

RE Concepts, Knowledge, Skills & Progression Guide

Year 6

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Concepts & Big Question Understanding Christianity Units	CREATION Why is the word God so important to Christians?	GOD What do Christians believe that God is like?	CREATION Who made the world?	PEOPLE OF GOD What is it like to follow God?	CREATION What do Christians learn from the Creation story?	GOD What does it mean if God is loving and holy?	CREATION Creation and science: conflicting or complementary?
	INCARNATION Why do Christians perform Nativity plays at Christmas?	INCARNATION Why does Christmas matter to Christians?	SALVATION Why does Easter matter to Christians?	INCARNATION What is the Trinity?	INCARNATION What is the Trinity?	INCARNATION Was Jesus the Messiah?	GOSPEL What would Jesus do? INCARNATION (2 LESSONS)
	NEW TESTAMENT STORIES Which stories are special and why?	GOSPEL What is the good news that Jesus brings?		SALVATION Why do Christians call the day Jesus died 'Good Friday'?	GOSPEL What kind of a world did Jesus want?	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What difference does the resurrection make for Christians?
	SALVATION Why do Christians put a cross in an Easter garden?	SALVATION Why does Easter matter to Christians?		KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	SALVATION What did Jesus do to save human beings?	KINGDOM OF GOD What kind of king is Jesus?

World Faiths & Beliefs & Universal Units	WORLD FAITH STORIES Which stories are special and why?	JUDAISM Who is Jewish and what do they believe?	ISLAM Who is a Muslim and what do they believe?	SIKHI What is important for Sikh people? How do Sikh people worship and celebrate?	HINDU DHARMA What does it mean to be a Hindu in Britain today?	ISLAM What does it mean to be a Muslim in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?
		UNIVERSAL How should we care for others and why does it matter?	UNIVERSAL Is it better to express your beliefs in arts and architecture or in charity and generosity?				
		HUMANISM Who are Humanists & how do they live?					



Knowledge Building Blocks	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do?	SALVATION What difference does the resurrection make for Christians?	KINGDOM OF GOD What kind of king is Jesus?	UNIVERSAL What can be done to reduce racism? Can religion help?	UNIVERSAL Is it better to express your beliefs in arts and architecture or in charity and generosity?
	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	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	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.	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not	There are some key ideas about racism and religion by people who have given their lives to reducing prejudice and hatred. The statues of Colston and Wesley in Bristol are important to explore ideas of racism.	There are many examples of religious creativity (buildings and art) which can be explored and compared Buildings and art are often valued and sacred to people Some believers see generosity and charity as more important than buildings and art

	<p>poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator</p>	<p>Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>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.</p>	<p>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</p> <p>Christians hope for life with God, starting now and continuing in a new life (heaven).</p>	<p>everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>Music, film, prayer, art and other forms of expression have been used in struggles against racism.</p> <p>Scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen.</p> <p>Early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism.</p> <p>The Prophet Muhammad taught his followers to set racial difference aside.</p>	
<p>End Points</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts,</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship</p>	<p>Describe examples of connections between anti-racism and religion.</p> <p>Understand the challenges racism presents to human communities and consider different religious responses.</p> <p>Discuss their own and others' ideas about reducing racism</p>	<p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Apply ideas about values and from</p>

	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</p>	<p>and in service to the community.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>and prejudice, informed by rich knowledge of case studies</p>	<p>scriptures to the title question</p>
KEY VOCABULARY	<p>scientific controversy conflict wonder majesty power interpretations cosmology evolution</p>	<p>national global sermon commandments miracle transformation sacrament discipleship</p>	<p>incarnation salvation resurrection sacrifice hope Eucharist Mass</p>	<p>Kingdom of God obedience unjust</p>	<p>race racism prejudice unity community dignity respect</p>	<p>art architecture creativity charity sacred valued generosity</p>
SKILLS	<p>Emerging Define the term Give two reasons Recall</p>		<p>Expected Outline clearly Give examples of ways Express thoughtfully</p>		<p>Exceeding Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why</p>	

	<p>Find out Respond with their own ideas Identify the Describe</p>	<p>Present different views Express their own understanding Explain the impact Express ideas Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect</p>	<p>Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate</p>
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BIRCHINGTON



CHURCH OF ENGLAND PRIMARY