



West Sussex Agreed Syllabus for
Religious Education and
Understanding Christianity -
Mapping of Aims and Learning
Outcomes for Primary Schools

Guidance

Schools should ensure that they study the religions specified within the West Sussex Syllabus:

- Christianity should be taught at each Key Stage and should comprise more than half the curriculum content
- Introductory courses on Hinduism, Islam and Judaism should be taught during Key Stage 1 and 2
- In particular the Syllabus states : one principal religion in addition to Christianity at Key Stage 1 and two other principal religions in addition to Christianity at Key Stage 2.
- Where appropriate a school may study a religious community with a significant local presence

We recommend the following religions are studied:

Key Stage 1 Christianity + Judaism or Islam

Key Stage 2 Christianity + Judaism + Islam + an introductory unit on Hinduism. This could be part of a 'comparative' unit during upper Key Stage 2.

Exemplar long term plans can be found on the Church of England Education Department website.

Remember good RE has more depth and less breadth.

Depending upon your school context, cohorts and groupings additional units on Christianity may be required. We recommend that you supplement UC units with enquiry units written by the Diocese of St Edmundsbury and Ipswich. We also recommend using their units to cover other religions. Please contact the Education Department for more information on how to purchase these units. The Diocese of Guildford has also written enquiry based units for Christianity and other faiths. These are available on their website.

Using this document

- This document maps the Understanding Christianity learning outcomes against WS aims. Although it is important to cover the learning outcomes, it is essential that the **building blocks for each UC are taught**. These should be written on planning documents - as they are essential teaching if the **aims of UC** are to be met.
- Please note many of the UC learning outcomes have been mapped against more than one WS aim. When planning the UC units of work teachers will need to pick specific activities from the three elements (Making Sense of the Text; Understanding the Impact; Making Connections). Depending upon the specific activities chosen and the emphasis placed on these by teachers and pupils, the learning outcome will therefore fit more than one WS aim.
- Additional guidance appears within the document printed in green
- Suggestions for linking to other faiths/ organisations etc / are printed in blue. These suggestions are based on studying Judaism and Islam as the other principal religions.
- Wording of the WS aims has been broken up into simpler statements for ease of use. The Learning Outcomes include 'Digger Deeper' outcomes.

Key Stage 1

Aim A - Know about and Understand a range of religions and worldviews

West Sussex Statements	Understanding Christianity Units and Learning Outcomes
<p>A1</p> <ul style="list-style-type: none">• Recall and name different beliefs and practices including festivals, worship, rituals and ways of life• find out about the meanings behind them <p>Aim A is concerned with knowledge and understanding of concepts and practice. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.</p>	<p>God (1.1)- Give examples of how Christians put their belief in God as forgiving Father into practice in worship - saying sorry to God</p> <p>Creation (1.2) - Give examples of what Christians do to say thank you to God for Creation</p> <p>Incarnation (1.3) -Recognise that Incarnation is part of the Big story of the Bible and Jesus is God on Earth; Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas; give examples of ways in which Christians use the nativity story in church and at home e.g.. nativity scenes/carols</p> <p>Gospel (1.4) - Recognise that Jesus gives instructions to people about how to behave; give two examples of how Christians put beliefs [about Jesus' life/instructions' teachings etc] into practice in their church communities and their own lives e.g. charity, confession etc; tell stories from the Bible and recognise a link with a concept e.g. the ideas of 'good news' and the practice of being thankful; describe how Christians show their beliefs e.g. in thanking God in prayer; give examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives</p> <p>Salvation (1.5) - Recognise that incarnation and Salvation are part of a big story of the Bible; recognise that God, Incarnation, Gospel and Salvation are part of the big story of the Bible; give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter; give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship;</p>

