



FOUR MARKS CE PRIMARY SCHOOL

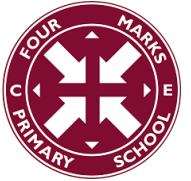


RE CURRICULUM MAP

Our RE curriculum is based on the agreed syllabus for
Hampshire Schools, 'Living Difference IV'.

It is supplemented by the Church of England resources and materials of
'Understanding Christianity'.

Skills Progression in Religious Education
in Four Marks CE Primary School



AGREED SYLLABUS: LIVING DIFFERENCE IV (SUPPLEMENTED BY: UNDERSTANDING CHRISTIANITY)

	Early Years	Year 1/2	Year 3/4	Year 5/6
	Christianity/Judaism/Hindu Tradition	Christianity/Judaism/Hindu Tradition	Christianity/Judaism Tradition	Christianity/Islam/Humanism Tradition
Communicate	Children can begin to express creatively their experiences of the concepts explored	Children can express creatively their responses to their experiences of the concepts studied	Children can <i>begin to/express creatively</i> as well as describe their own responses to human experience of the concepts studied. Year 3/4	Children and young people can <i>begin to/respond creatively as well as begin to explain</i> their own response to the human experience of the concepts explored. Year 5/6
Apply	They can begin to recognise special times and events in their own lives	They can recognise simple examples of how their responses relate to their own lives and those of others.	They can <i>begin to/recognise and describe</i> examples of how their responses, or can be, applied in their own lives and in the lives of others Year 3/4	They can <i>begin to/explain</i> some examples of how their responses to the concepts can be applied in their own lives and the lives of others Year 5/6
Inquire	They can begin to recognise that the concept is expressed in the way of life of the people studied	They can <i>recognise/describe</i> in simple terms key concepts explored that are common to all people (A concepts) and concepts that are common to many religions (B concepts) e.g. Describe in simple terms the meaning of precious. Year 1/2	They can <i>begin to/accurately describe</i> key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B Concepts). Year 3/4	Children and young people can <i>begin to/accurately explain</i> the meaning of key concepts/words that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts) Year 5/6
Contextualise	They can begin to recognise that the concept is expressed in the way of life of the people studied	They can <i>recognise/describe</i> simply describe ways in which these concepts are expressed in the context of the ways of life of people living s religious life in the religion studied - Year 1/2	They can <i>begin to/accurately describe</i> how these concepts are contextualised within some of the beliefs and/or practises and /or ways of life of people living a religious life in the religion studied Year 3/4	They can <i>begin to/accurately explain</i> the way these concepts are contextualised within some of the beliefs and /or practises and /or ways of life of people living a religious/secular life in the religion studied. Year 5/6
Evaluate	They are beginning to recognise the value of the concept in human experiences, by talking about it in simple terms	They can in simple terms <i>recognise/discern</i> in human experience the value of the concept to people who are religious and by dialoguing with others to recognise an issue raised. - Year 1/2	They can <i>begin to/discern</i> human experience of the concepts by describing their value to people who are religious and through dialoguing with others can recognise and describe some issues raised. They can also <i>begin to/discern</i> possible value of the concepts for their own lives and communities. Year 3/4	They can <i>begin to/discern the concepts by explaining</i> their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise They can also <i>begin to/discern</i> possible value of the concepts in their own lives and communities. Year 5/6



Elements of Approach linked to Understanding Christianity



Skills	By end of KS1	By end of Lower KS2	By end of Upper KS2
MAKING SENSE OF THE TEXT Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts, making sense of meanings of texts for Christians	Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians.	Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
UNDERSTANDING THE IMPACT Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship	Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live.	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. Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
MAKING CONNECTIONS Evaluating, reflecting on and connecting the texts and concepts studied and discerning possible connections between these and pupils own lives and ways of understanding the world.	Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.	Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.



Core Concepts and Questions linked to Understanding Christianity



Core Concepts	YR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God	Why is the word 'God' so important to Christians?		What do Christians believe God is like?			What does it mean if God is holy and loving?	
Creation/Fall			Who made the world?	What do Christians learn from the Creation story?			Creation and science: conflicting or complementary?
People of God					What is it like to follow God?	How can following God bring freedom and justice?	
Incarnation	Why do Christians perform nativity plays at Christmas?		Why does Christmas matter to Christians?			What is the Trinity?	Was Jesus the Messiah?
Gospel		What is the good news that Jesus brings?		What kind of world did Jesus want?			
Salvation	Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?	What does the Easter story tell us about forgiveness?		Why do Christians call the day Jesus died 'Good Friday'?	What did Jesus do to save human beings?	What difference does the Resurrection make to Christians?
Kingdom of God					When Jesus left, what was the impact of Pentecost?		What kind of King is Jesus?

