**RE in Key Stage 2 - LEARNING OUTCOMES FOR EACH UNIT OF WORK.**

**The knowledge learnt within each unit is shown below (Derbyshire Agreed Syllabus or Understanding Christianity).**

**Our lesson plans and knowledge grids then identify what each year group in the class is expected to know.**

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| Term | Year A (2022/23) | Year B (2023/24) | Year C (2024/25) | Year D (2025/26) |
| Autumn 1 | UC L2a.2 What is it like for someone to follow God? PEOPLE OF GOD | UC L2a.4 What Kind of a World Did Jesus Want? GOSPEL | UC L2a.1 What do Christians learn from the Creation story? CREATION | UC L2a.3 What is the ‘Trinity’ and why is it important for Christians? INCARNATION/GOD |
|  | **Children will know that:**  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 his promises.  The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.  Christians believe that, through Jesus, all people can become the People of God. | **Children will know that:**  Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.  Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.  Christians believe Jesus’ life shows what it means to love God (his father) and love your neighbour.  Christians try to be like Jesus – they want to know him better and better.  Christians try to put his teaching and example into practice in lots of ways from church worship to social justice. | **Children will know that:**  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 (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.  The Bible shows that God wants to help people 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 short. | **Children will know that:**  Christians believe that Jesus is one of the three persons of the Trinity: God the father, God the son and God the Holy Spirit.  Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.  Christian worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.  Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. |
| Autumn 2 | U2.7 What matters most to Humanists and Christians? (C, M/J, NR) | UC U2b.1 What does it mean if Christians believe God is holy and loving? GOD | L2.8 What does it mean to be Hindu in Britain today? (H) | |  | | --- | | U2.6 What does it mean to be a Muslim in Britain today? (M) | |
|  | **Children will:**  Emerging:  • Identify the values found in stories and  texts (A2).  • Suggest ideas about why humans can be  both good and bad, making links with  Christian ideas (B3).  Expected:  • Describe what Christians mean about  humans being made in the image of God  and being ‘fallen’, giving examples (A2).  • Describe some Christian and Humanist  values simply (B3).  • Express their own ideas about some big  moral concepts, such as fairness,  honesty etc., comparing them with the  ideas of others they have studied (C3).  • Suggest reasons why it might be helpful  to follow a moral code and why it might  be difficult, offering different points of  view (B2).  Exceeding:  • Give examples of similarities and  differences between Christian and  Humanist values (B3).  • Apply ideas about what really matters in  life for themselves, including ideas  about fairness, freedom, truth, peace, in  the light of their learning (C2). | **Children will know that:**  Christians believe God is Trinity: Father, Son and Holy Spirit.  Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how he keeps his promises.  Christians find that understanding God is challenging: people spend their whole lives learning more and more about God.  Christians really want to try and understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. | **Children will:**  Emerging:  • Identify and name examples of what Hindus have  and do in their families and at mandir to show their  faith (A3).  • Ask good questions about what Hindus do to show  their faith (B1).  Expected:  • Describe some examples of what Hindus do to show  their faith, and make connections with some Hindu  beliefs and teachings about aims and duties in life  (A1).  • Describe some ways in which Hindus express their  faith through puja, aarti and bhajans (A2).  • Suggest at least two reasons why being a Hindu is a  good thing in Britain today, and two reasons why it  might be hard sometimes (B2).  • Discuss links between the actions of Hindus in  helping others and ways in which people of other  faiths and beliefs, including pupils themselves, help  others (C2).  Exceeding:  • Explain similarities and differences between Hindu  worship and worship in another religious tradition  pupils have been taught (B3).  • Discuss and present ideas about what it means to be  a Hindu in Britain today, making links with their own  experiences (C1). | **Children will:**  Emerging:  • Describe the Five Pillars of Islam and give  examples of how these affect the everyday  lives of Muslims (A1).  • Identify three reasons why the Holy Qur’an  is important to Muslims, and how it makes  a difference to how they live (B1).  Expected:  • Make connections between Muslim practice  of the Five Pillars and their beliefs about  God and the Prophet Muhammad (A2).  • Describe and reflect on the significance of  the Holy Qur’an to Muslims (B1).  • Describe the forms of guidance a Muslim  uses and compare them to forms of  guidance experienced by the pupils (A2).  • Make connections between the key  functions of the mosque and the beliefs of  Muslims (A1).  Exceeding:  • Comment thoughtfully on the value and  purpose of religious practices and rituals in  a Muslim’s daily life (B1).  • Answer the title key question from diffe |