<p>A2</p> <ul style="list-style-type: none"> • Retell and suggest meanings to religious stories/moral stories • explore and discuss sacred writings/sources of wisdom • recognise which communities these stories/writings come from <p>Aim A is concerned with knowledge and understanding of concepts and practice. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.</p>	<p>God (1.1) - know what a parable is; tell the story of the Lost Son from the Bible and recognise a link with the concept of God as a forgiving father; give a simple account of what this story means to Christians; tell the key points of the story of Jonah and recognise a link with the concept of God</p> <p>Creation (1.2) - Retell the story of Creation from Genesis; know that Creation is the beginning of the 'big story' of the Bible; say what the story tells Christians about God, Creation and the world</p> <p>Incarnation (1.3) - Give a simple account of the story of Jesus' birth and say why this is important to Christians; recognise that stories of Jesus' life come from the Gospels; tell the story of the birth of Jesus and recognise the link with incarnation - Jesus is God on Earth</p> <p>Gospel (1.4) - Tell stories from the Bible and recognise a link with the concept of Gospel/ good news; give clear simple accounts of what Bible texts e.g. such as Matthew the Tax Collector mean to Christians; recognise that Jesus gives instructions to people about how to behave; tell stories from the Bible and recognise with a concept e.g. the ideas of 'good news' and the practice of being thankful; give clear and simple accounts of what the Biblical texts studied mean to Christians eg. that people can trust God and should say thank you for his good gifts</p> <p>Salvation (1.5) - Tell the Biblical stories of Holy Week and Easter and link to the idea of Salvation (Jesus rescuing people); recognise that Jesus gives instructions about how to behave; know that the Easter story shows that Jesus was willing to forgive all people, even for putting him on the cross; tell the stories of Holy Week and Easter and make a link with the idea of Salvation.</p>
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<p>A3</p> <ul style="list-style-type: none">• Recognise different symbols and actions which express a community's way of life - appreciate some similarities between communities <p>Aim A is concerned with knowledge and understanding of concepts and practice. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.</p>	<p>God (1.1) - Give examples of the way in which Christians show their belief in God as loving and forgiving eg. saying sorry/ God forgiving/ forgiving others/ try to live in ways that please him</p> <p>Creation (1.2) -Give at least one example of what Christians do to say thank you to God for Creation; give examples of what Christians do to look after the world for God</p> <p>Incarnation (1.3) - Give examples of how Christians use the nativity story to guide their beliefs and actions at Christmas;</p> <p>Gospel (1.4) -Give examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless; give examples of how Christians put these beliefs into practice in their church community and their own lives eg. confession, charity; Describe how Christians show their beliefs eg,. thanking God in prayer; give examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives</p> <p>Salvation (1.5) - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter; give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship;</p>
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Aim B: Express ideas and insights about the nature, significance and impact of religions and worldviews

West Sussex Statements	Understanding Christianity Units and Learning Outcomes
<p>B1</p> <ul style="list-style-type: none">• Ask and respond to questions about what communities do and why• Identify what difference belonging to a community might make <p>Aim B is concerned with understanding the impact of what believers do/ how they act based on their beliefs. The statements are likely to link mainly learning outcomes for 'Understanding the Impact' in UC.</p>	<p>God (1.1) - Give examples of how Christians put their belief in God as forgiving Father into practice in worship - saying sorry to God; give examples of a way in which Christians show their belief in God as loving and forgiving e.g. by saying sorry; seeing God as welcoming them back; forgiving others; give examples of ways in which Christians use the story of Jonah to guide their beliefs about God</p> <p>Creation (1.2) -Give examples of what Christians do to say thank you to God for Creation; give examples of what Christians do to look after the world for God; think, talk and ask questions about living in an amazing world - [linking to their learning on Christian attitudes/actions]</p> <p>Incarnation (1.3) -Think, talk and ask questions about the Christmas story and the lessons they might learn from it</p> <p>Gospel (1.4) - Give examples of how Christians put their beliefs into practice in their Church community and their own lives e.g..confession; prayer;</p> <p>Salvation (1.5) - Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter; give examples of how Christians show their belief in Jesus as Saviour in worship</p>