Year

R

Year R			
A U T U M N	1st half WELCOME TO FOUR MARKS SCHOOL Concept: Belonging Personal experience of belonging Belonging 'community –school Local church –coming together  ?– Why is the word God so important to Christians? (GOD/CREATION)		2nd half JESUS's BIRTHDAY Concept: Celebration What does celebration mean to you? When do you celebrate? How do you celebrate birthdays? How do Christians celebrate Jesus' birthday?  ?– Why do Christians perform nativity plays at Christmas? (INCARNATION) Festival Days: Divali
	Love Integrity Forgiveness Equality		Love
	Christianity •	Judaism	Christianity •
S P R I N G	SPECIAL PEOPLE Concept: Special Focus: Jesus Who is special to you and why? Do you treat them in a certain way because they are special? How do you show they are special to you? Who is special to Christians?		NEW LIFE Concept: New Life How does New life make us feel? Why? What is your favorite thing about New Life? Why is New Life important to Christians? How is the story of Easter important to Christians? How is the Easter story about New Life? How do Christians/Hindus celebrate New Life?  ?Why do Christians put a cross in a Easter garden? (SALVATION) Festival Days: Holi
	Love Integrity Forgiveness Equality		Love
	Christianity •	Judaism	Christianity •
S U M M E R	WATER Concept: Water is precious Talk about water being precious. What does that mean? How is it precious to you? Is it precious in different ways to different people? How is it seen in a precious way, used /treated in a precious way by Christians? Is the River Ganges precious to Hindus?  ?– Why is the word God so important to Christians? (CREATION)		SPECIAL THINGS Concept: Specialness What is special to you? Why is it special? The Cross – special to Christians The Torah – special to Jews Special
	Equality		Integrity Equality
	Christianity •	Hindu Tradition •	Christianity •

