial, religious authorities, betrayal, trust, death, crucifixion, tomb, trial, resurrection, Gospels: Matthew, Mark, Luke, John.</p>		

Year 6 – Christianity	
Rationale	
<p>Christianity is taught in Autumn 2 through the unit <i>Why are the Gospel accounts different?</i> and in Spring 2 through the unit <i>Why is Jesus' death seen as a victory?</i> to coincide with the two most important Christian festivals.</p>	
Learning	
Prior Knowledge	In this year pupils are taught to

<p><u>Year 1</u> Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recount elements of religious stories. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p> <p>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</p>
<p><u>Year 2</u> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>	<p>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p> <p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p>
<p><u>Year 3</u> Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences. Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions. Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p>
<p><u>Year 4</u> Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions. Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
<p><u>Year 5</u> Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.</p>	

Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.

Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.

Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.

Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.

Key Vocabulary

Nativity, shepherds, magi, prophecy, Mary, King David, royal lineage, authority, humble, saviour, Gospel account, Matthew, Luke, text.
Victory, redemption, redeemer, saved, saviour, salvation, hymns, Easter, resurrection, ascension, crucifixion, burial.