

Key studies within RE in Upper Key Stage 2

Understanding Christianity and other Faiths:

Making sense of beliefs / text:

- I can outline the timeline of the 'big story' of the Bible (God, Creation/Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God)
- I can identify at least five different types of biblical texts (Narrative, Gospels, Law, Parables, Epistles, Prophecy and Genealogy), using technical terms accurately.
- I can explain connections between biblical texts and the key concepts studied, using theological terms.
- I can take account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians and believers interpret biblical texts, showing awareness of different interpretations.
- I can identify and explain the core beliefs and concepts studied, using examples from texts/ sources of authority in religions.
- I can describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts.

Understanding the impact:

- 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.
- I can make clear connections between what people believe and how they live, individually and in communities.
- I can use evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
- I can show how Christians put their beliefs into practice in different ways, for example in different denominations.

Making Connections:

- I can identify ideas arising from studying of texts and concepts, and comment on how far these are helpful or inspiring, justifying my responses.
- I can discuss how biblical ideas, teachings of beliefs and ideas studied relate to the issues, problems and opportunities of my own live and the world today, developing insights of my own and giving good reasons for my views they have and connections I make.
- I can make connections between the beliefs and practices studied, evaluating and explaining my importance to different people (believers and atheists)
- I can reflect on and articulate lessons people might gain from the beliefs / practices studied, including my own responses, recognising that others may think differently.

RE in Year 5

- I can make connections between Bible texts studied (*Genesis 1, Gospel texts, Psalm 103, Isaiah 6, John 4:7-13, Story of Moses and the Exodus, Prophecies in Matthew, The entry into Jerusalem: Matthew 21:1-9, The Transfiguration: Matthew 17:1-9 or Luke 9:28-36, Isaiah 53, John 19*) and what Christians believe about God (*through how churches are designed, God as Creator, People of God and how they should behave*) and how Christians live in the Christian community and in their individual lives (*worship and in service to the community*).
- I can make clear connections between Bible texts and how Christians celebrate God, (*Holy Communion/Lord's Supper*) and put their beliefs into practice to bring freedom to others (*through the five marks of Mission, in community and individually.*)
- I can suggest what *Genesis 1, Gospel texts The Feast: Luke 14:12-24. The Tenants in the Vineyard: Matthew 21: 33-46* might mean, and compare my ideas with ways in which Christians interpret it.
- I can begin to understand why many Christians find Science and faith go together.
- I can explain connections between *the Story of Moses* and the concepts of freedom and salvation.
- I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- I can explain how Jesus the Messiah makes sense in the wider story of the Bible and why it is important in the world today.
- I can begin to think about biblical ideas, teachings or beliefs (*for example, about peace, forgiveness, healing, sacrifice*) to the issues, problems and opportunities of my own life and the life of my community in the world today.
- I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- I can suggest meanings for narratives of Jesus' death/ resurrection.
- I can offer insights about whether or not the world could or should learn from Christian ideas.

RE in Year 6

Same as above as well as:

- I can think about how far the *Genesis 1 creation* narrative is in conflict, or is complementary, with a scientific account.
- I can identify ideas about *freedom and justice* arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying my responses.
- I can show how Christians express their beliefs about *Jesus as Prince of Peace* and as one who transforms lives, through bringing peace and transformation in the world.
- I can suggest meanings for narratives of *Jesus' death/ resurrection*, comparing my ideas with ways in which Christians interpret these texts.



Other Faiths (Islam and Judaism):

- I can identify and explain the core beliefs and concepts (Islam and Judaism) studied, using examples from texts/ sources (Tawid; Muhammad as the message, Qur'an guidance on Five Pillars, Shema, Ein Keloheinu and Avinu Malkeinu).
- I can give examples of some texts (Almighty, King, Father, King of kings, Lord) that say what God is like and explain how Jewish people interpret them.
- I can describe and explain ways in which Muslim sources of authority guide Muslim living (Qur'an guidance on Five Pillars; hajj practices follow example of the Prophet)
- I can make clear connections between beliefs, worship (Five Pillars, Mosques, art, Torah Jewish Commandments) and what people believe and how they live (Kosher laws), individually and in communities.
- I can give evidence and examples to show how (Jewish/ Muslims) people put their beliefs into practice in different ways (in different communities, denominations or cultures.)
- I can give evidence to show how (Jewish) people put their beliefs into practice in different ways (some differences between Orthodox/ Progressive Jewish practice).
- I can make connections between Muslim beliefs studied and Muslim ways of living in UK
- I can reflect and talk about how different beliefs are being respected in the world today, including my own responses, recognising that others may think differently.

Thematic (Linked to Christianity, Hinduism, Islam, Judaism and Sikhism):

- I can identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (ummah in Islam; Mary in Roman Catholic Christianity), comparing and explaining any similarities and differences between.
- I can explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (Shiva and the Ganges in Hinduism; Israel as G-d's, Chosen/Favoured people in Judaism)
- I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.
- I can identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
- I can explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions.
- I can make connections between what people believe about God and how they respond to challenges in life (suffering bereavement)
- I can use evidence and examples to show how beliefs about resurrection/judgement/ heaven/karma/ reincarnation make a difference to how someone lives.
- I can evaluate and explain the importance of pilgrimage in the world today, giving good reasons for my views.
- I can reflect and talk about what people might gain from the idea of pilgrimage.
- I can reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these.