Key
Stage 1

Year 1/2

Year 1/2												
Cycle A						Cycle B						
A U T U M N	1 st half SUKKOT Concept: Thankfulness What does Thankfulness mean? What do Jews remember and why does it make them feel 'Thankful'? How do they show their 'thankfulness' through marking that memory? Sukkot –Thanking God' for his provision – protection			2 nd half ANGELS Concept: Angels What is your idea of angels? Belief in angels – why? How important is believing in angels to Christians?  ?-Why does Christmas matter to Christians? (INCARNATION)			1 st half A CHURCH SCHOOL Concept: Belonging What does belonging mean? What does belonging (to the family of God) mean to a Christian? What does belonging mean to me? How can we make a new child feel like they belong when they join us?  ? – What do Christians believe God is Like? (GOD)			2 nd half BABY JESUS IS A KING! Concept: Specialness (King) What are the features of Kingship? Which characters in stable look like a king?Recap part of story describing Wise Men. What signs are there that Jesus is a King? Where would you expect a King to be born?  ?-Why does Christmas matter to Christians? (INCARNATION) DD Festival Day: Diwali Concept: Light over darkness		
	Love Integrity Equality			Integrity Equality			Love Integrity Forgiveness Equality			Integrity		
	Judaism •		Christianity	Judaism		Christianity •	Judaism		Christianity •	Hindu Tradition •		
	S P R I N G	JESUS/MOSES Concept: Specialness Which people do you know are special? How do you show they are special? Who is special to Jews? How do we know? How do the stories in the Torah show he is special?  ?-What is the Good News Jesus brings? (GOSPEL)			CHRISTIANS BELIEVE JESUS SAVED US Concept: Rescuing What does 'Rescuing' mean to you? How do you think the people felt before rescue and after rescue? What has the 'Big Story' got to do with 'Rescuing'?  Why does Easter matter to Christians? (SALVATION)(DD) Festival Day: Holi Concept: Good/Evil			JESUS AS A STORYTELLER Concept: Teaching/Learning What are your favourite stories/ who do you like telling them to you? What might you learn from a story? Jesus teaching through stories, forgiveness, love, Christians values (people's lives are valued) Following Jesus affects and still affects  ?-What is the Good News Jesus brings? (GOSPEL)			OWN IDEAS OF BELIEF Concept: Belief/Faith Own ideas of belief/faith Story of Lost Sheep Easter story – different ideas of what happened and about Jesus (some believed others didn't why?) What Christians believe  Why does Easter matter to Christians? (SALVATION)(DD)	
Love Integrity			Love Integrity			Love Integrity Forgiveness Equality			Integrity Forgiveness			
Judaism •		Christianity •	Judaism		Christianity •	Hindu Tradition •	Judaism		Christianity •			
S U M M E R		SHABBAT Concept: Remembering Remembering Gods' creation of the World and the Day of Rest. How do Jews remember Creation and the day of rest? What event is important enough for you to want to remember it for always?			OWN IDEAS OF GOD Concept: GOD Christianity- The Trinity God the father, son and holy spirit (the Creed) Judaism- The Law Obedience -10 Commandments, Mezuzah- Gods' constant presence, The Shema – one God,Kipper – respect Tallit, prayer obedience to God Hindus - One God but with many images and talents – Ganesh – Hindus believe God is powerful like an elephant  ? – What do Christians believe God is Like? (GOD)			CREATION STORIES Concept: Creation and the Creator What does creation mean? What is a creator and what are they like? What creation stories do Christians and Jews tell? What stories do Hindus tell about Creation?  ? – Who made the world? (GOD/CREATION)			BOOKS Concept: Specialness/holy Own special books The Torah, place in the synagogue, Simchat Torah, important stories (Joseph, Moses) The Bible: how it is treated, OT/NT What can make a book special? What can make a book holy?	
	Love Integrity Equality			Love Integrity Forgiveness Equality			Love Integrity Forgiveness Equality			Love Integrity		
	Judaism •		Christianity	Christianity •		Judaism •	Hindu Tradition •	Judaism •		Christianity •	Christianity •	

Lower Key Stage 2 (Years 3 & 4)

Lower Key Stage 2 (Years 3 & 4)												
Cycle A					Cycle B							
AUTUMN	1 st half CREATION/SHABBAT Concept: Creation What does Creation mean? How is Creation expressed in the book of Genesis? What do Christians/Jews learn from this story? What does it take for us to look after God's world? What promise can you make to actively do something to look after God's world		2 nd half CHRISTMAS: THE ANNUNCIATION Concept: Faith How did Mary and Joseph show faith in God? Would their faith have been tested? Who showed more faith: Mary or Joseph? What message do Christians take from Mary's and Joseph's faith in God's message? What would the world be like if nobody had any faith?  ?-What is the Trinity? (INCARNATION)		1 st half PROMISES Concept: Covenant What does Covenant mean? How is Covenant expressed in Christianity? How are promises still important to Christians today? What do I think about keeping promises?  ?-What is it like to follow God? (PEOPLE OF GOD)		2 nd half HANNUKAH Concept: Symbol What does the word symbol mean? What do the Hannukah lights symbolise to Jews? Why are they important? What symbols do I have that mean something to me?					
	Love Integrity Forgiveness Equality				Love Integrity							
	Christianity		Judaism		Christianity		Judaism					
SPRING	MAKING CHOICES Concept: Temptation How do Bible and Torah stories teach about doing what is right? Is it important for Christians and Jews to have good choices? being tempted? Can giving in to temptation ever be a good choice? Is a temptation always bad for you?  What kind of world did Jesus want?		Lower Key Stage 2			Special		THE LAST SUPPER Concept: Ritual What is the meaning behind the actions and objects of Holy Communion? How important are the actions and objects of the ritual for Christians? How are objects an important part of your own rituals?  Why do Christians call the day Jesus died 'Good Friday'? (SALVATION)				
	Love Integrity Forgiveness Equality					Love Integrity Forgiveness Equality						
	Christianity					Judaism		Christianity		Judaism		
SUMMER	PURIM Concept: Identity What is identity? Why do Jews tell the story of Esther? What has it got to do with identity? What is the importance of identity to Jews? What is your identity?		Belonging		What symbols are used to describe God? How do Christians and Jews describe God? What is challenging about the description of God?  ?-What is the Trinity? (GOD)		Community		PENTECOST Concept: Kingdom of God What does Kingdom mean? What do we think makes a good King or Queen? What is the Kingdom of God?  When Jesus left, what was the impact of Pentecost? (Kingdom of God)			
	Love Integrity				Love Integrity				Love Integrity Equality			
	Christianity		Judaism		Christianity		Judaism		Christianity		Judaism	