<p>B2</p> <ul style="list-style-type: none">• Observe and recount different ways of expressing identity and belonging• Respond sensitively for themselves <p>Aim B is concerned with understanding the impact of what believers do/ how they act based on their beliefs. The statements are likely to link mainly learning outcomes for 'Understanding the Impact' in UC.</p>	<p>God (1.1) - Give examples of ways in which Christians show their belief in God as loving and forgiving eg. saying sorry/ God forgiving/ forgiving others/ try to live in ways that please him; think, talk and ask questions about whether they can learn anything from the story of the Lost Son/ forgiving God</p> <p>Creation (1.2) - Give examples of what Christians do to say thank you to God for the Creation eg. harvest festival, saying Grace, giving food to charities etc</p> <p>Incarnation (1.3) - Give examples of how Christians use the nativity story to guide their beliefs and actions at Christmas; give examples of ways in which Christians use the nativity story in churches and at home - e.g. nativity scenes/ carols etc</p> <p>Gospel (1.4) - Give examples of ways in which Christians follow the teachings [of Jesus] about forgiveness and peace, and bringing good news to the friendless</p> <p>Salvation (1.5) - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas; think talk and ask questions about whether the texts have something to say to them about whether forgiveness is important, exploring different ideas [focus on activities which explore what Christians do at Holy Week/Easter]</p>
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B3

- Notice and respond sensitively to some similarities between different religions and worldview

Aim B is concerned with understanding the impact of what believers do/ how they act based on their beliefs. The statements are likely to link mainly learning outcomes for 'Understanding the Impact' in UC.

God (1.1)- Give examples of how Christians put their belief in God as forgiving Father into practice in worship [[explore different religious buildings/ worshipping communities and how they are friendly/ peaceful/forgiving places talk about how different faiths pray; different types of prayer; how people of different faiths are thankful to God;](#)] give examples of a way in which Christians show their belief in God as loving and forgiving e.g. by saying sorry; seeing God as welcoming them back; forgiving others; give example of how Christians use the story of Jonah to guide their beliefs about God as Lord - in control of events and being fair [[compare with Jewish/ Muslim ideas about the nature/ characteristics of God/Allah](#)]

Creation (1.2)- Say what the story of creation from Genesis tells Christians about God, creation and the world. [[Compare with Jewish/ Muslim beliefs about creation](#)] Give examples of what Christians do to look after the world for God [[explore Jewish/Muslim ideas about caring for the world](#)]

Incarnation (1.3)- Give examples of how Christians use the nativity story to guide their beliefs and actions at Christmas; [[Look at stories in Judaism/ Islam and explore how they guide Jewish/Muslim beliefs and actions - could be linked to a particular festival/pilgrimage etc](#)]

Gospel (1.4)- Give examples of ways in which Christians follow the teachings [of Jesus] about forgiveness and peace, and bringing good news to the friendless [[Compare with how Jewish people/ Muslims try to follow the teachings of God in how they live their lives](#)]

Salvation (1.5)- Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship [[compare with how Muslims/ Jewish people show their beliefs about God in worship etc; think about what the texts studied say to Christians about forgiveness and compare with Jewish/Muslim ideas about saying sorry and forgiveness/ talk about why Muslims/Jewish people say sorry to God; know and talk about how Muslims/ Jewish people look after other people \(eg. helping, saving and rescuing others\)\]](#)]

Aim C: Gain and deploy the skills needed to engage purposefully with religions and worldviews

West Sussex Statements	Understanding Christianity Units and Learning Outcomes
<p>C1</p> <ul style="list-style-type: none">• Explore questions about belonging, meaning and truth• Express their own ideas and opinions through words, music, art of poetry <p>Aim C focuses on skills of pupils to reflect on their learning about religions and evaluate what this means to believers and what the concepts/beliefs mean to them. Pupils should be given opportunities to express their learning in a variety of different and creative ways. Learning outcomes are likely to link to 'Making Connections' in UC.</p>	<p>God (1.1) - Think, talk and ask questions about what they have learned from the story of the Lost Son / story of Jonah, exploring different ideas</p> <p>Creation (1.2) - Think, talk and ask questions about living in an amazing world</p> <p>Incarnation (1.3) - Decide what they personally have to be thankful for at Christmas time; think, talk and ask questions about the Christmas story and the lessons they might learn from it e.g.. about being kind and generous</p> <p>Gospel (1.4) - Think, talk and ask questions about whether Jesus' good news is only good news for Christians, or if there are things for anyone to learn, exploring different ideas; think, talk and ask questions about whether Jesus' good news matters to anyone other than Christians, exploring different ideas</p> <p>Salvation (1.5) -Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas; think talk and ask questions about whether the texts have something to say to them about whether forgiveness is important, exploring different ideas</p>

C2

- Find out about and share their ideas about examples of co-operation between people who are different

Aim C focuses on skills of pupils to **reflect on their learning about religions and evaluate what this means to believers and what the concepts/beliefs mean to them.** Pupils should be given opportunities to express their learning in a variety of different and creative ways. Learning outcomes are likely to link to 'Making Connections' in UC.

