Religious Education (Lancashire Agreed Syllabus)
Expected standards: Christianity

Y6: Is life like a journey?	RE skills		• analyse beliefs, teachings and values and how they are linked • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • explain the impact of beliefs, values and practices – including differences between and within religious traditions	• use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression	• consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • discuss how people change during the journey of life	• raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • develop own views and ideas in response to learning • demonstrate increasing self-awareness in their own personal development
	content (Christianity)	Church	• explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • explain (simply) Christian beliefs about salvation • explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life	• explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice	• discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others • discuss the importance of saying sorry and forgiveness in maintaining relationships with others	• raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • reflect on the benefits and difficulties of forgiveness
		Jesus	• retell the events leading up to and including the death of Jesus • explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life	• explain how and why Christian individuals and communities might celebrate the events of Holy Week • use religious vocabulary to describe and explain the Eucharist • explain different Christian beliefs about the Eucharist and its importance	• consider how people might mature and become stronger through overcoming difficulties • consider the value of being part of a community on the 'journey of life'	• raise questions and discuss the extent to which they agree that 'suffering makes you stronger' • discuss own experiences and attitudes towards the importance of having companionship on the journey of life
		God	• explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God • explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)	• analyse the important of Christian rites of passage as an expression of faith and commitment • use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies	• discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life • consider the value of celebrating landmarks in life – for individuals and communities	• ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change • discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life

Y5: Where can we find guidance about how to live our lives?						
	RE skills		• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • explain the impact of beliefs and values – including reasons for diversity	• explain differing forms of expression and why these might be used • describe diversity of religious practices and lifestyle within the religious tradition • interpret the deeper meaning of symbolism – contained in stories, images and actions	• explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities	• discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
	content (Christianity)	Church	• describe what Christians mean when they talk about one God in Trinity • identify the beliefs contained within the Apostle's Creed • explain why the Christian community (The Church) might want/need an agreed statement of belief	• describe and explain the meaning of a range of symbols that might be used for the Trinity • explain how symbols might unite the worldwide Christian Church • describe the role of places like Taizé where Christians from different backgrounds might come together to worship	• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • discuss different responses to sources of authority	• raise meaningful questions about things that puzzle them • differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values
		Jesus	• describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus	• describe why some Christians might go on pilgrimage to places associated with miraculous events • explain the impact that belief in miracles and the power of prayer might have on a Christian	• explain the difference between fact, opinion and belief • consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God	• discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • reflect on how they make decisions about what is/is not true
		God	• describe Christian beliefs about sin and forgiveness • describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • suggest different ways that this story might be understood by Christians	• describe and explain how and why Christians might use the Lord's Prayer • analyse and interpret the Lord's Prayer – and what guidance it provides for Christians • suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations	• consider the different ways that myth and stories are and used • explain how a 'truth' might be contained within a story	• consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) • discuss and debate things that they consider to be true that others might disagree with

Y4: How should we live our lives?					
	RE skills	• describe what a believer might learn from a religious teaching/story • make links between ideas about morality and sources of authority	• describe the impact religion has on believers' lives • explain the deeper meaning and symbolism for specific religious practices	• consider the range of beliefs, values and lifestyles that exist in society • discuss how people make decisions about how to live their lives	• reflect on their own personal sources of wisdom and authority
	Church	• retell some of the main parables of Jesus • explain how and why these might be an important source of guidance for Christians • suggest ways that Christians might put these teachings into action in the 21st century	• describe and explain (with examples) Christian attitudes about how to treat others • explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed	• explain (with examples) how and why people might use stories to pass on wisdom and guidance • discuss how and why fables might be an important aspect of human history and culture	• discuss examples of wisdom and guidance that they have learnt from stories • consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this •
	Jesus	• retell the story of Jesus in the wilderness • identify Christian beliefs about Jesus reflected in this story • suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)	• describe what a Christian might do during Lent and why • explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this • Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith	• consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • discuss why many people are willing to make sacrifices for the people they love • discuss why some people may be willing to make a sacrifice for someone they don't even know	• give examples of acts of sacrifice that have been done by or for them • discuss who or what they would be prepared to make sacrifices for • consider the value of sacrifice – as an expression of love and commitment
	God	• explore different Christian beliefs about the Bible as the word of God • explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • describe why some Christians might view the Bible as an important source of authority and moral guidance	• explain why Christians might have different views about how to interpret and apply the Bible • explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)	• discuss why people might have different views about what is right and wrong – and where these views might come from • describe the different sources of authority that humans might look to when making decisions about how to live their lives	• reflect on their own understanding of morality and where it comes from • raise questions and discuss responses to different ideas about how to live well