| Spring 1 | U2.4 If God is everywhere, why go to a place of worship? | L2.2 Why is the Bible so important for Christians today? (C) | L2.7 What does it mean to be a Christian in Britain today? (part 1) | UC U2b.5 Christians and how to live: ‘What would Jesus do? |
|  | **Children will:**  Emerging:  • Recall and name some key features of places of  worship studied (A1).  • Find out about what believers say about their places  of worship (C2).  Expected:  • Make connections between how believers feel  about places of worship in different traditions (A3).  • Select and describe the most important functions of  a place of worship for the community (B3).  • Give examples of how places of worship support  believers in difficult times, explaining why this  matters to believers (B2).  • Present ideas about the importance of people in a  place of worship, rather than the place itself (C1).  Exceeding:  • Outline how and why places of worship fulfil special  functions in the lives of believers (A3).  • Comment thoughtfully on the value and purpose of  places of worship in religious communities (B1). | **Children will:**  Emerging:  • Recall and name some Bible stories that  inspire Christians (A2).  • Identify at least two ways Christians use  the Bible in everyday life (B1).  Expected:  • Make connections between stories in the  Bible and what Christians believe about  creation, the Fall and salvation (A2).  • Give examples of how and suggest  reasons why Christians use the Bible  today (B1).  • Describe some ways Christians say God is  like, with examples from the Bible, using  different forms of expression (A1).  • Discuss their own and others’ ideas about  why humans do bad things and how  people try to put things right (C3).  Exceeding:  • Explain how the Bible uses different kinds  of stories to tell a big story (A2).  • Suggest why Christians believe that God  needs to rescue/save human beings (B2). | **Children will:**  Emerging:  • Identify and name examples of what Christians  have and do in their families and at church to  show their faith (A3).  • Ask good questions about what Christians do  to show their faith (B1).  Expected:  • Describe some examples of what Christians do  to show their faith, and make connections with  some Christian beliefs and teachings (A1).  • Describe some ways in which Christian express  their faith through hymns and modern worship  songs (A2).  • Suggest at least two reasons why being a  Christian is a good thing in Britain today, and  two reasons why it might be hard sometimes  (B2).  • Discuss links between the actions of Christians  in helping others and ways in which people of  other faiths and beliefs, including pupils  themselves, help others (C2).  Exceeding:  • Explain similarities and differences between at  least two different ways of worshipping in two  different Christian churches (A3).  • Discuss and present ideas about what it means  to be a Christian in Britain today, making links with their own experiences (C1). | **Children will know that:**  Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.  Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.  Christians believe Jesus’ life shows what it means to love God (his father) and love your neighbour.  Christians try to be like Jesus – they want to know him better and better.  Christians try to put his teaching and example into practice in lots of ways from church worship to social justice.  Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.  Christians see that Jesus’ teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable.  Christians believe that Jesus’ good news not only transforms lives now, but also points toward a restored, transformed life in the future.  Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. |
| Spring 2 | |  | | --- | | U2.1 Why do some people believe in God and some people not? (C, NR) | |  | | L2.5 Why are festivals important to religious communities?  (J/M) | UC L2a.5 Why do Christians call the day Jesus died ‘Good Friday’? SALVATION | UC U2b.6 What do Christians believe Jesus did to ‘save’ people? SALVATION |
