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| **Key concepts** |
| **EYFS Discovering** |
|  | * Why is the word ‘God’ so important to Christians? (God)
* Why is Christmas special for Christians? [Incarnation]
* Why is Easter special for Christians? [Salvation]
* Being special: where do we belong?
* Which places are special and why?
* Which stories are special and why?
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| **KS1: Exploring** |
| **Making sense****Understanding Impact****Making connections** | * **Identify** core beliefs and concepts studied and give a simple description of what they mean
* **Give examples** of how stories show what people believe (e.g. the meaning behind a festival)
* **Give clear, simple accounts** of what stories and other texts mean to believers
* **Give examples** of how people use stories, texts and teachings to guide their beliefs and actions
* **Give examples** of ways in which believers put their beliefs into practice
* **Think, talk and ask questions** about whether the ideas they have been studying, have something to say to them
* **Give a good reason** for the views they have and the connections they make
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| **Key Stage 2: Connecting** |
| **Lower KS2****Making sense****Understanding Impact****Making connections** | * **Identify and describe** the core beliefs and concepts studied.
* **Make clear links** between texts/ sources of authority and the core concepts studied.
* **Offer informed suggestions** about what texts/sources of authority can mean and give examples of what these sources mean to believers.
* **Make simple links** between stories, teachings and concepts studied and how people live, individually and in communities
* **Describe** how people show their beliefs in how they worship and in the way they live
* **Identify some differences** in how people put their beliefs into practice
* **Make links** between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
* **Raise important questions** and suggest answers about how far the beliefs
* and practices studied might make a difference to how pupils think and live
* **Give good reasons** for the views they have and the connections they make
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| **Upper KS2****Making sense****Understanding Impact****Making connections** | * **Identify and explain** the core beliefs and concepts studied, using examples from texts/sources of authority in religions
* **Describe examples** of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
* **Give meanings** for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
* **Make clear connections** between what people believe and how they live, individually and in communities
* **Show how and why** ,using evidence and examples people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
* **Make connections between** the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
* **Reflect on and articulate lessons people might gain** from the beliefs/ practices studied including their own responses, recognising that others may think differently
* **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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 **Key Concepts – Religious Education**