



**ST JAMES'**  
Church of England  
Primary School

**RE**

## Our curriculum guide: Religious Education

**Date:** September 2024 and reviewed on an on-going basis

### Introduction

This Curriculum Guide relates to Religious Education (from now, 'RE'). It sits alongside similar documents for Early Years, Reading, Writing, Maths, Topics and others.

RE is a foundation subject in The National Curriculum (Department for Education, 2014). St James' CE Primary is a voluntarily-controlled Church of England school. As such, RE is regarded as a core subject at St James' CE Primary.



Broadly speaking, there are two key documents:

- **how** we teach RE is set out in [\*Religious Education in Church of England Schools: A Statement of Entitlement\*](#), making clear the minimum entitlement for RE in relation to provision, profile and priority
- **what** we teach in RE is set out in [\*Believing and Belonging: RE Agreed Syllabus 2024-29\*](#), the statutory RE curriculum in Bradford, Calderdale, Kirklees and Leeds (although statutory, there is flexibility in how we approach this)

In this Curriculum Guide, we set out the knowledge and skills in long-term plans and progressions of learning (age-related expectations). Alongside syllabus expectations, there is additional or explicit learning, too. For example, we want our children to have a secure grasp of some key facts about different religions so that they are confidently able to respond to diversity and challenge in a way which demonstrates courage and compassion, empathy and belonging.

We want St James' CE Primary to be happy and healthy place to achieve and believe. This vision permeates our school and its ethos, whether in the classroom or around and about school. RE helps to promote this vision by helping to develop understanding and respect – see our curriculum aims (below).

*'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.'*

<https://www.natre.org.uk/about-re>

### Curriculum aims

The aims for RE set out in [\*Religious Education in Church of England Schools: A Statement of Entitlement\*](#):

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- To engage with challenging questions of meaning and purpose raised by human existence and experience
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- To explore their own religious, spiritual and philosophical ways living, believing and thinking

These aims are echoed by the aims of *Believing and Belonging: RE Agreed Syllabus 2024-29*, the local agreed syllabus. The aims of RE in Sphere Federation schools reflect the aims of the syllabus:

**To develop broad and balanced knowledge and understanding of religions / worldviews**

- to give pupils a broad understanding of Christianity, other religious traditions and non-religious beliefs, and an awareness of how these can be woven into human experience and applied to life and decisions.

**To support the development and use of critical thinking skills**

- to inspire and motivate pupils to enquire into religious and purposeful questions  
- to nurture informed and resilient responses to misunderstanding, stereotyping and division  
- to enable a place where difficult or 'risky' questions can be tackled within a safe but challenging context

**To broaden perspectives of faiths and cultures, encouraging positive attitudes towards diversity**

- to develop understanding of diversity, empathy and cohesion by developing pupils' knowledge and understanding of Christianity, other religious traditions and worldviews, thereby giving them the knowledge and skills to flourish both within their own community and as members of a diverse and global society

**To develop personal world views, a sense of identity, values and spirituality**

- to provide structured opportunity for consideration of the non-material aspects of life by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong, and what it means to be human  
- to support pupils' own discovery of their personal journeys of meaning, purpose and value, whether or not they identify with a specific, organised worldview  
- the role of RE is neither to promote nor undermine organised religion)

**To support personal development so that pupils can become positive, participating citizens of the world**

- to support pupils' spiritual, moral, social and cultural development (SMSC)

## Key elements

RE makes an important contribution to pupils' wider development, wellbeing and understanding. The following are some of the key elements of our RE curriculum which support this process.

### Curriculum time

*Believing and Belonging* states:

*'It is a legal requirement that all pupils aged 5-18 are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity...To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week.'*

It goes on to say:

*'Organisation of this time is a matter for schools.'*

*Religious Education in Church of England Schools: A Statement of Entitlement* makes this a stronger, clearer expectation:

*'Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.'*

By teaching RE in two key ways (see below), we meet this expectation.

### Curriculum delivery

We teach RE in two main ways:

- discrete weekly RE lessons in most half-terms
- three 'RE drop-down mornings' across the year in Key Stage 2 (where RE is the sole subject taught)

Weekly Philosophy Friday sessions, lessons in the Me and My Community themed week, lessons in other subjects, and collective worship contribute to the curriculum aims of RE, too.