|  | **Children will:**  Emerging:  • Define the terms theist, atheist and agnostic  and give examples of statements that reflect  these beliefs (B1).  • Give two reasons why a Christian believes in  God and one why an atheist does not (A3).  Expected:  • Outline clearly a Christian understanding of  what God is like, using examples and  evidence (A2).  • Give examples of ways in which believing in  God is valuable in the lives of Christians, and  ways in which it can be challenging (B2).  • Express thoughtful ideas about the impact of  believing or not believing in God on  someone’s life (B1).  • Present different views on why people  believe in God or not, including their own  ideas (C1).  Exceeding:  • Explain how Christians sometimes disagree  about what God is like, giving examples of  how they interpret texts differently (B3).  • Enquire into what some atheists, agnostics  and theists say about God, expressing their  own ideas and arguments, using evidence  and examples (C1). | **Children will:**  Emerging:  • Recognise and identify some differences between  religious festivals and other types of celebrations (B2).  • Retell some stories behind festivals (e.g. Christmas,  Divali, Pesach) (A2).  Expected:  • Make connections between stories, symbols and  beliefs with what happens in at least two festivals  (A2).  • Ask questions and give ideas about what matters  most to believers in festivals (e.g. Easter, Eid) (B2).  • Identify similarities and differences in the way  festivals are celebrated within and between religions  (A3).  • Explore and suggest ideas about what is worth  celebrating and remembering in religious  communities and in their own lives (C1).  Exceeding:  • Discuss and present their own responses about the  role of festivals in the life of Britain today, showing  their understanding of the values and beliefs at the  heart of each festival studied, using a variety of media  (C2).  • Suggest how and why religious festivals are valuable  to many people (B2). | **Children will know that:**  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 earth to do.  Christians today trust that Jesus really did rise from the dead, and so is still alive today.  Christians remember and celebrate Jesus’ last week, death and resurrection.  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.  The Gospels give accounts of Jesus’ death and resurrection.  The New Testament says that Jesus’ death was somehow ‘for us’.  Christians interpret this is in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.  Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass0.  Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.  This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).  Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. | **Children will know that:**  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 earth to do.  Christians today trust that Jesus really did rise from the dead, and so is still alive today.  Christians remember and celebrate Jesus’ last week, death and resurrection.  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.  The Gospels give accounts of Jesus’ death and resurrection.  The New Testament says that Jesus’ death was somehow ‘for us’.  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| Summer 1 | UC U2b.4 Why do Christians believe Jesus was the Messiah? INCARNATION | UC L2a.6 For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD | L2.7 What does it mean to be a Christian in Britain today? (part 2) | L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR) |
|  | **Children will know that:**  Jesus was Jewish.  • Christians believe Jesus is God in  the flesh.  • They believe that his birth, life,  death and resurrection were part  of a longer plan by God to restore  the relationship between humans  and God.  • The Old Testament talks about  a ‘rescuer’ or ‘anointed one’ — a  messiah. Some texts talk about  what this ‘messiah’ would be like.  • Christians believe that Jesus  fulfilled these expectations, and  that he is the Messiah. (Jewish  people do not think Jesus is  the Messiah.)  • Christians see Jesus as their  Saviour (See Salvation). | **Children will know that:**  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.  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. | **Children will:**  Emerging:  • Identify and name examples of what Christians  have and do in their families and at church to  show their faith (A3).  • Ask good questions about what Christians do  to show their faith (B1).  Expected:  • Describe some examples of what Christians do  to show their faith, and make connections with  some Christian beliefs and teachings (A1).  • Describe some ways in which Christian express  their faith through hymns and modern worship  songs (A2).  • Suggest at least two reasons why being a  Christian is a good thing in Britain today, and  two reasons why it might be hard sometimes  (B2).  • Discuss links between the actions of Christians  in helping others and ways in which people of  other faiths and beliefs, including pupils  themselves, help others (C2).  