

Our RE Curriculum is based on the Devon and Torbay agreed Syllabus 2019-24

Children at Stoke Hill will be taught to:

**1. make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

**2. understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

**3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Devon and Torbay, and how they help pupils to achieve the threefold aims above.

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	<p><b>Why is the word God special to Christians?</b> Children will know that</p> <ul style="list-style-type: none"> <li>• Christians believe in God</li> <li>• Christians believe God is the creator of everything. . They will discuss the natural wonders of the world and how to look after it. <b>Syllabus Unit -F1</b></li> </ul> <p><b>Why is Christmas is special for Christians?</b> Children will know :</p> <ul style="list-style-type: none"> <li>• Some of the ways Christians celebrate Christmas</li> <li>• that Christians celebrate Jesus' birthday at christmas.</li> <li>• begin to recognise the word incarnation(God came to earth as Jesus)</li> <li>• talk about people who</li> </ul>	<p><b>Who do Christians say made the world?</b> Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul> <p><b>Syllabus Unit - L1.2 Creation/Fall</b></p> <p><b>Why does Christmas matter for Christians?</b> Children will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human</li> </ul>	<p><b>What do Christians believe God is like?</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe in God, and that they find out about God in the Bible.</li> <li>• Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</li> <li>• Christians worship God and try to live in ways that please him.</li> </ul> <p><b>Syllabus Unit - L1.1 God</b></p> <p><b>Why does Easter matter for Christians?</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible. Jesus showed that</li> </ul>	<p><b>What do Christians learn from the creation story?</b> Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>• This means that humans cannot get close to God without God's help.</li> </ul> <p><b>Syllabus Unit - L2.1 UC- 2A.1 (Creation/Fall)</b></p> <p><b>What is it like for someone to follow God?</b></p>	<p><b>What is the Trinity and why is it important for Christians?</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today,</li> </ul>	<p><b>Why do Christians believe Jesus was the Messiah?</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• 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.</li> <li>• The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish</li> </ul>	<p><b>Creation and Science: conflicting or complementary?</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• 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?</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians</li> </ul>

are special to them  
**Syllabus Unit - F2**

### Why is Easter special for Christians?

Pupils will know that:

- What Christians believe happened to Jesus at Easter.
- Make connections with new life in nature during Spring.
- Recognise symbols Christians use in Holy Week.
- Talk about the stories connected with Easter and what Christians do to help remember these.

**Syllabus Unit - F3**

form as Jesus.

- Christians believe Jesus came to show that all people are precious and special to God.

**Syllabus Unit - L1.3  
Incarnation**

### The Gospels: What is the 'good news' Christians believe Jesus brings?

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.

**Syllabus Unit - L1.4  
Gospel**

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.

**Syllabus Unit - L1.5  
Salvation**

Pupils will know that:

- 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.

**Syllabus Unit - L2.2  
UC- 2A.2 (People of God)**

### What kind of world did Jesus want?

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.

**Syllabus Unit - L2.4  
UC- 2A.4 (Gospel)**

enabling them to follow Jesus.

**Syllabus Unit - L2.3  
UC- 2A.3 (Incarnation)**

### Why do Christians call the day Jesus died 'Good Friday'?

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.

**Syllabus Unit - L2.5  
UC- 2A.5 (Salvation)**

### For Christians, what was the impact of Pentecost?

Pupils will know that:

- Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)
- Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at

people do not think Jesus is the Messiah.)

- Christians see Jesus as their Saviour (See Salvation)

**Syllabus Unit - U2.1  
UC- 2B.1 (God)**

### What does it mean if Christians believe God is Holy and loving?

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 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.

**Syllabus Unit - U2.3  
UC- 2B.4 (Incarnation)**

### How do Christians decide what to do?

**'What would Jesus do?'**

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.

wonder even more about the power and majesty of the Creator.

**Syllabus Unit - U2.2  
UC- 2B.2 (Creation)**

### What do Christians believe Jesus did to save people?

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.
- 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

