**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) |

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|  U2.6 What does it mean to be a Muslim in Britain today? (M) |

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|  | **Children will:**Emerging:• Identify the values found in stories andtexts (A2).• Suggest ideas about why humans can beboth good and bad, making links withChristian ideas (B3).Expected:• Describe what Christians mean abouthumans being made in the image of Godand being ‘fallen’, giving examples (A2).• Describe some Christian and Humanistvalues simply (B3).• Express their own ideas about some bigmoral concepts, such as fairness,honesty etc., comparing them with theideas of others they have studied (C3).• Suggest reasons why it might be helpfulto follow a moral code and why it mightbe difficult, offering different points ofview (B2).Exceeding:• Give examples of similarities anddifferences between Christian andHumanist values (B3).• Apply ideas about what really matters inlife for themselves, including ideasabout fairness, freedom, truth, peace, inthe 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 haveand do in their families and at mandir to show theirfaith (A3).• Ask good questions about what Hindus do to showtheir faith (B1).Expected:• Describe some examples of what Hindus do to showtheir faith, and make connections with some Hindubeliefs and teachings about aims and duties in life(A1).• Describe some ways in which Hindus express theirfaith through puja, aarti and bhajans (A2).• Suggest at least two reasons why being a Hindu is agood thing in Britain today, and two reasons why itmight be hard sometimes (B2).• Discuss links between the actions of Hindus inhelping others and ways in which people of otherfaiths and beliefs, including pupils themselves, helpothers (C2).Exceeding:• Explain similarities and differences between Hinduworship and worship in another religious traditionpupils have been taught (B3).• Discuss and present ideas about what it means to bea Hindu in Britain today, making links with their ownexperiences (C1). | **Children will:**Emerging:• Describe the Five Pillars of Islam and giveexamples of how these affect the everydaylives of Muslims (A1).• Identify three reasons why the Holy Qur’anis important to Muslims, and how it makesa difference to how they live (B1).Expected:• Make connections between Muslim practiceof the Five Pillars and their beliefs aboutGod and the Prophet Muhammad (A2).• Describe and reflect on the significance ofthe Holy Qur’an to Muslims (B1).• Describe the forms of guidance a Muslimuses and compare them to forms ofguidance experienced by the pupils (A2).• Make connections between the keyfunctions of the mosque and the beliefs ofMuslims (A1).Exceeding:• Comment thoughtfully on the value andpurpose of religious practices and rituals ina 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 ofworship studied (A1).• Find out about what believers say about their placesof worship (C2).Expected:• Make connections between how believers feelabout places of worship in different traditions (A3).• Select and describe the most important functions ofa place of worship for the community (B3).• Give examples of how places of worship supportbelievers in difficult times, explaining why thismatters to believers (B2).• Present ideas about the importance of people in aplace of worship, rather than the place itself (C1).Exceeding:• Outline how and why places of worship fulfil specialfunctions in the lives of believers (A3).• Comment thoughtfully on the value and purpose ofplaces of worship in religious communities (B1). | **Children will:**Emerging:• Recall and name some Bible stories thatinspire Christians (A2).• Identify at least two ways Christians usethe Bible in everyday life (B1).Expected:• Make connections between stories in theBible and what Christians believe aboutcreation, the Fall and salvation (A2).• Give examples of how and suggestreasons why Christians use the Bibletoday (B1).• Describe some ways Christians say God islike, with examples from the Bible, usingdifferent forms of expression (A1).• Discuss their own and others’ ideas aboutwhy humans do bad things and howpeople try to put things right (C3).Exceeding:• Explain how the Bible uses different kindsof stories to tell a big story (A2).• Suggest why Christians believe that Godneeds to rescue/save human beings (B2). | **Children will:**Emerging:• Identify and name examples of what Christianshave and do in their families and at church toshow their faith (A3).• Ask good questions about what Christians doto show their faith (B1).Expected:• Describe some examples of what Christians doto show their faith, and make connections withsome Christian beliefs and teachings (A1).• Describe some ways in which Christian expresstheir faith through hymns and modern worshipsongs (A2).• Suggest at least two reasons why being aChristian is a good thing in Britain today, andtwo reasons why it might be hard sometimes(B2).• Discuss links between the actions of Christiansin helping others and ways in which people ofother faiths and beliefs, including pupilsthemselves, help others (C2).Exceeding:• Explain similarities and differences between atleast two different ways of worshipping in twodifferent Christian churches (A3).• Discuss and present ideas about what it meansto 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 |