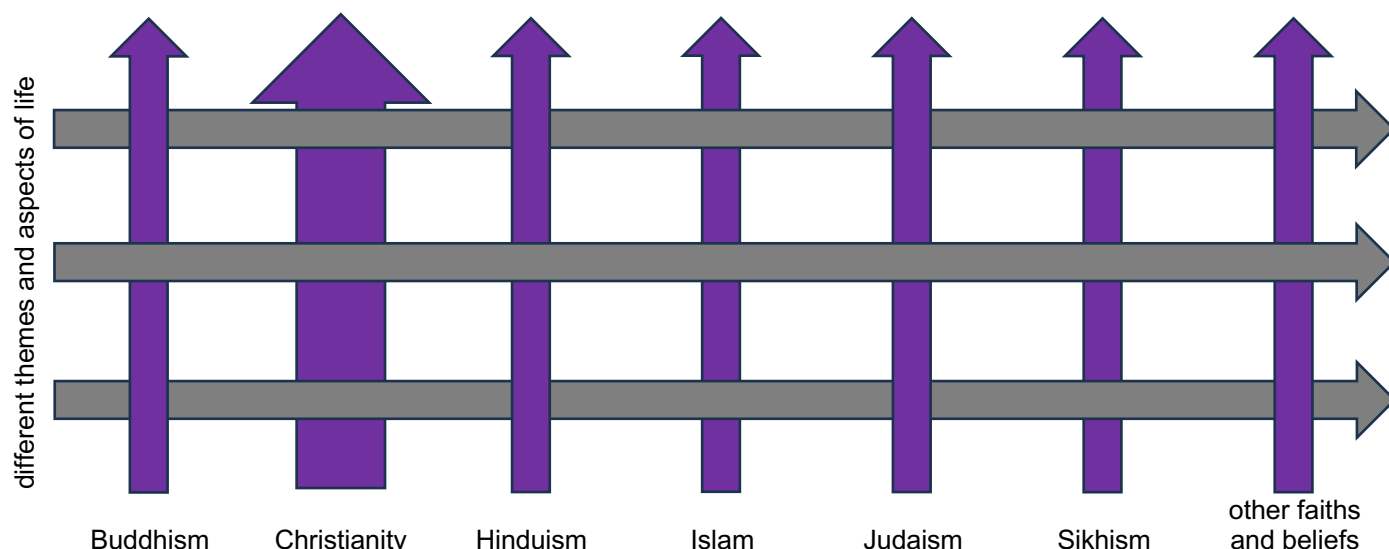
Our long-term plan for RE (below) breaks the subject down into different units, each of which lasts one half-term. We use a mix of teaching resources, but we use four main resources which provide sequences of learning and accompanying resources:

- *Understanding Christianity* units – in church schools, Christianity should be the majority religion studied (at least 50% of curriculum time); the *Understanding Christianity* units support teachers to teach and pupils to learn about Christian belief and practice
- *Primary RE Curriculum (RE Today)* – used to support the teaching and learning of *Understanding Christianity* units
- *Believing and Belonging* units – although *Believing and Belonging* is the statutory RE curriculum, there is flexibility in how we approach this, so we use some but not all of the optional, accompanying teaching resources

- our own Sphere Federation units – we've developed our own planning to teach aspects of RE in a way which we believe are clear teaching and learning sequences to ensure that children develop a secure, balanced knowledge and understanding of religions / worldviews

Broadly speaking, the units of learning take one of two approaches:

- a focus on a particular religion (represented by the purple, vertical arrows)
- a thematic approach, where a theme such as festivals or rites of passage are learnt about and where a mix of religions are considered (represented by the grey, horizontal arrows)



The arrow representing Christianity is shown here bigger to indicate a requirement for church schools set out in *Religious Education in Church of England Schools: A Statement of Entitlement*: 'Reflecting the school's trust deed...parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.'

In our long-term plan for RE (below), arrows are used to link with the diagram above:

➔ = learning thematically across religions    ⬆ = learning about one particular religion    ⬆ = learning about Christianity

## Cross-curricular links

Our RE sessions are discrete sessions. However, there are links with many subjects.

They include links to Personal, Social, Health and Economic education, which we call Living and Learning. Within this area are rich opportunities to promote pupils' spiritual, moral, social and cultural development and the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (although we prefer 'appreciation' and 'celebration' than 'tolerance'). RE makes a substantial contribution to these areas.

RE content also supports other aspects of personal development. For example, learning about the choices we make and codes for living support learning about our school rules and our eight Rs for learning.

