

The RE Curriculum at the Synergy Schools Federation

This document will provide guidance on how we ensure progress of knowledge across our RE teaching at The Synergy Schools Federation.

Green	Factual knowledge
Red	Conceptual knowledge
Blue	Procedural knowledge

Year 1

1	1.5 What makes some places sacred?	<p>I can begin to recognise some different symbols and objects used in Christianity and other faiths.</p> <p>I can notice and begin to respond sensitively to some similarities between different religions (Christianity and at least one other)</p> <p>I can begin to explore questions about belonging, meaning and truth so that I can express some ideas and opinions through words, music or art.</p>
2	1.1 Who is a Christian and what do they believe?	<p>I can talk about Christian beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can retell and begin to discuss meanings to some religious stories in the Christian faith and one other.</p> <p>I can begin to recognise some different symbols used in Christianity</p> <p>I can begin to explore questions about belonging, meaning and truth so that I can express some ideas and opinions through words, music or art.</p> <p>I can begin to find out about questions of right and wrong and start to express some opinions.</p>
3	1.7 What does it mean to belong to a faith community?	<p>I can talk about Christian beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can begin to recognise some different symbols and objects used in Christianity and other faiths.</p> <p>I can begin to ask questions about what communities do and why.</p> <p>I can observe and start to recount different ways of expressing identity and belonging, beginning to respond sensitively.</p>
4	UC 1.3 Why does Christmas matter to Christians?	<p>I can retell and begin to discuss meanings to some religious stories in the Christian faith and one other</p> <p>I can talk about Christian beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can begin to ask questions about what communities do and why.</p>
5	UC 1.1 What do Christians believe God is like?	<p>I can retell and begin to discuss meanings to some religious stories in the Christian faith and one other.</p> <p>I can begin to explore questions about belonging, meaning and truth so that I can express some ideas and opinions through words, music, poetry or art.</p>
6	UC 1.2 Who made the world?	<p>I can retell and begin to discuss meanings to some religious stories in the Christian faith and one other.</p> <p>I can observe and recount different ways of expressing identity and belonging, beginning to respond sensitively.</p> <p>I can notice and begin to respond sensitively to some similarities between different religions (Christianity and at least one other one other).</p> <p>I can begin to explore questions about belonging, meaning and truth so that I can express some ideas and opinions through words, music, poetry or art.</p>

Year 2

1	1.6 How and why do we celebrate sacred times?	<p>I can talk about Muslim and Jewish beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can begin to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>I can notice and respond sensitively to some similarities between different religions (Christianity, Muslim and Jewish)</p>
2	1.2 Who is a Muslim and what to they believe?	<p>I can talk about Muslim and Jewish beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can retell and discuss meanings to a range of religious stories, exploring and discussing meanings and recognising the communities they come from</p> <p>I can explore questions about belonging, meaning and truth so that I can express my ideas and opinions through words, music, art or poetry.</p>
3	1.8 How should we care for others and the world and why does it matter?	<p>I can retell and discuss meanings to a range of religious stories, exploring and discussing meanings and recognising the communities they come from.</p> <p>I can find out about questions of right and wrong and begin to express opinions in response.</p> <p>I can begin to find out and start to respond with ideas of examples of co-operation between people who are different.</p>
4	1.3 Who is Jewish and what do they believe?	<p>I can talk about Muslim and Jewish beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can retell and discuss meanings to a range of religious stories, exploring and discussing meanings and recognising the communities they come from.</p> <p>I can ask and respond to questions about what communities do and why so I can identify what difference belonging to a community makes.</p>
5	UC 1.4 What is the good news that Jesus brings?	<p>I can retell and discuss meanings to a range of religious stories, exploring and discussing meanings and recognising the communities they come from</p> <p>I can begin to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>I can ask and respond to questions about what communities do and why so I can identify what difference belonging to a community.</p>

6	UC 1.5 Why does Easter matter to Christians?	<p>I can talk about Christian, Muslim and Jewish beliefs and practices including festivals, worship, rituals and ways of life.</p> <p>I can retell and discuss meanings to a range of religious stories, exploring and discussing meanings and recognising the communities they come from.</p> <p>I can explore questions about belonging, meaning and truth so that I can express my ideas and opinions through words, music, art or poetry.</p>
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Year 3

