

Teaching and learning approach	End KS1 Pupils can...	End of lower KS2 Pupils can...	End of upper KS2 Pupils can...
<p>Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>give clear, simple accounts of what stories and other texts mean to believers</p>	<p>identify and describe the core beliefs and concepts studied</p> <p>make clear links between texts/sources of authority and the core concepts studied</p> <p>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>
<p>Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>give examples of ways in which believers put their beliefs into practice</p>	<p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>describe how people show their beliefs in how they worship and in the way they live</p> <p>identify some differences in how people put their beliefs into practice</p>	<p>make clear connections between what people believe and how they live, individually and in communities</p> <p>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>
<p>Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p> <p>give a good reason for the views they have and the connections they make</p>	<p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>

		give good reasons for the views they have and the connections they make	consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
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The document below shows the areas taught in each year group over a two year rolling program. They do not have to be taught in a certain order and teachers may move topics around to fit with the curriculum theme for that half term. Areas coloured in yellow are found in 'Understanding Christianity' while other coloured areas (blue, brown and green) are to be found in the Devon and Torbay Agreed R.E. syllabus 2019-2024.

Kenn and Kenton - rolling programme						
Year group/ Term	1	2	3	4	5	6
EYFS	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
1	1.2 CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
2	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
3/4 A	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and worship show what matters to a Muslim?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and family life show what matters to Jewish people?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
3/4 B	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?	Why do some people think that life is like a journey and what significant events mark this?
5/6 A	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? Christmas	2b.1: GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?
5/6 B	Why do Hindus want to be good?		2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? Easter OR 2b.7: SALVATION: What difference does the resurrection make to Christians? Easter	2b.8 KINGDOM OF GOD: What kind of King is Jesus? OR 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?