C3

- Find out about right and wrong and express their own ideas and opinions about right and wrong

Aim C focuses on skills of pupils to **reflect on their learning about religions and evaluate what this means to believers and what the concepts/beliefs mean to them.** Pupils should be given opportunities to express their learning in a variety of different and creative ways. Learning outcomes are likely to link to 'Making Connections' in UC.

Creation (1.2)- Give examples of what Christians do to look after the world for God; [find out how different groups/ organisations/charities / churches /work together to preserve the environment/ find out about different groups working with their own community to look after the environment]

Gospel (1.4) - Give examples of ways in which Christians follow the teachings [of Jesus] about forgiveness and peace, and bringing good news to the friendless; [explore what different groups/ organisations think about friendship, peace or forgiveness; find out about different groups/organisations who work for peace]

God (1.1) - Give example of a way in which Christians use the story of the Lost Son and the story of Jonah to guide their beliefs about God, eg. seeing God as a forgiving father; God as Lord i.e. in control of events and being fair; God wanting to save the people of Ninevah [explore ideas about forgiving or not forgiving; fairness/ right and wrong/ power]

Gospel (1.4) - Recognise that Jesus gives instructions to people about how to behave [Link with own ideas about how to behave]; give two examples of how Christians put beliefs [about Jesus' life/instructions' teachings etc] into practice in their church communities and their own lives e.g. charity,; [kindness and compassion through charitable giving etc]

Salvation (1.5) -think talk and ask questions about whether the texts have something to say to them about whether forgiveness is important, exploring different ideas [Explore saying sorry/forgiveness/putting things right]

Key Stage 2

Aim A - Know about and Understand a range of religions and worldviews

West Sussex Statements	Understanding Christianity Units and Learning Outcomes
<p>A1</p> <ul style="list-style-type: none">• Describe and make connections between different features of the religions and worldview they study• Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life• Reflect on their significance <p>Aim A is concerned with knowledge and understanding of concepts and practice. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.</p>	<p>(2A.1) - Describe how and why Christians might pray to God, say sorry, forgive and ask forgiveness</p> <p>(2A.3) - Describe how Christians show their beliefs about God the Trinity in worship and in the way they live</p> <p>(2A.2) - Make simple links between promises made in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>(2A.5) - Make simple links between the Gospel texts (of Good Friday/Easter) and how Christians mark Easter events in their church communities; describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship; make clear links between the Gospel texts (related to Easter/Salvation) and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion; describe how Christians show their beliefs about Jesus in their everyday lives such as praying, serving, sharing the message and the example of Jesus</p> <p>(2A.6) - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth; make simple links between the description of the Day of Pentecost in Acts2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities; make simple links between the idea of the Church as a body, the fruit of the spirit, and the Kingdom of God and how Christians live in their whole lives and in their church communities; describe how Christians show their belief about the Holy Spirit in worship and the way they live;</p> <p>(2B.1) - show how Christians put their beliefs into action in worship e.g. through confession; make clear connections between Bible texts studied and what Christians believe about God, eg. through how Churches are designed</p> <p>(2B.4) -Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas; make connections between the texts and what Christians believe about Jesus as Messiah and how they celebrate Palm Sunday</p> <p>(2B.6) - make clear connections between Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's supper</p> <p>(2B.7) make clear connections between Christian belief in the resurrection and how Christians worship on Good Friday and Easter Sunday; explain connections between biblical texts used at funerals and the core concepts of Gospel, salvation and hope using theological terms</p> <p>(2B.8) - Make connections between belief in the Kingdom of God and how Christians put their beliefs into practice into different ways in worship</p>

A2

- Describe and understand links between stories and other aspects of the communities they are investigating
- Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

Aim A is concerned with **knowledge and understanding of concepts and practice**. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.