1	L2.4 Why do people pray?	<p>I can begin to identify some of the impacts of beliefs on people's lives.</p> <p>I can identify similarities and differences between religions and beliefs.</p> <p>I can ask questions and suggest some of my own responses to ideas about God, belonging, purpose and meaning.</p>
2	L2.5 Why are festivals important to religious communities?	<p>I can begin to make links between stories, symbols and beliefs.</p> <p>I can begin to understand challenges of commitment to a community of faith or belief</p> <p>I can notice and describe some religious beliefs and teachings of the religions studied, and their importance.</p>
3	UC2a.1 What do Christians learn from the Creation story?	<p>I can identify similarities and differences between religions and beliefs.</p> <p>I can start to observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities.</p> <p>I can notice and describe some religious beliefs and teachings of the religions studied, and their importance.</p>
4	Uc2a.2 What is it like to follow God?	<p>I can begin to identify some of the impacts of beliefs on people's lives.</p> <p>I can begin to make links between stories, symbols and beliefs.</p> <p>I can begin to understand challenges of commitment to a community of faith or belief.</p>
5	UC 2a.6 When Jesus left, What was the impact of Pentecost?	<p>I can begin to identify some of the impacts of beliefs on people's lives.</p> <p>I can start to observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities.</p> <p>I can ask questions and suggest some of my own responses to ideas about God, belonging, purpose and meaning.</p> <p>I can find out and respond with ideas of examples of co-operation between people who are different.</p>

Year 4

1	L2.9 What can we learn from religions about what is right and wrong?	<p>I can identify similarities and differences between and within religions and beliefs.</p> <p>I can discuss my own and others' ideas about ethical questions, including, how people decide what is right and wrong.</p> <p>I can begin to consider ideas about ways in which diverse communities can live together for the well-being of all.</p>
2	L2.6 Why do some people think life is a journey?	<p>I can describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>I can understand challenges of commitment to a community of faith or belief in different communities.</p> <p>I can discuss views on challenging questions about belonging, meaning and purpose, expressing views through different forms (music, art, poetry).</p>
3	L2.8 What does it mean to be a Hindu in Britain today?	<p>I can comment on connections between stories, questions, symbols, values, festivals, practices and beliefs.</p> <p>I can observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities.</p> <p>I can observe and describe the key beliefs and teachings of the religions studied, connecting them with other features of the religion making some comparisons between religions.</p>
4	UC 2a.4 What kind of world did Jesus want?	<p>I can comment on connections between stories, questions, symbols, values, festivals, practices and beliefs.</p> <p>I can describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>I can observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities.</p> <p>I can discuss my own and others' ideas about ethical questions, including, how people decide what is right and wrong.</p>
5	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	<p>I can describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>I can observe and understand some examples of religions and world views to begin to explain meanings to individuals and communities.</p> <p>I can begin to consider ideas about ways in which diverse communities can live together for the well-being of all.</p>
6	UC 2a.3 What is the Trinity?	<p>I can comment on connections between stories, questions, symbols, values, festivals, practices and beliefs.</p> <p>I can describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>I can discuss views on challenging questions about belonging, meaning and purpose, expressing views through different forms (music, art, poetry)</p>

Year 5

1	U 2.1 Why do some people believe God exists?	<p>I can present different views on why people believe in God or not, including my own ideas and make informed responses to questions of meaning and purpose.</p> <p>I can observe and understand varied examples of religions and world views to explain, with some reasoning, meanings and significance to individuals and communities.</p> <p>I can explain how and why differences in beliefs are expressed.</p>
2	U 2.6 What does it mean to be a Muslim living in Britain today?	<p>I can explain connections between stories, questions, symbols, values and beliefs in different belief systems.</p> <p>I can recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p>

