



Darley Churchtown CofE Primary School – Curriculum for religious education

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes – numbers refer to units from Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025 or **Understanding Christianity**)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Believing 1.1 Who is a Christian and what do they believe?	Incarnation UC KS1 Unit 1.3 Why does Christmas matter to Christians?	Expressing 1.5 What makes some places sacred?	Salvation UC KS1 Unit 1.5 Why does Easter matter to Christians?	Living 1.7 What does it mean to belong to a faith community?	Gospel UC KS1 Unit 1.4 What is the good news Jesus brings?
Class 2	Believing L2.1 What do different people believe about God?	Incarnation UC Unit 2a3 What is the Trinity?	Expressing L2.4 Why do people pray?	Salvation UC Unit 2a5 Why do Christians call the day Jesus died 'Good Friday'?	Living L2.7 What does it mean to be a Christian in Britain today?	Believing L2.2 Why is the Bible so important for Christians today?
Class 3	Believing U2.1 Why do some people believe God exists?	Incarnation UC Unit 2b4 Was Jesus the Messiah?	Expressing U2.4 If God is everywhere, why go to a place of worship?	Salvation UC Unit 2b6/7 What did Jesus do to save human beings? / What difference does the resurrection make for Christians?	Living U2.6 What does it mean to be a Muslim in Britain today?	Believing U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Believing 1.3 Who is Jewish and what do they believe?	Creation UC KS1 Unit 1.2 Who made the World?	Expressing 1.6 How and why do we celebrate special and sacred times?	God UC KS1 Unit 1.1 What do Christians believe God is like?	Living 1.8 How should we care for others and the world, and why does it matter?	Believing 1.4. What can we learn from sacred books?
Class 2	Believing L2.3 Why is Jesus inspiring to some people?	Creation UC Unit 2a1 What do Christians learn from the Creation story?	Expressing L2.5 Why are festivals important to religious communities?	Gospel UC Unit 2a4 What kind of world did Jesus want?	Living L2.8 What does it mean to be a Hindu in Britain today?	Living L2.9 What can we learn from religions about deciding what is right and wrong?
Class 3	Believing U2.3 What do religions say to us when life gets hard?	Creation UC Unit 2b2 Creation and science: conflicting or complementary?	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	God UC Unit 2b1 What does it mean if God is holy and loving?	Living U2.7 What matters most to Christians and Humanists?	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?



Progression map showing key skills to be taught over the curriculum cycle

Area of study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing KS1: 1.1, 1.3, 1.4 LKS2: 2.1, 2.2, 2.3 UK2: 2.1, 2.2, 2.3	I know some simple ideas about Christian beliefs. I know key aspects of the Jewish faith. I know different faiths have different holy texts and the Bible is the Christian sacred text.	I know how to retell Christian stories and reflect on what these tell us about right and wrong. I know the names of Jewish festivals and special days and how they are celebrated. I know that other faiths also have religious stories and can suggest what some of these tell us.	I know how Christians and other religions describe God. I know what Christians believe about creation, the Fall and salvation. I know why Holy Week is important for Christians and how it is celebrated.	I know why it can be difficult to have a faith. I know how to discuss ideas about right and wrong from a faith-based and non-faith-based perspective. I can define key Christian terms (Gospel, incarnation, salvation).	I know that Christians believe in God and can outline a Christian understanding of what God is like. I know that Jesus taught his followers and how his parables can be interpreted. I know how to compare the beliefs of different religions about life and death.	I know how to reflect on the impact that belief can have on a person's life. I know that Jesus' teachings have had an impact on our lives and can explore how Jesus would view the world today. I know what humanists believe and how this compares to Christian beliefs.
Expressing KS1: 1.5, 1.6 LKS2: 2.4, 2.5 UK2: 2.4, 2.5	I know that different religions use special objects and symbols. I know how Christians celebrate some religious festivals.	I know how religious symbols and objects are used and what they represent. I know that other religions also have religious festivals and how these compare to Christian festivals.	I know why people pray and how beliefs affect the way prayer takes place. I know how religious stories affect the way religious festivals and celebrations take place.	I know how to compare how different religions pray. I know that there are similarities and differences between the way festivals are celebrated in different religions.	I know places of worship are important for different communities. I know there are connections between religion and art and architecture.	I know how different places of worship support believers at difficult times. I know why some believers may see charity as more important than art or architecture.
Living KS1: 1.7, 1.8 LKS2: 2.7, 2.8 UK2: 2.6, 2.7, 2.8	I know what happens at a baptism and what the actions represent. I know how to retell stories from the Bible that relate to caring for the World.	I know what marriage represents and how it is symbolised. I know how to express ideas about the creation story and what this tells us about God.	I know some ways in which Christians demonstrate their faith through actions such as singing and worship. I know how Hindus show their faith through puja, aarti and bhajans.	I know some ways in which being a Christian can be good and why it can be hard. I know how to explain how Hindu faith is represented through worship and other actions.	I know key elements of Islamic religion such as the five pillars of Islam and beliefs about the prophet Muhammed and Qur'an. I know what values humanists have and how these compare to Christian values. I know there are challenges associated with being Hindu, Christian or Muslim.	I know the key functions of a mosque and how these relate to Islamic beliefs. I know why it can be helpful to have a moral code whether this is based on a religious belief or not. I know there are connections between beliefs in different religions.



Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Unit 1.1. I can... Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about issues of good and bad, right and wrong arising from the stories. • Ask some questions about believing in God and offer some ideas of their own.	I know that... Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.	Unit 1.5. I can... Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • Ask good questions during a school visit about what happens in a church, synagogue or mosque.	I know that... Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	Unit 1.7. I can... Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people.	I know that... Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
Class 2	Unit L2.1. I can... Describe some of the ways in which Christians Hindus and/or Muslims describe God. • Ask questions and suggest some of their own responses to ideas about God. • Suggest why having a faith or belief in something can be hard. • Identify how and say why it makes a difference in people's lives to believe in God.	I know that.... Christians believe 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. • Christians 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	Unit L2.4. I can... Describe the practice of prayer in the religions studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	I know that... Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	Unit L2.7. I can... Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christian express their faith through hymns and modern worship songs. • 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. • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including	Unit L2.2. I can... Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. • Give examples of how and suggest reasons why Christians use the Bible today. • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. • Discuss their own and others' ideas about why humans do bad things and how people try to put things right.



		their lives today, enabling them to follow Jesus.			pupils themselves, help others (C2).	
Class 3	Unit U2.1. I can... Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Present different views on why people believe in God or not, including their own ideas.	I 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).	U2.4. I can... Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of people in a place of worship, rather than the place itself.	I know that... 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 in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the 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 Mass). • 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	U2.6. I can... Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims.	U2.2. I can... Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. • Explain the impact Jesus' example and teachings might have on Christians today. • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.



				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.		
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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Unit 1.3. I can... Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own.	I know that Christians believe: God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God	Unit 1.6... I can... Identify some ways Christians celebrate Christmas /Easter /Harvest /Pentecost and some ways a festival is celebrated in another religion. • Re-tell stories connected with Christmas/ Easter /Harvest /Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	I know that... Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him	Unit 1.8. I can... Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more • Use creative ways to express their own ideas about the creation story and what it says about what God is like.	Unit 1.4. I can... Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Talk about issues of good and bad, right and wrong arising from the stories.
Class 2	Unit L2.3... Make connections between some of Jesus' teachings and the way Christians live today. • Describe how Christians celebrate Holy Week and Easter Sunday. • Identify the most important parts of Easter for Christians and	I know that Christians believe: 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	Unit L2.5. I can... Make connections between stories, symbols and beliefs with what happens in at least two festivals. • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). • Identify similarities	I 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	Unit L2.8. I can... 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. • Describe some ways in which Hindus express their faith	Unit L2.9. I can... Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Make connections between stories of temptation and why people can find it difficult to be good. • Give



	say why they are important. • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	(in 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 to 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 falling short.	and differences in the way festivals are celebrated within and between religions. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.	(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.	through puja, aarti and bhajans. • 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. • 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.	examples of ways in which some inspirational people have been guided by their religion. • Discuss their own and others' ideas about how people decide right and wrong.
Class 3	U2.3. I can... Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or nonreligious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife.	I know that... There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians	U2.5. I can... Describe and make connections between examples of religious creativity (buildings and art). • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas about values and from scriptures to the title question.	I know that... Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God	U2.7. I can... Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	U2.8. I can... Make connections between beliefs and behaviour in different religions. • Outline the challenges of being a Hindu, Christian or Muslim in Britain today. • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. • Consider similarities and differences between beliefs and behaviour in different faiths.



		wonder even more about the power and majesty of the Creator.		is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.		
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