

RE: Full Outcomes by Year Group

This document collates the full learning outcomes for each unit in Northleaze's RE curriculum map, using the most recent sources: Awareness, Mystery and Value (AMV) 2022 agreed syllabus for North Somerset, and Understanding Christianity unit outcome booklets.

Reception

AMV Unit 1 – Who are we?

- Explore identity (special people/places/objects) and belonging; describe who and what supports and guides us; describe feelings like joy, peace, wonder; say how stories/prayers/songs help us think about ourselves and ideas of God.

UC Incarnation – Why do Christians perform a nativity at Christmas?

- Give a clear, simple account of Jesus' birth and why Jesus is important for Christians; recognise the story comes from the Gospels; give examples of how Christians use the nativity story to guide beliefs and actions at Christmas; say what they are thankful for at Christmas.

AMV Unit 2 – Why are some times special?

- Name and explore special times/festivals in family and communities; recognise similarities and differences in how people celebrate; talk about meanings and feelings linked to special times.

UC Salvation – Why do Christians put a cross in the Easter garden?

- Retell simply key parts of Holy Week/Easter; talk about why Easter matters to Christians (sadness, hope, new life); identify ways Christians remember Jesus at Easter (symbols such as the cross, eggs, garden).

UC God/Creation – Why is the word 'God' so important to Christians?

- Know Christians believe God made the world and cares for it; talk about ways to look after the world; ask and respond to simple questions about God.

AMV Unit 4 – Where do we belong?

- Talk about groups they belong to; recognise ways people show belonging in faith communities (welcome, naming, worship); link belonging with values like welcome and kindness.

Year 1

UC God (1.1) – What do Christians believe God is like?

- Identify what a parable is; retell the Lost Son simply; give simple accounts of what the story means to Christians; give examples of how Christians show belief in a loving, forgiving God (e.g., saying sorry, forgiving others); give an example of putting beliefs into practice in worship; ask and talk about what can be learned from the story.

AMV Unit 7 – Why are some places special? (Other faiths)

- Recognise and name features/symbols found in places of worship; say how features are used and what they mean for believers; explain in simple terms why a place is special to a community; show respectful curiosity and ask relevant questions.

UC Creation (1.2) – Who made the world?

- Retell Genesis 1 simply; recognise 'Creation' as the beginning of the Bible's 'big story'; say what the story tells Christians about God, Creation and the world; give at least one example of what Christians do to say thank you for Creation.

AMV Unit 8 – Why is our world special? (Other faiths)

- Talk about what is wonderful in the world; link ideas from religious stories/teachings to caring for the world; use simple vocabulary (creation/creator).

AMV Unit 5 – How do we celebrate our journey through life?

- Identify important life events (birth, joining a group, marriage) and how they are marked; recognise symbols/artefacts used at significant times; say why these times are special to people.

Year 2

UC Gospel (1.4) – What is the good news that Jesus brings?

- Tell Bible stories and link them with the concept of 'Gospel/good news'; give clear, simple accounts of what texts (e.g., Matthew the tax collector) mean to Christians; recognise that Jesus gives instructions about how to behave; give at least two examples of ways Christians follow these teachings (friendship, forgiveness, peace) in church and daily life; consider whether Jesus' 'good news' has something for everyone.

UC Incarnation (1.3) – Why does Christmas matter to Christians?

- Give a simple account of the birth of Jesus and why he is important; recognise the Gospel sources; give examples of how Christians use the nativity to guide beliefs and actions; decide what to be thankful for at Christmas.

AMV Unit 4 – Why are some stories special? (Judaism & Christianity)

- Retell special religious stories and identify which religion they belong to; name key characters and meanings; say what believers learn from the stories; use simple vocabulary such as Torah/Bible.

UC Salvation (1.5) – Why does Easter matter to Christians?

- Recognise Incarnation and Salvation as part of the Bible’s big story; tell Holy Week and Easter stories and link them to the idea of Salvation; recognise Jesus gives instructions for living; give examples of how Christians remember Jesus at Easter; talk about sadness, hope or heaven.

AMV Unit 6 – How should we live our lives? (Other faiths)

- Identify values (kindness, honesty) in stories/teachings; give examples of how beliefs guide behaviour; say what values matter to them and why; recognise that rules/codes help communities live well together.

Year 3

AMV Unit 1 – What’s important to me?

- Describe aspects of identity and belonging; talk about the value of human beings; link stories/hymns/prayers to relationships and self-understanding.

UC Incarnation – Has Christmas lost its true meaning?

- Recognise Gospel sources for the Christmas story; explain how Christians prepare and celebrate (Advent/Christmas) and why; consider the ‘good news’ meaning and relevance today.

AMV Unit 12 – What does it mean to belong to a religion? (Judaism)

- Describe Jewish belonging at home and synagogue (e.g., mezuzah, Shabbat); explain how practices and festivals express beliefs and identity; recognise diversity within Judaism.

AMV Unit 2 – What can we learn from the life and teachings of Jesus?

- Identify key teachings (love of neighbour, forgiveness, prayer); connect teachings to Christian practices and festivals; suggest how teachings might guide behaviour today.

UC Gospel (2A.4) – What kind of world did Jesus want?

- Identify this as part of ‘Gospel’; make links between calling disciples/Jesus’ actions (e.g., healing) and how Christians try to follow Jesus; make simple links between texts and the concept of ‘good news’; give examples of how Christians show love to all, including clergy/lay leaders; link Bible stories to life today.