Teachers support children to read as a 'subject expert' (reading, for example, as a scientist / historian etc – in this case, as a theologian). For the biggest impact, teachers focus on one or two of the points, rather than all at once.

## Revisiting prior learning

Teachers provide regular opportunities for children to revisit prior learning to secure learning: pupils remembering more over time. This learning could be from the previous lesson, week, term or year. Sometimes, this will take the form of a short, focussed task at the beginning of a lesson. Occasionally, this may be a whole lesson to address any identified gaps in knowledge or skills.

## Withdrawal from RE

### Reading as a... theologian

- Is the text about a specific religion or is it about an idea or concept more generally?
- What's the source of this text? When was it written? By whom? Why? What is their likely intent or viewpoint?
- What ideas or concepts is the text talking about?
- Can you find and evaluate information in the text?
- Does the text put forward a particular view? If so, do you agree with the view?
- Does the text answer – or try to answer – questions that you might have? If so, do you have a different answer?
- What religious or moral or conceptual questions can you ask about this text?
- What are the similarities or differences explained in the text?
- Why has the author chosen to present this information in this way?

Parents have a statutory right to withdraw their child from RE. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the Head of School or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. We will ask parents if they wish to continue the withdrawal each year.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority.

## Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources

Sphere Federation schools are inclusive and are committed to meeting the needs of children, including those with special educational needs and disabilities (SEND), in the most effective way so that they achieve the best possible outcomes:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the RE curriculum to meet the needs of pupil, including those with SEND so that we can develop their knowledge, skills and abilities. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Similarly, teachers provide opportunities for challenge and deeper learning. Challenge might be provided by less support during the teacher input; an additional task; and teacher questioning which is targeted to meet the needs of different pupils.

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned RE lesson task to respond to significant event or to meet children's particular questions, needs and interests. This flexibility is important as it provides opportunities for teachers to explore other aspects of learning within or beyond the curriculum.



## Assessing, monitoring and evaluating

We continually review the RE curriculum, evaluating its impact on children's learning over time.

The impact of our RE curriculum can be measured in terms of pupil achievement and progress. We report to parents on individual pupil achievement relative to age-related expectations. We base these on guidance in *Understanding Christianity* and *Believing and Belonging*, and supplement with our own age-related expectations. We measure pupils' learning – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their work in books), supported by moderation in school
- in-year and end-of-year teacher assessments, recorded and monitored over time

Learning conversations with children is another way to assess impact: teachers and school leaders ask questions relating to age-related expectations to evaluate how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. Lesson visits also support our assessment of impact. We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent/carer surveys; attitudes and behaviour in lessons across the curriculum; and the quality of the work pupils produce, including taking pride in presentation.

# Long-term plan for Religious Education: overview

The following units from *Understanding Christianity* (UC) and *Believing and Belonging* (BB) are taught. Cycle A are 'odd years': 2025-26... and Cycle B are 'even': 2026-27... Key (see page 3 Curriculum delivery for more detail): → = learning thematically across religions ↑ = learning about one particular religion ↗ = learning about Christianity