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|  U2.1 Why do some people believe in God and some people not? (C, NR)  |
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 | 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 agnosticand give examples of statements that reflectthese beliefs (B1).• Give two reasons why a Christian believes inGod and one why an atheist does not (A3).Expected:• Outline clearly a Christian understanding ofwhat God is like, using examples andevidence (A2).• Give examples of ways in which believing inGod is valuable in the lives of Christians, andways in which it can be challenging (B2).• Express thoughtful ideas about the impact ofbelieving or not believing in God onsomeone’s life (B1).• Present different views on why peoplebelieve in God or not, including their ownideas (C1).Exceeding:• Explain how Christians sometimes disagreeabout what God is like, giving examples ofhow they interpret texts differently (B3).• Enquire into what some atheists, agnosticsand theists say about God, expressing theirown ideas and arguments, using evidenceand examples (C1). | **Children will:**Emerging:• Recognise and identify some differences betweenreligious festivals and other types of celebrations (B2).• Retell some stories behind festivals (e.g. Christmas,Divali, Pesach) (A2).Expected:• Make connections between stories, symbols andbeliefs with what happens in at least two festivals(A2).• Ask questions and give ideas about what mattersmost to believers in festivals (e.g. Easter, Eid) (B2).• Identify similarities and differences in the wayfestivals are celebrated within and between religions(A3).• Explore and suggest ideas about what is worthcelebrating and remembering in religiouscommunities and in their own lives (C1).Exceeding:• Discuss and present their own responses about therole of festivals in the life of Britain today, showingtheir understanding of the values and beliefs at theheart of each festival studied, using a variety of media(C2).• Suggest how and why religious festivals are valuableto 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’.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. |
| 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 inthe flesh.• They believe that his birth, life,death and resurrection were partof a longer plan by God to restorethe relationship between humansand God.• The Old Testament talks abouta ‘rescuer’ or ‘anointed one’ — amessiah. Some texts talk aboutwhat this ‘messiah’ would be like.• Christians believe that Jesusfulfilled these expectations, andthat he is the Messiah. (Jewishpeople do not think Jesus isthe Messiah.)• Christians see Jesus as theirSaviour (See Salvation). | **Children will know that:** Christians believe that Jesusinaugurated the ‘Kingdom ofGod’ — i.e. Jesus’ whole life was ademonstration of his belief thatGod is King, not just in heaven buthere and now (‘Your kingdom come,your will be done on earth as it is inheaven’).Christians believe Jesus is still alive,and rules in their hearts and lives bythe Holy Spirit, if they let him.Christians believe that after Jesusreturned to be with God the Father,he sent the Holy Spirit at Pentecostto help the Church to make Jesus’invisible Kingdom visible by livinglives that reflect the love of God.Christians celebrate Pentecost asthe beginning of the Church. | **Children will:** Emerging:• Identify and name examples of what Christianshave and do in their families and at church toshow their faith (A3).• Ask good questions about what Christians doto show their faith (B1).Expected:• Describe some examples of what Christians doto show their faith, and make connections withsome Christian beliefs and teachings (A1).• Describe some ways in which Christian expresstheir faith through hymns and modern worshipsongs (A2).• Suggest at least two reasons why being aChristian is a good thing in Britain today, andtwo reasons why it might be hard sometimes(B2).• Discuss links between the actions of Christiansin helping others and ways in which people ofother faiths and beliefs, including pupilsthemselves, help others (C2).Exceeding:• Explain similarities and differences between atleast two different ways of worshipping in twodifferent Christian churches (A3).• Discuss and present ideas about what it meansto be a Christian in Britain today, making links with their own experiences (C1). | **Children will:** Emerging:• Recall and name some of the ways religionsmark milestones of commitment (includingmarriage) (A1).• Identify at least two promises made bybelievers at these ceremonies and say whythey are important (B1).Expected:• Suggest why some people see life as a journeyand identify some of the key milestones on thisjourney (A2).• Describe what happens in Christian, Jewish,and/or Hindu ceremonies of commitment andsay what these rituals mean (A3).• Suggest reasons why marking the milestones oflife are important to Christians, Hindus and/orJewish people (B2).• Link up some questions and answers abouthow believers show commitment with theirown ideas about community, belonging andbelief (C1).Exceeding:• Explain similarities and differences betweenceremonies of commitment (B3).• Discuss and present their own ideas about thevalue and challenge of religious commitment inBritain 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 titlequestion (B2).• Find out about religious teachings, charities andways of expressing generosity (C3).Expected:• Describe and make connections betweenexamples of religious creativity (buildings and art)(A1).• Show understanding of the value of sacredbuildings and art (B3).• Suggest reasons why some believers seegenerosity and charity as more important thanbuildings and art (B2).• Apply ideas about values and from scriptures tothe title question (C2).Exceeding::• Outline how and why some Humanists criticisespending on religious buildings or art (A3).• Examine the title question from different perspectives, including their own (C1).  | **Children will:**Emerging:• Raise thoughtful questions and suggestsome answers about life, death, suffering,and what matters most in life (B1).• Give simple definitions of some key termsto do with life after death, e.g. salvation,heaven, reincarnation (A3).Expected:• Express ideas about how and why religioncan 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 differencesbetween beliefs about life after death (B2).• Explain some reasons why Christians andHumanists have different ideas about anafterlife (B3).Exceeding:• Explain what difference belief injudgement/heaven/karma/reincarnationmight make to how someone lives, givingexamples (B1).• Interpret a range of artistic expressions ofafterlife, offering and explaining differentways of understanding (B3). | **Children will:**Emerging:• Recall and talk about some rules for living inreligious traditions (B2).• Find out at least two teachings from religionsabout how to live a good life (C3).Expected:• Give examples of rules for living from religionsand suggest ways in which they might helpbelievers with difficult decisions (B1).• Make connections between stories oftemptation and why people can find it difficultto be good (A2).• Give examples of ways in which someinspirational people have been guided by theirreligion (B1).• Discuss their own and others’ ideas about howpeople decide right and wrong (C3).Exceeding:• Explain some similarities and differencesbetween the codes for living used by Christiansand the followers of at least one other religionor non-religious belief system (B3).• Express ideas about right and wrong, good andbad for themselves, including ideas about love,forgiveness, honesty, kindness and generosity(C3). | **Children will:**Emerging:• Describe what some believers say and do whenthey pray (A1).• Respond thoughtfully to examples of howpraying helps religious believers (B2).Expected:• Describe the practice of prayer in the religionsstudied (A2).• Make connections between what people believeabout prayer and what they do when they pray(A3).• Describe ways in which prayer can comfort andchallenge believers (B2).• Describe and comment on similarities anddifferences between how Christians, Muslimsand Hindus pray (B3).Exceeding:• Explain similarities and differences between howpeople pray (B3).• Consider and evaluate the significance of prayerin the lives of people today (A1). |