(2A.2) make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities

(2A.1) - Place the concepts of God and Creation on a timeline of the Bible's big story; make clear links between Genesis 1 and what Christians believe about God and Creation; place the concepts of God, Creation and Fall on a timeline of the Bible's big story; offer suggestions about what the story of Adam and Eve might show about human nature and how to act

(2A.2) - Make clear links between the story of Noah and the idea of covenant; make clear links between the story of Abraham and the concept of faith

(2A.3) - Identify the difference between a "Gospel" which tells the story of the life and teaching of Jesus and a letter; offer suggestions about what texts about Baptism and Trinity might mean; give examples of what these texts mean to some Christians today; make links between some Bible texts studied and the idea of God in Christianity, expressing some ideas of their own about what God is like; identify John 1 as part of a Gospel, noting some differences between John and other Gospels

(2A.4) - Identify as part of a 'Gospel' the texts which tell the story of the life and teaching of Jesus; identify (What kind of world did Jesus want?) as part of a Gospel which tells the story of the life and teaching of Jesus; offer suggestions about what Jesus' actions towards the leper might mean for a Christian; make simple links between Bible texts and the concept of 'good news'; list two distinguishing features of a parable; make clear links between the parable of the Good Samaritan and the idea of the Gospel as good news; offer some ideas about the meaning of the Good Samaritan story to Christians

(2A.5) - Order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's big story; offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean; give examples of what the texts studied mean for Christians; offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean; give examples of what the texts studied mean for Christians

(2A.6) - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth; offer suggestions about what the description of Pentecost in Acts 2 might mean; give examples of what Pentecost means to some Christians now; order concepts within a timeline of the Bible's big story; list two distinguishing features of a narrative and a letter as two types of biblical texts; offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean and give examples of what the texts studied mean to some Christians

Aim A is concerned with **knowledge and understanding of concepts and practice**. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.

(2B.1) - Identify some different types of biblical texts, using technical terms accurately
(2B.2) - Outline the importance of Creation on the timeline of the Big story of the Bible; identify what type of text some Christians say Genesis 1 is and its purpose; identify the type of text that Psalm 8 is and its purpose; explain what Psalm 8 has to say about the idea of God as creator and the place of humans in Creation
(2B.3) - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms; make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave; identify examples of law texts and suggest how believers interpret them;
(2B.4) - (2B.4) - Explain the *concept* of Incarnation and Messiah within the big story of the Bible; identify Gospel and prophecy texts, using technical terms; explain connections between biblical texts, Incarnation and Messiah, using theological terms;
(2B.5) - Identify features of Gospel texts; suggest meanings of Gospel texts and compare their ideas with the way Christians interpret biblical texts, showing an awareness of different interpretations
(2B.6) - outline the timeline of the big story of the Bible explain how Incarnation and Salvation fit within it; suggest meanings for narratives of Jesus's death and resurrection comparing their ideas with ways in which Christians interpret these texts; explain connections between Isaiah 53 and John 19 and the key concepts of Messiah, Sacrifice and Salvation using theological terms
(2B.7) - Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation; suggest meanings for the resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection; explain connections between Luke 24 and the Christian concept of sacrifice, resurrection, salvation and incarnation and hope using theological terms; taking account of the context suggest meanings for the selected texts and compare their ideas with ways in which Christians interpret these texts showing an awareness of how they are used in funerals
(2B.8) - Explain connections between Biblical texts and the concept of the Kingdom of God; consider different meanings for the biblical texts studied, showing an awareness of different interpretations; explain connections between biblical texts and the concept of Kingdom of God where God rules in human lives

A3

- Explore and describe a range of beliefs, symbols and actions
- Understand different ways of life and ways of expressing meaning

Aim A is concerned with **knowledge and understanding of concepts and practice**. The statements are likely to link to learning outcomes for 'Making Sense of the Text' and 'Understanding the Impact' in UC.