	Reception		Years 1 and 2		Years 3 and 4		Years 5 and 6	
	every year		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Autumn 1</b>	Taught as part of EYFS curriculum, inc Living and Learning	Taught ongoing as part of EYFS curriculum, inc Living and Learning	B&B Unit C1.1 → What does it mean to belong to a community of belief? <i>Christianity, Islam, Judaism, Hinduism, Sikhism</i>	UC Unit 1.2 RE Today 7 ↑ Who do Christians say made the world? <i>creation</i>	B&B Unit CL2.3 ↑ How do the 'Five Pillars' help Muslims to live a good life? <i>Islam</i>	UC Unit 2a.2 RE Today 19 ↑ What is it like for someone to follow God? <i>people of God</i>	B&B Unit CU2.3 → What values to people live by? <i>general</i>	UC Unit 2b.2 RE Today 34 ↑ Creation and science: conflicting or complementary? <i>creation</i>
<b>Autumn 2</b>	Unit E4 Who belongs in my family and community?	Supplement with: Unit E5 How do people celebrate special times?	UC Unit 1.3 RE Today 8 ↑ Why does Christmas matter to Christians? <i>incarnation</i>	B&B Unit C1.5 → Why are festivals important? <i>Christianity, Islam, Judaism, Hinduism, Sikhism</i>	UC Unit 2a.4 RE Today 25 ↑ What kind of world did Jesus want? <i>gospel</i>	B&B Unit CL2.6 ↑ How do Jews use stories to remember God's covenant? <i>Judaism</i>	UC Unit 2b.4 RE Today 38 ↑ Why do Christians believe that Jesus was the Messiah? <i>incarnation</i>	B&B Unit FU2.13 → Why are rites of passage important? <i>Christianity, Islam, Judaism, Hinduism, Sikhism</i>
<b>Spring 1</b>	Unit E1 Which places are special to members of our community?		B&B Unit C1.2 → How are symbols used to welcome new life? <i>Christianity, Islam, Sikhism, Humanism</i>	B&B Unit C1.3 → How can we make good choices? <i>Christianity, Buddhism, Islam, Judaism, Hinduism, Sikhism</i>	B&B Unit CL2.2 → How do different people express their spirituality? <i>Christianity, Islam, Judaism, Sikhism</i>	B&B Unit CL2.5 → How do ancient stories influence modern celebrations? <i>Judaism, Hinduism, Sikhism, Paganism</i>	B&B Unit FU2.14 ↑ How do Buddhists live a meaningful life? <i>Buddhism</i>	B&B Unit CU2.1 ↑ What do different Hindu people believe about God? <i>Hinduism</i>
<b>Spring 2</b>	Unit E2 Why are some objects special?		UC Unit 1.4 RE Today 13,14 ↑ What is the good news Christians say Jesus brings? <i>gospel</i>	UC Unit 1.5 ↑ Why does Easter matter to Christians? <i>salvation</i>	UC Unit 2a.3 RE Today 20 ↑ What is the Trinity and why is it important for Christians? <i>God; incarnation</i>	UC Unit 2a.5 RE Today 28 ↑ Why do Christians call the day Jesus died 'Good Friday'? <i>salvation</i>	UC Unit 2b.3 RE Today 35 ↑ How can following God bring freedom and justice? <i>people of God</i>	UC Unit 2b.6 RE Today 35 ↑ What difference does the resurrection make for Christians? <i>What do Christians believe Jesus did to save people? salvation</i>
<b>Summer 1</b>	Unit E3 Who cares for me and how do I help others?		B&B Unit C1.6 → Which books and stories are important? <i>Christianity, Islam, Judaism, Sikhism</i>	B&B Unit C1.4 → How and why do some people pray? <i>Christianity, Buddhism, Islam, Judaism, Hinduism, Sikhism</i>	<i>No RE unit taught. Instead across the year, we use our own units developed to ensure children have a secure, balanced learning of specific religions / worldviews.</i>	UC Unit 2a.6 RE Today 26 ↑ For Christians, when Jesus left, what was the impact of Pentecost? <i>kingdom of God</i>	(no RE unit taught in this half-term)	UC Unit 2b.8 RE Today 41 ↑ For Christians, what kind of king is Jesus? <i>kingdom of God</i>
<b>Summer 2</b>	Unit E6 How do we understand and care for the world?		UC Unit 1.1 RE Today 10 ↑ What do Christians believe God is like? <i>God</i>	B&B Unit F1.14 ↑ Why are Bible stories important for Christians? <i>Christianity</i>	B&B Unit CL2.4 ↑ How do the lives of the Gurus inspire Sikh believers? <i>Sikhism</i>	(no RE unit taught in this half-term)	B&B Unit FL2.11 → How do creation stories help people understand the world? <i>Christianity, Islam, Judaism, Hinduism, Sikhism</i>	<i>No RE unit taught. Instead across the year, we use our own units developed to ensure children have a secure, balanced learning of specific religions / worldviews.</i>