		<p>I can explain how and why differences in beliefs are expressed.</p> <p>I can understand challenges of commitment to a community of faith or belief, beginning to suggest why belonging to a community makes a difference to the lives of individuals in that community.</p> <p>I can discuss and begin to apply my own and other' ideas about ethical questions, including ideas of what is right or wrong and what is just and fair and express own ideas in response.</p>
3	UC 2b.3 How can following God bring freedom and justice?	<p>I can recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>I can consider and begin to understand ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect.</p> <p>I can discuss and begin to apply my own and other' ideas about ethical questions, including ideas of what is right or wrong and what is just and fair and express own ideas in response.</p>
4	UC 2b.8 What kind of King is Jesus?	<p>I can observe and understand varied examples of religions and world views to explain, with some reasoning, meanings and significance to individuals and communities.</p> <p>I can understand challenges of commitment to a community of faith or belief, beginning to suggest why belonging to a community makes a difference to the lives of individuals in that community</p>
5	UC2b.4 Was Jesus the Messiah?	<p>I can explain connections between stories, questions, symbols, values and beliefs in different belief systems.</p> <p>I can explain different dimensions of religion so I can begin to explore and show understanding of similarities between different religions and world views.</p>
6	UC2b.6 What did Jesus do the save human beings?	<p>I can explain connections between stories, questions, symbols, values and beliefs in different belief systems.</p> <p>I can observe and understand varied examples of religions and world views to explain, with some reasoning, meanings and significance to individuals and communities.</p> <p>I can consider and begin to understand ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect.</p>

Year 6

1	U2.5 Is it better to express your religion in arts and architecture or charity and generosity?	<p>I can describe and explain connections between different features of the religions studied (Christian, Muslim, Jewish and Hindus) discovering more about celebrations, festivals, pilgrimages, worship and the rituals which mark important parts in life in order to reflect on my ideas.</p> <p>I can discuss and apply my own and other' ideas about ethical questions, including ideas of what is right or wrong; what is more important; and what is just and fair and express own ideas clearly in response.</p> <p>I can discuss and present informed responses to my own and other' views on challenging questions about belonging, meaning, purpose and truth, starting to apply ideas of my own thoughtfully though different forms (music, art, poetry)</p>
2	U2.3 What do religions say to us when life gets hard?	<p>I can explain and make comparisons between different dimensions of religion so I can show understanding of similarities between different religions and world views.</p> <p>I can observe and understand varied examples of religions and world views to explain, with reasoning, meanings and significance to individuals and communities.</p> <p>I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>I can explain the reasons for and effects of diversity within and between religions, beliefs and cultures.</p>
3	UC 2b.1 What does it mean if God is holy and loving?	<p>I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>I can explain and make comparisons between different dimensions of religion so I can show understanding of similarities between different religions and world views.</p> <p>I can discuss and present informed responses to my own and other' views on challenging questions about belonging, meaning, purpose and truth, starting to apply ideas of my own thoughtfully though different forms (music, art, poetry)</p>
4	UC 2b.7 What difference does the Resurrection make for Christians?	<p>I can describe and explain connections between different features of the religions studied (Christian, Muslim, Jewish and Hindus) discovering more about celebrations, festivals, pilgrimages, worship and the rituals which mark important parts in life in order to reflect on my ideas.</p> <p>I can observe and understand varied examples of religions and world views to explain, with reasoning, meanings and significance to individuals and communities.</p> <p>I can discuss and present informed responses to my own and other' views on challenging questions about belonging, meaning, purpose and truth, starting to apply ideas of my own thoughtfully though different forms (music, art, poetry)</p>
5	UC 2b.5 What would Jesus do?	<p>I can discuss and apply my own and other' ideas about ethical questions, including ideas of what is right or wrong; what is more important; and what is just and fair and express own ideas clearly in response.</p> <p>I can understand challenges of commitment to a community of faith or belief, confidently suggesting why belonging to a community may be valuable, both in diverse communities being studied and my own live, to the lives of individuals in that community.</p>
6	UC 2b.2 Creation and Science: conflicting or complementary?	<p>I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p>I can explain the reasons for and effects of diversity within and between religions, beliefs and cultures.</p> <p>I can observe and understand varied examples of religions and world views to explain, with reasoning, meanings and significance to individuals and communities.</p>