****

|  |  |
| --- | --- |
| **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? |
| **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 |
| **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 |
| **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 |

**Key Concepts – Religious Education**