# Age-related expectations: Early Years – Personal, social and emotional development (PSED)

The Personal, Social and Emotional Development strand of the Early Years curriculum has a direct link with RE. Text in purple below shows learning which links most strongly to RE, although there are other links, too. See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</b>		
<p><b>N1</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b>N2</b> Develop their sense of responsibility and membership of a community.</p> <p><b>N3</b> Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b>N4</b> Show more confidence in new social situations.</p> <p><b>N5</b> Play with one or more other children, extending and elaborating play ideas.</p> <p><b>N6</b> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p><b>N7</b> Increasingly follow rules, understanding why they are important.</p> <p><b>N8</b> Remember rules without needing an adult to be present.</p> <p><b>N9</b> Develop appropriate ways of being assertive.</p> <p><b>N10</b> Talk with others to solve conflicts.</p> <p><b>N11</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p><b>N12</b> Understand gradually how others might be feeling.</p> <p><b>N13</b> Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p><b>N14</b> Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>R1</b> See themselves as a valuable individual.</p> <p><b>R2</b> Build constructive and respectful relationships.</p> <p><b>R3</b> Express their feelings and consider the feelings of others.</p> <p><b>R4</b> Show resilience and perseverance in the face of challenge.</p> <p><b>R5</b> Identify and moderate their own feelings socially and emotionally.</p> <p><b>R6</b> Think about the perspectives of others.</p> <p><b>R7</b> Manage their own needs:</p> <ul style="list-style-type: none"> <li>personal hygiene</li> </ul> <p><b>R8</b> Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> <li>regular physical exercise</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of screen time</li> <li>having a good sleep routine</li> <li>being safe as a pedestrian</li> </ul>	<p><b>Self-regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building relationships</b> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

## Age-related expectations: Early Years – Understanding the world

The Understanding the World strand of the Early Years curriculum has a direct link with RE. Text in purple below shows learning which links most strongly to RE, although there are other links, too. See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</b>		
<p><b>N1</b> Use all their senses in hands-on exploration of natural materials.</p> <p><b>N2</b> Explore collections of materials with similar and/or different properties.</p> <p><b>N3</b> Talk about what they see, using a wide vocabulary.</p> <p><b>N4</b> Begin to make sense of their own life-story and family's history.</p> <p><b>N5</b> Show interest in different occupations.</p> <p><b>N6</b> Explore how things work.</p> <p><b>N7</b> Plant seeds and care for growing plants.</p> <p><b>N8</b> Understand the key features of the life cycle of a plant and an animal.</p> <p><b>N9</b> Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>N10</b> Explore and talk about different forces they can feel.</p> <p><b>N11</b> Talk about the differences between materials and changes they notice.</p> <p><b>N12</b> Continue to develop positive attitudes about the differences between people.</p> <p><b>N13</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p><b>R1</b> Talk about members of their immediate family and community.</p> <p><b>R2</b> Name and describe people who are familiar to them.</p> <p><b>R3</b> Comment on images of familiar situations in the past.</p> <p><b>R4</b> Compare and contrast characters from stories, including figures from the past.</p> <p><b>R5</b> Draw information from a simple map.</p> <p><b>R6</b> Understand that some places are special to members of their community.</p> <p><b>R7</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>R8</b> Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>R9</b> Explore the natural world around them.</p> <p><b>R10</b> Describe what they see, hear and feel whilst outside.</p> <p><b>R11</b> Recognise some environments that are different to the one in which they live.</p> <p><b>R12</b> Understand the effect of changing seasons on the natural world around them.</p>	<p><b>Past and present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Peoples, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The natural world</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

# Age-related expectations: Early Years – Understanding the world (additional or explicit learning)

Text in purple below shows learning which links most strongly to RE, although there are other links, too.