Y3: Who should we follow?	RE skills	• show awareness of similarities in religions • identify beliefs and values contained within a story/teaching • identify the impact religion has on a believer	• identify how religion is expressed in different ways • use religious terms to describe how people might express their beliefs	• describe how some people, events and sources of wisdom have influenced and inspired others	• in relation to matters of right and wrong, recognise their own and others' values • discuss own questions and responses related to the question 'who should we follow – and why?'
	content (Christianity) – Church	• know what Christians mean by the Holy Spirit • suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities • identify Christian values exemplified in the gifts of the Spirit	• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • describe how and why Pentecost is celebrated • describe why some Christians might take part in a procession of witness	• describe aspects of being human that we should be proud of • discuss what it means to be a successful human – and the different measures of success that might be applied	• discuss their own sense of value and what is good/unique about being them • reflect on the people that they value in their lives – and how they show their appreciation
	content (Christianity) – Jesus	• know what is meant by discipleship • know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)	• describe how and why Christians might try to follow the example of Jesus through mission and charity work • describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs	• talk about what it means to have charisma • describe what makes a good leader and why people might want to follow him/her • discuss what motivates people to want to make a difference	• reflect on their own leadership abilities • discuss their own desires to make a difference in the world/in their communities
	content (Christianity) – God	• know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) • identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) • suggest why these prophets chose to listen to and follow God	• identify Christians who might be described as people who listened to and followed God • describe how and why some Christians might devote their lives to serving God • talk about what is meant by a sense of vocation	• identify inspirational people/role models for the world today • describe the qualities that inspirational people might have	• discuss who makes a good role model and why • raise and discuss questions about following others – including both positive and negative responses

Y2: How do we respond to the things that really matter?					
RE skills		• retell and suggest meanings for religious stories and/or beliefs • use some religious words and phrases when talking about beliefs and values •	• identify and describe how religion is expressed in different ways • suggest the symbolic meaning of imagery and actions	• identify things that influence a person's sense of identity and belonging	• ask relevant questions • talk about their own identity and values
content (Christianity)	Church	• suggest beliefs and values that might unite the Christian community • talk about why some Christians might think it is important to come together to worship God	• identify symbols (images and actions) used in Christian worship • talk about how and why symbols might be used in Christianity • identify and describe features of a church	• identify signs and symbols in the world around them • talk about the school logo – what values it might represent and how it might unite the school community	• ask thoughtful questions about signs and symbols • talk about communities that they belong to – and how they show their commitment to these communities
	Jesus	• suggest what Christians might mean when they refer to Jesus as 'the Light of the world' • talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God	• identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning • talk about the different ways that Christians might celebrate Christmas	• identify different ways that humans use light • discuss the importance of light – as a source of comfort, security and hope • talk about how and why light might be an important symbol	• ask questions about the value of sources of light in their own lives • talk about the people who provide comfort, security and hope for them • suggest ways in which they might be a light for others
	God	• retell (simply) the Genesis 1 story of creation • suggest why Christians might think it is important to look after the world	• suggest ways that Christians might express their concern for the natural world • describe how and why Christians might thank God for creation at Harvest festivals	• identify ways in which humans use (and abuse) the natural world • talk about why our planet should matter to all humans – and how this should influence our behaviour	• reflect on their own use of the world's resources • ask questions about what they can do to show that they care about the world

Y1: What do people say about God?	RE skills	• give an example of a key belief and/or a religious story • give an example of a core value or commitment	• use some religious words and phrases to recognise and name features of religious traditions • talk about the way that religious beliefs might influence the way a person behaves	• notice and show curiosity about people and how they live their lives	• ask questions
	content (Christianity) – Church	• know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies • talk about what it might mean to belong to the Church family	• identify features of baptism – eg. the font, candles, godparents • talk about why parents might want to have their child baptised	• talk about what is means to belong to a family • talk about the role of families in raising children	• talk about their own identity as part of a family and part of the school community
	content (Christianity) – Jesus	• know a simple version of the nativity story • talk about why Christians would say that Jesus is a special baby • talk about how different characters in the nativity welcome the baby Jesus	• identify religious aspects of Christmas celebrations • talk about why Christmas is a special time for Christians	• consider how and why babies might be special – and why they need love and care • talk about the importance of looking after those who cannot help themselves	• talk about their own beginnings and how they were welcomed into the family • reflect on who has helped them in life so far
	content (Christianity) – God	• know that Christians refer to God as 'Father' • talk about why Christians might compare God to a loving parent	• talk about how and why Christians might want to talk to God (prayer) • suggest symbolic meanings of rituals and items used in Christian prayer	• talk about the importance of love in families • talk about the ways in which they are cared for and supported by family members	• reflect on their own role within the family • discuss who they can talk to when they are happy/sad/worried
		knowing about and understanding religions and worldviews		expressing and communicating ideas related to religions and worldviews	
Lancashire Field of enquiry		Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning

The Lancashire Agreed Syllabus for RE has 3 strands of subject knowledge concerned with teaching about Christianity: God, Jesus and Church. These should be taught as three distinct RE units in each year. The RE skills should be developed throughout the year in all aspects of the RE curriculum and in the three strands of teaching about Christianity.

Although the three strands are to be taught distinctly, they will also contribute to a holistic understanding of the beliefs, values and living religious traditions of Christianity. As pupils progress, they should increasingly be able to make connections from across the strands.