Year 4

AMV Unit 9 – How should we live and who can inspire us?

- Explore inspiring lives from different traditions; connect values (justice, generosity) to practices; explain how beliefs motivate action.

UC Incarnation/God (2A.3) – What is the Trinity?

- Identify the difference between a ‘Gospel’ and a letter; offer suggestions about what baptism/Trinity texts might mean; give examples of what these texts mean for Christians today; describe how Christians show beliefs about the Trinity in worship and life; link studied Bible texts with ideas about God using clear explanations.

UC Creation/Fall (2A.1) – What do Christians learn from the creation story?

- Place God/Creation on the Bible’s ‘big story’ timeline; make clear links between Genesis 1 and Christian beliefs about God/Creation; describe what Christians do because they believe God is Creator; ask questions and suggest answers about what matters in the creation story for Christians and others.

UC Salvation (2A.5) – Why do Christians call the day Jesus died ‘Good Friday’?

- Order Creation & Fall, Incarnation, Gospel and Salvation within the Bible’s big story; offer suggestions about what Gospel texts for Holy Week mean; give examples of what these texts mean for Christians; make simple links between Gospel texts and how Christians mark Easter; describe how Christians show beliefs on Palm Sunday, Good Friday and Easter Sunday; link stories/teachings to life today.

AMV Unit 10 – What does it mean to belong to a religion? (Hinduism)

- Describe Hindu practices/festivals and their meanings; explain how belonging is shown in home/temple/community; recognise diversity within Hinduism; explain how values such as dharma and ahimsa guide choices.

Year 5

AMV Unit 8 – What do people believe about life?

- Explore big questions (origin/meaning of life, suffering, life after death); compare Christian/Buddhist (and other) responses; express personal responses with reasons.

AMV Unit 3 – Why do religious books and teachings matter? (Hindu focus)

- Identify types of religious writing and where they come from; explain how communities show they value sacred texts; draw moral messages from stories and apply them.

UC God (2B.1) – What does it mean if God is holy and loving?

- Identify different biblical text types using technical terms; explain connections between biblical texts and Christian ideas of God; make clear connections between texts and beliefs (e.g., how churches are designed); show how Christians put beliefs into practice in worship and life; weigh up how ideas about love, holiness, forgiveness relate to issues today.

UC Salvation (2B.6) – What did Jesus do to save human beings?

- Outline the Bible’s ‘big story’, explaining how Incarnation and Salvation fit within it; explain what Christians mean by Jesus’ death being a ‘sacrifice’, using theological terms; suggest meanings for death/resurrection narratives and compare with Christian interpretations; make clear connections between belief in Jesus’ sacrifice and Holy Communion; show how Christians put beliefs into practice; weigh up the value/impact of ideas of sacrifice today.

AMV Unit 11 – What does it mean to belong to a religion? (Islam)

- Describe core beliefs/practices (e.g., salah, Ramadan, Hajj); explain how belonging is shown in mosque, home and community; recognise diversity within Islam and common values; explain meanings of key rituals/festivals; reflect on commitment, identity and service.

Year 6

AMV Unit 6 – How do we make moral choices?

- Explain how beliefs/teachings shape moral decision-making; evaluate different viewpoints on right/wrong; apply principles to real-life dilemmas with reasons.

UC Incarnation (2B.4) – Was Jesus the Messiah?

- Explain the place of Incarnation and Messiah within the Bible’s big story; identify Gospel and prophecy texts using technical terms; explain connections between texts, Incarnation and Messiah using theological terms; show how Christians put belief in the Incarnation into practice when celebrating Christmas; comment on how the idea that Jesus is the Messiah makes sense in the wider Bible story, and why it matters today.

AMV Unit 4 – What does it mean to belong to a religion? (Christianity)

- Describe how Christians celebrate and live out beliefs in life stages, festivals and faith communities; compare similarities/differences between Christian groups; reflect on service in the wider world.

UC Creation/Fall (2B.2) – Creation and science: conflicting or complementary?

- Outline the importance of Creation on the Bible timeline; identify what kind of text Genesis 1 is and its purpose; suggest what Genesis 1 might mean and compare with Christian interpretations (noting different views); make clear connections between Genesis 1 and belief in

God as Creator; show understanding of why many Christians find science and faith go together; weigh up how far Genesis 1 conflicts with or complements scientific accounts.

AMV Unit 5 – Why are some journeys and places special? (incl. Hinduism/Judaism/Islam)

- Explain why certain places are sacred and why people go on pilgrimage; describe practices/events associated with journeys (e.g., Hajj, Varanasi, Western Wall); explain symbolic and artistic expressions; reflect on the impact of special journeys on identity and values.

Sources

Awareness, Mystery and Value (AMV) 2022: The Agreed Syllabus (whole syllabus including Reception/KS1/KS2 Programmes of Study with learning outcomes).

AMV 2022 Whole Syllabus PDF (Bath & North East Somerset, Bristol, Haringey, North Somerset): awarenessmysteryvalue.org/wp-content/uploads/2022/02/AMV22-The-whole-agreed-syllabus-v1a.pdf

AMV website hub (Syllabus pages and Key Stage links): awarenessmysteryvalue.org/syllabus/

Understanding Christianity: Unit outcome booklets (KS1, LKS2, UKS2) – outcomes pages within each unit PDF.

Understanding Christianity site: understandingchristianity.org.uk (Explore the Resource Materials)