See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.		
<p><b>History</b>  <b>N1+</b> I can use simple words and phrases relating to time within a day (eg now, morning, lunchtime, home time, bedtime)  <b>N2+</b> I can talk about when I was a baby and know that this was in the past.</p> <p><b>Religious Education</b>  <b>N3+</b> I can talk about differences between people in a positive way.</p> <p><b>Geography</b>  <b>N4+</b> I know what maps are used for.  <b>N5+</b> I know that some places are hotter and colder than others.  <b>N6+</b> I can describe some basic features of a locality (eg city, countryside, seaside).</p> <p><b>Science</b>  <b>N7+</b> I can ask questions about the things I see.  <b>N8+</b> I notice changes around me.  <b>N9+</b> I can name some animals and other natural objects.  <b>N10+</b> I can identify and name some body parts: head (and eyes, nose, mouth, ears), body, arms, hands, fingers, legs, feet, toes.  <b>N11+</b> I can observe and talk about changes in living things, in the context of some animals and plants.  <b>N12+</b> I know what some things are made of (eg metal, wood, plastic).  <b>N13+</b> I can explore different materials and comment on their properties (eg hard, soft).  <b>N14+</b> I know basic differences between day and night.  <b>N15+</b> I can talk about the weather that I observe.</p>	<p><b>History</b>  <b>R1+</b> I can use words and phrases relating to time and chronology (eg yesterday, a long time ago, old, new)  <b>R2+</b> I can name the events in my day and sequence them in chronological order.  <b>R3+</b> I can sequence key events in my life in chronological order.  <b>R4+</b> I can remember and talk about my past with a sense of chronology (eg last week compared to when they were a baby).  <b>R5+</b> I can use books and photographs to compare my life and the lives of others in the past.  <b>R6+</b> I can listen to and ask questions of others when they talk about the past.</p> <p><b>Religious Education</b>  <b>R7+</b> I know at least three religious festivals and how some people celebrate them.  <b>R8+</b> I know that religions have places of worship.  <b>R9+</b> I can talk about my own experiences in relation to celebrations, traditions and customs.</p> <p><b>Geography</b>  <b>R10+</b> I know the name of the place where I live.  <b>R11+</b> I know the name of my school.  <b>R12+</b> I know the name of the country where I live (ie England).  <b>R13+</b> I can draw my own simple, fictional map.  <b>R14+</b> I can tell what's land and what's sea on a map.  <b>R15+</b> I can identify what some symbols represent on a map (eg river, mountain, trees).  <b>R16+</b> I can describe similarities and differences between different localities (eg city, countryside, seaside).</p> <p><b>Science</b>  <b>R17+</b> I can begin to make sensible predictions.  <b>R18+</b> I can observe and describe changes.  <b>R19+</b> I can identify and sort animals, plants, other natural objects.  <b>R20+</b> I can observe how plants and bulbs grow and I know what they need to grow.  <b>R21+</b> I know basic life processes of most living things (birth, growing, adulthood, dying), in the context of chicks, tadpoles, caterpillars.  <b>R22+</b> I can explore different materials and compare properties (eg harder, softer).  <b>R23+</b> I understand that some things change shape or state and that I can change them (eg I can change the shape of malleable materials, I can melt ice).  <b>R24+</b> I know that the sun is a source of light.  <b>R25+</b> I can explore making shadows, making observations.  <b>R26+</b> I can talk about the weather and link these observations to the changing seasons.</p>	<p><b>Past and present</b>  Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Peoples, culture and communities</b>  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The natural world</b>  Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>





