

Subject Information:

How we teach RE

in our

Heritage Coast Federation





Heritage Coast Federation RE Progression

To understand, Learn, Investigate and reflect about life in today's diverse modern world.

Intent

Here, in our Heritage Coast Federation, the aim of Religious Education is to help children to understand the diversity of our world, to learn about different religions and viewpoints and to investigate, develop and reflect their own beliefs and ideas. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. It will help children to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. In our federation, Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting the spiritual, moral, social, and cultural development of our children. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation

Across our federation, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity, Islam, Judaism, Hinduism and Humanism

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for progressed study. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

Impact

The children, across our federation, enjoy learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.



Heritage Coast Federation RE Progression

Our Principal Aim for R.E

“Through RE, we learn to understand the diversity of our world. We learn about different religions and viewpoints and we are able to investigate, develop and reflect our own beliefs and ideas. We are encouraged to ask questions to deepen our understanding and have the opportunity to ask big questions about life.”

The Purpose of RE

The purpose of RE:

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.



Heritage Coast Federation RE Progression

The Aims of RE

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.



Heritage Coast Federation RE Progression

Time Spent Teaching RE

Schools have a statutory responsibility to deliver RE to all pupils, except those withdrawn by parents. There is no single correct way of making appropriate provision for RE as long as the outcomes are met. In order to deliver the aims and expected standards of the RE curriculum effectively, the expectation is that there is a minimum allocation of 5% of curriculum time for RE.

This is set out in the table below and is based on the most recent national guidance.

Age	Time
4-5s	36 hours of RE – 50 minutes a week or some short sessions implemented through continuous provision
5-7s	36 hours of tuition per year – 1 hour per week, or less than an hour plus a series of RE days
7-11s	45 hours of tuition per year – 1 hour per week or a series of RE days or weeks amounting to 45+ hours of RE

What Religions are to be taught?

It is required that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Age	Time
4-5s	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s	Christians and Muslims or Jewish people
7-11s	Christians, Muslims, Hindus and Jewish people



Heritage Coast Federation RE Progression

RE in EYFS

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE			
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



Heritage Coast Federation RE Progression

An Overview of Curriculum Delivery (NYCC Units)

Believing (Religious beliefs, teachings, sources; question about meaning, purpose and truth)	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?





Heritage Coast Federation RE Progression

An Overview of Curriculum Delivery (NYCC Units) Continued

Expressing (Religious and spiritual forms of expression; question about identity and diversity)	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity





Heritage Coast Federation RE Progression

An Overview of Curriculum Delivery (NYCC Units) Continued

Living (Religious practices and ways of living; questions about values and commitments)	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
		1.8 How should we care for others and the world, and why does it matter? L2	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?





Heritage Coast Federation RE Progression

A progression overview for 5-11s: outcomes, the statutory heart of the RE syllabus

Know About and understand	Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
	A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; Explain
	A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; Describe	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
	A3. Know about & Understand Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;



Heritage Coast Federation RE Progression

Express and Communicate	Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
	B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;



Heritage Coast Federation RE Progression

Gain and Deploy Skills	Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
	C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
	C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
	C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



Heritage Coast Federation RE Progression

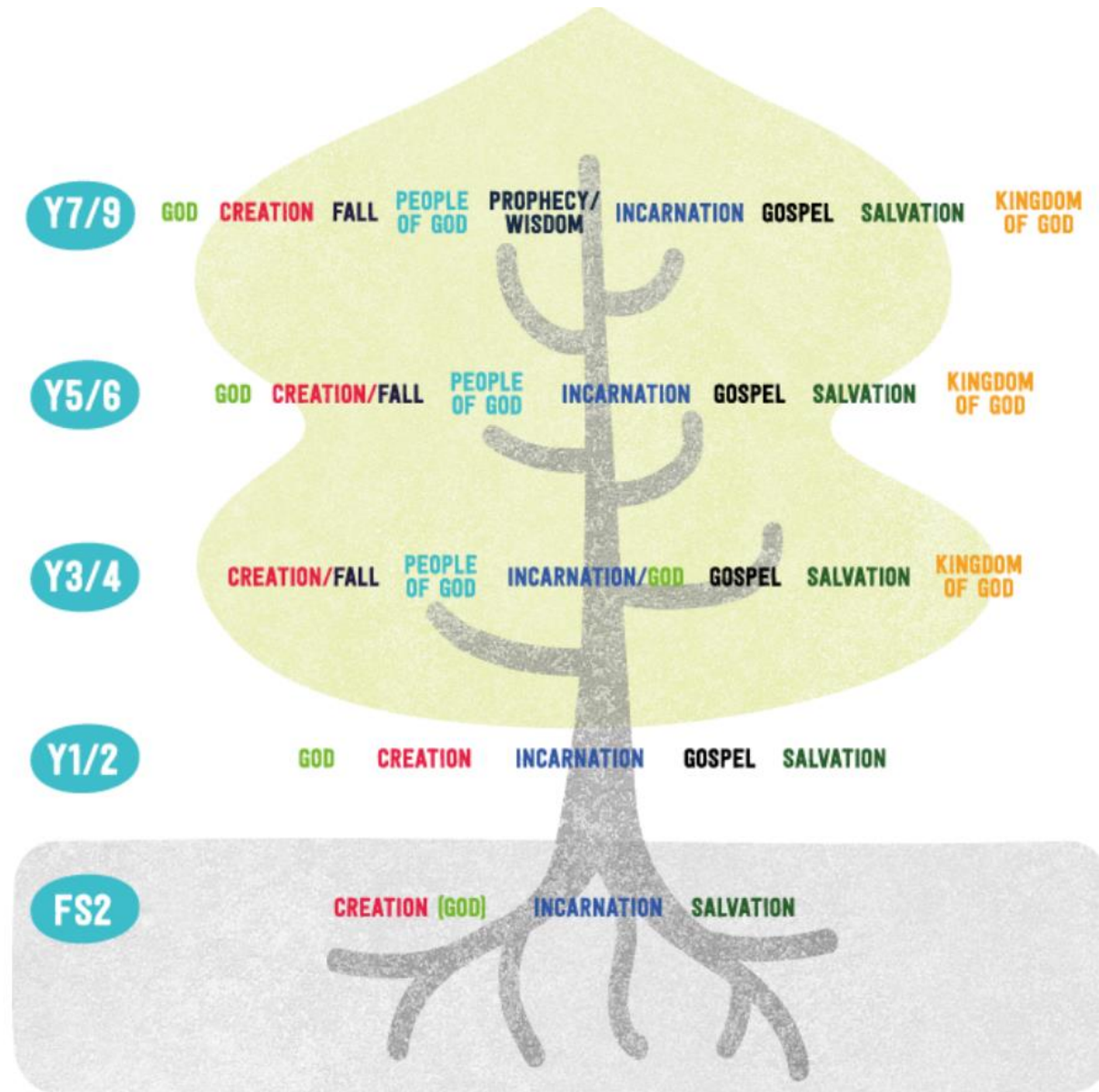
An Overview of Curriculum Delivery (Understanding Christianity) – Core Concepts