					<p>Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <ul style="list-style-type: none"> <li>• Christians celebrate Pentecost, as the beginning of the Church.</li> <li>• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul> <p><b>Syllabus Unit - L2.6 UC- 2A.6 (Kingdom of God)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul> <p><b>Syllabus Unit - U2.4 UC- 2B.5 (Gospel)</b></p>	<p>sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> <p><b>Syllabus Unit - U2.5 UC- 2B.6 (Salvation)</b></p> <p><b>For Christians, what kind of king is Jesus?</b> Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li> <li>• The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul> <p><b>Syllabus Unit - U2.6 UC- 2B.8 (Kingdom of God)</b></p>
World Religions	<p>Key learning questions: <b>Who is a Muslim and how do they live?</b> Children can:</p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• Give examples of how</li> </ul>	<p>Key learning questions: <b>Who is Jewish and how do they live?</b> Children can:</p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what</li> </ul>	<p>Key learning questions: <b>What do Hindus believe God is like?</b> Children can:</p> <ul style="list-style-type: none"> <li>• Identify some Hindu deities and say how they help Hindus describe God</li> <li>• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>• Offer informed suggestions about what Hindu murtis express about God</li> </ul>	<p>Key learning questions: <b>What does it mean to be a Hindu?</b> Children can:</p> <ul style="list-style-type: none"> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>• Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>• Identify some different ways in which Hindus</li> </ul>	<p>Key learning questions: <b>Why do Hindu's try to be good?</b> Children can:</p> <ul style="list-style-type: none"> <li>• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>• Make clear connections</li> </ul>	<p>Key learning questions: <b>What matters most to Humanists and Christians?</b> Children can:</p> <ul style="list-style-type: none"> <li>• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people</li> </ul>	

n s		<p>stories about the Prophet show what Muslims believe about Muhammad.</p> <p><b>Syllabus Unit - L1.6</b> Double unit</p>	<p>God is like.</p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> </ul> <p><b>Syllabus Unit - L1.7</b> Double unit</p>	<p><b>Syllabus Unit - U2.7</b></p> <p><b>How do festivals and worship show what matters to Muslims?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul> <p><b>Syllabus Unit - U2.9</b></p>	<p>show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p><b>Syllabus Unit - L2.8</b></p> <p><b>How do festivals and family life show what matters to Jews?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today.</li> <li>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul> <p><b>Syllabus Unit - L2.10</b></p>	<p>between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <ul style="list-style-type: none"> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul> <p><b>Syllabus Unit - U2.7</b></p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</li> <li>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> </ul> <p><b>Syllabus Unit - U2.8</b></p>	<p>can be 'good without God')</p> <ul style="list-style-type: none"> <li>Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul> <p><b>Syllabus Unit - U2.10</b></p>
T h e m a t i c	<p>Key learning questions: <b>Being special: Where do we belong</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Retell religious stories</li> <li>discuss occasions which have made them feel special.</li> <li>Describe what happens at a traditional Christian Infant Baptism and discuss why it is important.</li> </ul>	<p>Key learning questions: <b>What makes some places sacred to believers?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how</li> </ul>	<p><b>How should we care for others and the world, and why does it matter?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> </ul>	<p>Key learning questions: <b>How do people mark significant events in life?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of</li> </ul>	<p>Key learning questions: <b>Make the world a better place</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>Make links between religious beliefs and teachings and why people try to live and make the</li> </ul>	<p>Key learning questions: <b>Why is the Torah important to Jewish people?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>Make clear connections</li> </ul>	<p>Key learning questions: <b>Why do some people believe in God?</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying</li> </ul>

- recall what happens when baby's are welcomed into religions other than Christianity  
**Syllabus Unit - F4**

Key learning questions:  
**Which places are special and why?**

Children can:

- Recognise that some religious people have places special to them.
- talk about things that are special in different places of worship
- begin to recognise for Christians, Muslims or Jews that these special items and places can link to their beliefs about god  
**Syllabus Unit - F5**

Key learning questions:  
**Which stories are special and why?**

Children can:

- talk about different religious stories.
- Identify some religious words including God
- begin to name and talk about different religious texts (Bible, Torah).
- Recognise some of the things religious stories teach people.  
**Syllabus Unit - F6**

they are used and something about what they mean

- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community.  
**Syllabus Unit - L1.8**

- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world  
**Syllabus Unit - L1.9**

Key learning questions:  
**What does it mean to belong to a faith community?**

Children can:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people
- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for

commitment for religious and non-religious people today

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)  
**Syllabus Unit - U2.11**

world a better place.

- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action  
**Syllabus Unit - L2.12**

- between Jewish beliefs about the Torah and how Jews use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  
**Syllabus Unit - U2.11**

where they get their ideas from

- Give examples of reasons why people do or do not believe in God  
**Syllabus Unit - U2.9**

Key learning questions:  
**How does faith help when life gets hard?**

Children can:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)  
**Syllabus Unit - U2.12**

		people in faith communities and for themselves, giving a good reason for their ideas.					
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**Syllabus Unit - L1.10**