# Age-related expectations: RE

See the learning outcomes in each *Understanding Christianity* and *Believing and Belonging* unit for more detail.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<b>Age-related expectations based on <i>Understanding Christianity</i></b> <ul style="list-style-type: none"> <li>I can recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>I can identify at least two different types of text from the Bible eg a story, a parable, a gospel account of Jesus' life, instructions about how to behave.</li> <li>I can tell stories from the Bible and recognise a link with a concept eg Creation, Incarnation, Gospel and Salvation.</li> <li>I can give clear, simple accounts of what the texts mean to Christians.</li> <li>I can give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.</li> <li>I can give at least three examples of how Christians put their beliefs into practice in church worship.</li> <li>I can think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</li> </ul>	<b>Age-related expectations based on <i>Understanding Christianity</i></b> <ul style="list-style-type: none"> <li>I can order at least five things within a timeline of the Bible's 'big story'.</li> <li>I can talk about two distinguishing features of at least three different types of biblical text eg Gospel, parable, letter.</li> <li>I can make clear links between biblical texts and the concepts studied.</li> <li>I can offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</li> <li>I can make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</li> <li>I can describe how Christians show their beliefs in worship and in the way they live.</li> <li>I can raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</li> <li>I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of my own clearly.</li> </ul>	<b>Age-related expectations based on <i>Understanding Christianity</i></b> <ul style="list-style-type: none"> <li>I can outline the timeline of the Bible's 'big story', explaining the place within it of the core concepts studied.</li> <li>I can identify at least five different types of biblical text. using technical terms accurately.</li> <li>I can explain connections between biblical texts and the key concepts studied, using theological terms.</li> <li>Taking account of the context(s), I can suggest meanings for biblical texts studied, and compare my ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>I can make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship, and how Christians behave in their whole lives, their church communities, and in the wider world.</li> <li>I can describe how Christians put their beliefs into practice in different ways eg in different denominations.</li> <li>I can identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying my response.</li> <li>I can weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</li> </ul>
<b>Age-related expectations based on <i>Believing and Belonging</i></b> <ul style="list-style-type: none"> <li>I can describe what it means to belong to a community of belief (B&amp;B Unit C1.1).</li> <li>I have an understanding about how symbols can be used to welcome new life (B&amp;B Unit C1.2).</li> <li>I understand how religions can help some people to make good choices (B&amp;B Unit C1.3).</li> <li>I have an understanding about how and why some people pray (B&amp;B Unit C1.4).</li> <li>I have an understanding about how festivals are important for some people (B&amp;B Unit C1.5).</li> <li>I understand that some books and stories are important for some people (B&amp;B Unit C1.6).</li> </ul>	<b>Age-related expectations based on <i>Believing and Belonging</i></b> <ul style="list-style-type: none"> <li>I have an awareness of how do different people express their spirituality (B&amp;B Unit CL2.2).</li> <li>I know how the Five Pillars help Muslims to live a good life (B&amp;B Unit CL2.3).</li> <li>I know how the lives of the Gurus inspire Sikh believers (B&amp;B Unit CL2.4).</li> <li>I understand how ancient stories influence modern celebrations (B&amp;B Unit CL2.5).</li> <li>I understand how Jews use stories to remember God's covenant (B&amp;B Unit CL2.6).</li> </ul>	<b>Age-related expectations based on <i>Believing and Belonging</i></b> <ul style="list-style-type: none"> <li>I know the importance of values for people to live by (B&amp;B Unit CU2.3).</li> <li>I understand how Buddhists aim to live a meaningful life (B&amp;B Unit FU2.14).</li> <li>I understand how creation stories help some people understand the world (B&amp;B Unit FL2.11).</li> <li>I understand why rites of passage important for some people (B&amp;B Unit FU2.13).</li> <li>I have an awareness of what different Hindu people believe about God (B&amp;B Unit CU2.1).</li> </ul>
<b>Age-related expectations based on <i>Sphere Federation expectations</i></b> <ul style="list-style-type: none"> <li>I know some key facts about the six major world religions (symbols, place of worship, festivals and celebrations).</li> </ul>	<b>Age-related expectations based on <i>Sphere Federation expectations</i></b> <ul style="list-style-type: none"> <li>I know some key facts about the six major world religions (Y1,2 expectations plus sacred texts and leaders).</li> <li>I know that some people choose to follow a religion and some people do not.</li> <li>I know the origins of the six major religions</li> <li>I know where people of each faith live in the world today.</li> <li>I know where and how people of each major religion worship.</li> <li>I know and understand key information about a festival or celebration from each of the major religions.</li> </ul>	<b>Age-related expectations based on <i>Sphere Federation expectations</i></b> <ul style="list-style-type: none"> <li>I know some key facts about the six major world religions (Y3,4 expectations plus key figures and rules/moral codes).</li> <li>I know the difference between a theist, atheist and agnostic.</li> <li>I know the difference between Dharmic and Abrahamic religions.</li> <li>I know the difference between monotheism and polytheism.</li> <li>I understand the basic chronology of the six major religions.</li> <li>I know what followers of the six major religions believe.</li> <li>I know and understand key information about festivals or celebrations from each of the major religions.</li> </ul>

## Appendix: Drop-down mornings

### Structure:

half-term	Years 1 and 2		Years 3 and 4		Years 5 and 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	(no RE drop-down mornings in KS1)		Christianity		Christianity	
Autumn 2				Hinduism		Hinduism
Spring 1			Islam		Islam	
Spring 2				Sikhism		Sikhism
Summer 1			Judaism		Judaism	
Summer 2				Buddhism		Buddhism

### Learning across three sessions:

	Session 1	Session 2	Session 3
Y3,4	<b>Where and when did _____ begin?</b> <b>Where do _____ live today?</b> theist, atheist, agnostic major religions chronology of origin of major religions place of origin of focus religion number of worshippers worldwide and where they live. number of worshippers in the UK. different branches/sects of focus religion	<b>How do _____ worship?</b> Symbol Place of worship Key figure(s) Holy book	<b>What festivals do _____ celebrate?</b> Children learn about a festival.
Y5,6	<b>Where and when did _____ begin?</b> <b>Where do _____ live today?</b> theist, atheist, agnostic major religions Dharmic and Abrahamic religions monotheistic and polytheistic religions chronology of origin of major religions place of origin of focus religion number of worshippers worldwide and where they live. number of worshippers in the UK. different branches/sects of focus religion.	<b>What do _____ believe?</b> As above with more depth, plus... Values/moral code	<b>What festivals do _____ celebrate?</b> Children learn about a different festival.