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
Creation	Christians believe the universe and human life are God's good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.
Incarnation	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.
Gospel	Christians believe Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.



Heritage Coast Federation RE Progression

An Overview of Curriculum Delivery (Understanding Christianity) Continued





Heritage Coast Federation RE Progression

An Overview of Curriculum Delivery (Understanding Christianity) Continued

CONCEPT	FS2	Y1/2	Y3/4	Y5/6
God		1.1 What do Christians believe God is like?	See 2a.3 Trinity/Incarnation	2b.1 What does it mean if God is holy and loving?
Creation	F1 Why is the word 'God' so important to Christians?	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
Fall				
People of God			2a.2 What is it like to follow God?	2b.3 How can following God bring freedom and justice?
Incarnation	F2 Why do Christians perform nativity plays at Christmas?	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?	2b.4 Was Jesus the Messiah?
Gospel		1.4 What is the good news that Jesus brings?	2a.4 What kind of world did Jesus want?	2b.5 What would Jesus do?
Salvation	F3 Why do Christians put a cross in an Easter Garden?	1.5 Why does Easter matter to Christians?	2a.5 Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings? (Y5) 2b.6 What difference does the resurrection make for Christians? (Y6)
Kingdom of God			2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of King is Jesus?



Heritage Coast Federation RE Progression

A progression overview for 5-11s: outcomes -Understanding Christianity

God

EYFS	End of KS1	End of Lower KS2	End of KS2
SEE CREATION	Pupils will know that: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.	Pupils will know that: • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.	Pupils will know that: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.



Heritage Coast Federation RE Progression

Creation and Fall

EYFS	End of KS1	End of Lower KS2	End of KS2
Children will know that: - The word God is a name. - Christians believe God is Creator of the universe. - Christians believe God made our wonderful world and so we should look after it.	Pupils will know that Christians believe: - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.	Pupils will know that Christians believe: - God the Creator cares for the creation, including human beings. - As human beings are part of God's good creation, they do best when they listen to God. - The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). - This means that humans cannot get close to God without God's help. - The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. - Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	Pupils will know that: - 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 poetic account conflict with scientific accounts? - There are many scientists throughout history and now who are Christians. - The discoveries of science make Christians wonder even more about the power and majesty of the Creator.



Heritage Coast Federation RE Progression

People of God

EYFS	End of KS1	End of Lower KS2	End of KS2
		Pupils will know that: - The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. - The People of God try to live in the way God wants, following his commands and worshipping him. - They believe he promises to stay with them and Bible stories show how God keeps his promises. - The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. - Christians believe that, through Jesus, all people can become the People of God.	Pupils will know that: - The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. - Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. - Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.



Heritage Coast Federation RE Progression

Incarnation

EYFS	End of KS1	End of Lower KS2	End of KS2
Children will know that: • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God.	Pupils will know that: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.	Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Pupils will know that: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).



Heritage Coast Federation RE Progression

Gospel

EYFS	End of KS1	End of Lower KS2	End of KS2
	Pupils will know that: • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way	Pupils will know that: • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Pupils will know that: • Christians believe 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 Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • 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.



Heritage Coast Federation RE Progression

Salvation

EYFS	End of KS1	End of Lower KS2	End of KS2
Pupils will know that: - Christians remember Jesus' last week at Easter. - Jesus' name means 'He saves'. - Christians believe Jesus came to show God's love. - Christians try to show love to others.	Pupils will know that: - Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. - Christians believe Jesus builds a bridge between God and humans. - Christians believe Jesus rose from the dead, giving people hope of a new life.	Pupils will know that: - Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. - Christians today trust that Jesus really did rise from the dead, and so is still alive today. - Christians remember and celebrate Jesus' last week, death and resurrection.	Pupils will know that: - 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. - The New Testament says that Jesus' death was somehow 'for us'. - Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. - Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). - Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.



Heritage Coast Federation RE Progression

Kingdom of God

EYFS	End of KS1	End of Lower KS2	End of KS2
Children will know that: • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others.	Pupils will know that: • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. • 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 Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	Pupils will know that: • 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. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).