(2A.1) - Describe what Christians do because they believe God is Creator

(2A.2) - Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities

(2A.4) - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'; offers suggestions about what Jesus' actions towards the leper might mean for Christians; give examples of how Christians try to show love to all, including how members of the clergy follow Jesus's teachings; make links between the Good Samaritan and the importance of charity in Christian life; give examples of how Christians act to show that they are following Jesus

(2A.6) - Make simple links between the description of the Day of Pentecost in Acts2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities

(2B.1) - Explain connections between biblical texts and Christian ideas about God, using theological terms; make clear connections between Bible texts studied and what Christians believe about God, eg. through how Churches are designed

(2B.2) - Make clear connections between Psalm 8 and some ways Christians respond to God as Creator; make clear connections between Genesis1 and Christian belief about God as Creator

(2B.3) - Show how Christians put their beliefs about living as the People of God into practice in different ways eg. through the Five Marks of Mission in community and individually

(2B.5) - Make connections between Gospel texts, Jesus's good news and how Christians live in the community and in their individual lives

(2B.6) Explain what Christians mean when they say Jesus's death was a sacrifice using theological terms; taking account of the context suggest meanings for Isaiah 53 and John 19 and compare their ideas with the ways in which Christians interpret these texts as showing **hot** idea of Jesus as a sacrifice

(2B.7) - show how Christians put their beliefs (about Salvation/Resurrection etc) into practice in different ways; explain why some people find belief in the Resurrection makes sense and inspires them

(2B.8) - Make connections between belief in the Kingdom of God and how Christians put their beliefs into practice into different ways including in worship and service to the community; consider possible meanings of biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing an awareness of different interpretations

Aim B: Express ideas and insights about the nature, significance and impact of religions and worldviews

West Sussex Statements	Understanding Christianity Units and Learning Outcomes
<p>B1</p> <ul style="list-style-type: none">• Observe and understand varied examples of religions and worldviews• Explain, with reasons, their meanings and significance to individuals and communities <p>Aim B is concerned with understanding the impact of what believers do/ how they act based on their beliefs. The statements are likely to link mainly to learning outcomes for 'Understanding the Impact' in UC.</p>	<p>(2A.1) - Describe what Christians do because they believe God is Creator</p> <p>(2A.3) - Describe how Christians show their beliefs about God the Trinity in worship and in the way they live</p> <p>(2A.4) Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus's teachings</p> <p>(2A.5) - Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your own beliefs might make a difference to how pupils think and live</p> <p>(2A.6) - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas</p> <p>(2B.1) - Make connections between Bible texts studied about God and how Christians put these beliefs into practice, through calling for Justice, promoting forgiveness etc</p> <p>(2B.2) - Show understanding of why many Christians find science and faith go together; show understanding of why some Christians find science and faith compatible</p> <p>(2B.3) - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others; explain connections between biblical texts and the idea of God's covenant with his people; identify examples of law texts and suggest how believers interpret them</p> <p>(2B.4) - Comment on how the idea that Jesus is Messiah makes sense in the wider story of the Bible</p> <p>(2B.6) - Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of salvation and how Christians follow Jesus' example in giving for others</p> <p>(2B.7) - Make clear connections between the Christian concept of resurrection and what Christians believe about hope and life after death, and how they show this in their church communities; show how Christian belief in resurrection and life after death makes a difference in their lives</p> <p>(2B.8) - Make connections between belief in the Kingdom of God and how Christians put their beliefs into practice into different ways including in worship and service to the community; make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness</p>

B2

- Understand the challenges of commitment to a community of faith or belief
- Suggest why belonging to a community may be valuable both in the diverse communities being studied and in their own lives

Aim B is concerned with understanding the impact of what believers do/ how they act based on their beliefs. The statements are likely to link mainly to learning outcomes for 'Understanding the Impact' in UC.

(2A.1) - Ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians

(2A.4) - Give examples of how Christians act to show that they are following Jesus

(2A.5) - Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your own beliefs might make a difference to how pupils think and live

(2A.6) - Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the spirit might make a difference to how pupils think and live

(2B.4) - Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation into the world

(2B.8) - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas; Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses

B3

- Observe and consider different dimensions of religion
- Explore and show understanding of similarities and differences within and between different religions and worldviews

Aim B is concerned with understanding the impact of what believers do/ how they act based on their beliefs. The statements are likely to link mainly to learning outcomes for 'Understanding the Impact' in UC.