Exceeding:  • Explain similarities and differences between at  least two different ways of worshipping in two  different Christian churches (A3).  • Discuss and present ideas about what it means  to be a Christian in Britain today, making links with their own experiences (C1). | **Children will:**  Emerging:  • Recall and name some of the ways religions  mark milestones of commitment (including  marriage) (A1).  • Identify at least two promises made by  believers at these ceremonies and say why  they are important (B1).  Expected:  • Suggest why some people see life as a journey  and identify some of the key milestones on this  journey (A2).  • Describe what happens in Christian, Jewish,  and/or Hindu ceremonies of commitment and  say what these rituals mean (A3).  • Suggest reasons why marking the milestones of  life are important to Christians, Hindus and/or  Jewish people (B2).  • Link up some questions and answers about  how believers show commitment with their  own ideas about community, belonging and  belief (C1).  Exceeding:  • Explain similarities and differences between  ceremonies of commitment (B3).  • Discuss and present their own ideas about the  value and challenge of religious commitment in  Britain today (C2) |
| Summer 2 | U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR) | U2.3 What do religions say to people when life gets hard? (C, H, NR) | L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR) | L2.4 Why do people pray? (M/C) |
|  | **Children will:**  Emerging:  • Respond with ideas of their own to the title  question (B2).  • Find out about religious teachings, charities and  ways of expressing generosity (C3).  Expected:  • Describe and make connections between  examples of religious creativity (buildings and art)  (A1).  • Show understanding of the value of sacred  buildings and art (B3).  • Suggest reasons why some believers see  generosity and charity as more important than  buildings and art (B2).  • Apply ideas about values and from scriptures to  the title question (C2).  Exceeding::  • Outline how and why some Humanists criticise  spending on religious buildings or art (A3).  • Examine the title question from different perspectives, including their own (C1). | **Children will:**  Emerging:  • Raise thoughtful questions and suggest  some answers about life, death, suffering,  and what matters most in life (B1).  • Give simple definitions of some key terms  to do with life after death, e.g. salvation,  heaven, reincarnation (A3).  Expected:  • Express ideas about how and why religion  can help believers when times are hard,  giving examples (B2).  • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).  • Explain some similarities and differences  between beliefs about life after death (B2).  • Explain some reasons why Christians and  Humanists have different ideas about an  afterlife (B3).  Exceeding:  • Explain what difference belief in  judgement/heaven/karma/reincarnation  might make to how someone lives, giving  examples (B1).  • Interpret a range of artistic expressions of  afterlife, offering and explaining different  ways of understanding (B3). | **Children will:**  Emerging:  • Recall and talk about some rules for living in  religious traditions (B2).  • Find out at least two teachings from religions  about how to live a good life (C3).  Expected:  • Give examples of rules for living from religions  and suggest ways in which they might help  believers with difficult decisions (B1).  • Make connections between stories of  temptation and why people can find it difficult  to be good (A2).  • Give examples of ways in which some  inspirational people have been guided by their  religion (B1).  • Discuss their own and others’ ideas about how  people decide right and wrong (C3).  Exceeding:  • Explain some similarities and differences  between the codes for living used by Christians  and the followers of at least one other religion  or non-religious belief system (B3).  • Express ideas about right and wrong, good and  bad for themselves, including ideas about love,  forgiveness, honesty, kindness and generosity  (C3). | **Children will:**  Emerging:  • Describe what some believers say and do when  they pray (A1).  • Respond thoughtfully to examples of how  praying helps religious believers (B2).  Expected:  • Describe the practice of prayer in the religions  studied (A2).  • Make connections between what people believe  about prayer and what they do when they pray  (A3).  • Describe ways in which prayer can comfort and  challenge believers (B2).  • Describe and comment on similarities and  differences between how Christians, Muslims  and Hindus pray (B3).  Exceeding:  • Explain similarities and differences between how  people pray (B3).  • Consider and evaluate the significance of prayer  in the lives of people today (A1). |