Lower Key Stage 2

Upper Key

Stage 2

Upper Key Stage 2 (Years 5 & 6)

Upper Key Stage 2 (Years 5 & 6)											
Cycle A					Cycle B						
A U T U M N	1 st half CREATION STORIES Concept: Stewardship What was the purpose of creating man? Did man live up to God's expectations? How is stewardship expressed within the Muslim world view? Does it differ to Christianity? 🔑 ? – Creation and Science : conflicting or complimentary? (CREATION/FALL)			2 nd half CHRISTMAS Concept: Incarnation What is the Christian understanding of Incarnation? How important is Incarnation to Christian belief? How does the incarnation of Jesus effect the belief of Christians today? 🔑 ?-Was Jesus the Messiah? (INCARNATION) DD		1 st half GOD Concept: Interpretation What do people think of God? How do Christians/Muslims interpret God?) What is your idea of God? 🔑 ?-What does it mean if God is holy and loving? (GOD)			2 nd half THE BIRTH OF JESUS ACCORDING TO MATTHEW AN LUKE Concept: Interpretation What does interpretation mean in the birth narratives? What is the value of the different interpretations to Christians? What do I think? 🔑 ?-Was Jesus the Messiah? (INCARNATION)		
	Love Integrity			Love Integrity		Love Integrity Forgiveness Equality			Integrity		
	Christianity •		Islam •	Christianity •		Islam		Christianity •		Islam	
	S P R I N G			HUMANISM Concept: A Good Life What does it mean to you to live a 'good life'? How might we live a good life? What does a 'good life' involve? What are the 10 Golden Rules? That some Humanists live their life by? Is it important for Humanists to Live a 'Good life?'		WHAT HAPPENED NEXT? Concept: Resurrection Why is Jesus' resurrection so important to Christians? How does believing in Life after death affect the way people lead their lives? 🔑 ?- What did Jesus do to save human beings? (Yr5) What difference does the resurrection make for Christians? (Yr 6) (SALVATION)		JESUS HIS TEACHINGS AND HIS MESSAGE Concept: Message What do we mean when we talk about someone's teaching or their message? What was the impact of the stories and teachings of Jesus? Do the messages have the same relevance in today? 🔑 ?-What would Jesus do? (GOSPEL)			THE MEANING of EASTER Concept: Sacrifice What was Jesus' sacrifice? Was Jesus' sacrifice worthwhile for Christians? What difference does personal sacrifice make to you 🔑 ?- What did Jesus do to save human beings? (Yr5) What difference does the resurrection make for Christians? (Yr 6) (SALVATION)
Love Integrity Forgiveness Equality			Love Integrity Forgiveness Equality		Love Integrity Equality			Love Integrity Forgiveness Equality			
Christianity •		Humanism •	Christianity •		Islam		Christianity •		Islam		
S U M M E R	THE JOURNEY OF LIFE Concept: Rites of Passage What does 'Rites of Passage' mean to me? How are 'Rites of passage' significant? How do different cultures and religions express their ideas of 'Rites of Passage'?			STORIES OF JUSTICE IN CHRISTIANITY AND ISLAM Concept: Justice Do Christians and Muslims believe that God is just? How is justice important in these stories? 🔑 ?- How can following God bring freedom and justice? (PEOPLE OF GOD)		ISLAM - Umma Concept: Community Where can we find Umma in Muslim life? What do we think about Umma? How do I and others behave within a community?			What is the Kingdom of God? Concept: Kingdom of God What do Christians believe the Kingdom of heaven is like? How does the idea of the Kingdom of heaven affect the choices that we make? 🔑 ?-What kind of King is Jesus?(Kingdom of God)		
	Love Integrity Equality			Love Integrity Forgiveness Equality		Love Integrity Forgiveness Equality			Love Integrity Forgiveness Equality		
	Christianity •		Islam •	Christianity •		Islam		Christianity •		Islam	