Guidance in blue type relate to Islam and Judaism

Depending upon what religions and faiths you have chosen to study within your school you will need to insert the appropriate people/ concepts here.

For example you could explore:

Buddha as an example of service and love

**Pandurang Shastri Athavale 'Dada'n (Hinduism) service, love, community and concepts of Moksha and Dharma in Hinduism
Sikh Gurus and the idea of community e.g. Langar; 5Ks and the Sikh understanding of equality**

Humanist beliefs about Creation and care of the planet and ten commandments and happiness etc

Don't forget to explore similarities and differences within religions and world views.

(2A.1) - describe what Christians do because they believe God is Creator. [Compare with Muslim and Jewish beliefs in God as Creator and their traditions regarding stewardship for world; caring for the environment]; describe how and why Christians might pray to God, say sorry, forgive and ask forgiveness [compare with concept of Tefillah in Judaism]

(2A.2) - Make clear links between the story of Noah and the idea of covenant; make clear links between the story of Abraham and the concept of faith [Compare with Jewish concept of Covenant]

(2A.3) - Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today. [Compare with beliefs about God in Islam and Judaism (Kedushah)/ what their texts and teachings say about God]

(2A.4) Make links between Bible stories studied and the importance of love, and life in the world today, clearly expressing some ideas of their own [Compare with stories from different religions/ worldviews which focus on love and its outworking in the world today]

(2A.6) - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas [Could explore Muslim concept of Submission]

(2B.2) - Taking account of the context, suggest what Genesis1 might mean, and compare their ideas with ways in which Christians interpret it, **showing awareness of different interpretations** [these refer to different Christian interpretations][Compare with Jewish interpretations of Genesis one and its impact on Jewish beliefs and traditions e.g. Shabbat;]

(2B.3) - Identify examples of law texts and suggest **how believers interpret them** [Compare with different types of 'law texts' in other faiths; explore the concept of Mitzvoh and Torah in Judaism and its impact on Jewish traditions and ways of life; Explore the 5 pillars of Faith in Islam and its impact on Muslims' way of living]

(2B.4) - Weigh up how far the idea that Jesus is the Messiah, a saviour from God, is important in the world today and if it is true what difference that might make in people's lives [Compare pupils' own ideas with Jewish and Muslim beliefs about Jesus/Messiah]; give examples of how Christians try to show love to all, including how members of the clergy follow Jesus's teachings [Compare with other religious leaders eg. Rabbi Hugo Gryn's father; Muhammad focusing in how they tried to show love for all]

(2B.7) Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own [Compare with Jewish and Islamic beliefs about life after death and how this impacts on their traditions/ how they live their lives]

(2B.8) - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas; identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses [Explore how Muslims and Jewish people seek to follow/bring about God's will on Earth]

Aim C: Gain and deploy the skills needed to engage purposefully with religions and worldviews

West Sussex Statements	Understanding Christianity Units and Learning Outcomes
<p>C1</p> <ul style="list-style-type: none">• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth• Apply ideas of their own in different forms eg. music, poetry, reasoning, art etc <p>Aim C focuses on skills of pupils to reflect on their learning about religions and evaluate what this means to believers and what the concepts/beliefs mean to them. Pupils should be given opportunities to express their learning in a variety of different and creative ways. Learning outcomes are likely to link to 'Making Connections' in UC.</p>	<p>(2A.3) - Make links between some Bible texts studied and the idea of God in Christianity, expressing some ideas of their own about what God is like; offer suggestions about what texts about God might mean; make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing their own ideas clearly</p> <p>(2A.4) - Make links between Bible stories studied and the importance of love, and life in the world today, clearly expressing some ideas of their own</p> <p>(2A.5) - make links between some of the stories studied about the death/ resurrection of Jesus and teachings in the Bible on Salvation with life in the world today, expressing their own ideas clearly; raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your own beliefs might make a difference to how pupils think and live</p> <p>(2A.6) - Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the spirit might make a difference to how pupils think and live; make links between fellowship and fruit of the spirited life in the world today expressing some ideas of their own clearly</p> <p>(2B.1) - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p> <p>(2B.2) - Identify key ideas arising from their study of Genesis1 and comment on how far these are helpful or inspiring justifying their responses; weigh up how far the Genesis1 creation narrative is in conflict or is complementary with a scientific account; respond to the idea that humans have great responsibility for the Earth; weigh up how well humans are responding (to the responsibility for the Earth) taking into account religious and non-religious viewpoints</p> <p>(2B.3) Weigh up how Christian ideas about justice relate to the issues, problems and opportunities for their own lives and the world today, developing insights of their own</p> <p>(2B.4) - Weigh up how far the idea that Jesus is the Messiah, a saviour from God, is important in the world today and if it is true what difference that might make in people's lives</p> <p>(2B.6) - Weigh up the value and impact of ideas about sacrifice in their own lives and the world today; weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking</p> <p>(2B.7) - Offer and justify their own responses as what difference belief in the resurrection might make to how people respond to challenges and problems in the world today; weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own</p> <p>(2B.8) - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas</p>

C2

- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all
- Respond thoughtfully to ideas about community, values and respect

Aim C focuses on skills of pupils to **reflect on their learning about religions and evaluate what this means to believers and what the concepts/beliefs mean to them**. Pupils should be given opportunities to express their learning in a variety of different and creative ways. Learning outcomes are likely to link to 'Making Connections' in UC.

(2A.1) - Describe what Christians do because they believe God is the Creator [[Monks of Mucknall Abbey/ A Rocha/ Forest Churches etc](#)]

(2A.4) - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teachings; make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly [[Link with Christian Aid and compare with the work of similar charities from other faiths relating these to core beliefs they hold](#)]

(2A.6) - Make links between idea about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas

(2B.1) - Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own [[Coventry Cathedral/ Global Reconciliation Projects](#)]

(2B.2) - Weigh up how well humans are responding (to the responsibility for the Earth) talking into account religious and non-religious viewpoints [[Farming Community Network etc - explore similar examples](#)]

(2B.4) - Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation into the world

(2B.5) - Relate biblical ideas, teachings of beliefs (for example about peace/ forgiveness/ healing etc) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own [[Exploring Truth and Reconciliation Commission/ Corrie Ten Boom/ Taize Forgiveness project/ Examples of Christian and Muslim friendship](#)]

(2B.8) - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas; identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses

C3

- Discuss and apply ideas about ethical questions including ideas about what is right and wrong and what is just and fair
- Express their own ideas clearly in response

Aim C focuses on skills of pupils to **reflect on their learning about religions and evaluate what this means to believers and what the concepts/beliefs mean to them**. Pupils should be given opportunities to express their learning in a variety of different and creative ways. Learning outcomes are likely to link to 'Making Connections' in UC.

- (2A.1) - Make links between what stories in the Bible say about human beings, and pupil's own idea about how people should behave
- (2A.2) - Make links between the story of Noah and how we live in school and in the wider world; suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today
- (2A.4) - Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly
- (2A.6) - Make links between fellowship and fruit of the spirit and life in the world today expressing some ideas of their own clearly
- (2B.1) - Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own
- (2B.2) - Weigh up how well humans are responding (to the responsibility for the Earth) taking into account religious and non-religious viewpoints
- (2B.3) - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their own responses; weigh up how Christian ideas about justice relate to the issues, problems and opportunities for their own lives and the world today, developing insights of their own
- (2B.4) - Make links between the Bible stories studied and the importance of love and life in the world today, expressing some of their own ideas clearly; make links between some of Jesus' teaching about how to live and life in the world today, expressing some ideas of their own clearly
- (2B.5) - Relate biblical ideas, teachings of beliefs (for example about peace/ forgiveness/ healing etc) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own [[Exploring Truth and Reconciliation Commision/ Corrie Ten Boom/ Taize Forgiveness project/ Examples of Christian and Muslim friendship](#)]
- (2B.6) - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- (2B.7) - offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today [[using the quotes from Ghandi/CW Lewis/R Dawkins/ etc](#)]
- (2B.8) - Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness; identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses