

# RE

# Curriculum

# 2021

## RE in the EYFS

| RE   |   |                        |  |
|--|---|------------------------|--|
| <p>The EYFS framework is organised across seven areas of learning (Literacy, Mathematics, Understanding the World, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Communication and Language) This document demonstrates which statements from Birth to Five Matters are prerequisite skills for RE within the National Curriculum.</p> <p>The statements for RE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• <b>Personal, Social and Emotional Development</b></li> <li>• <b>Understanding the World</b></li> </ul> |   |                        |  |
| Range  |   |                        |  |
| Range 3<br>(18-24 Months) 1½ - 2 Yrs   | <b>Personal, Social and Emotional Development</b> | Making Relationships   | <ul style="list-style-type: none"> <li>• Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</li> <li>• Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</li> <li>• Asserts their own ideas and preferences and takes notice of other people's responses</li> </ul>   |
|  |   | Sense of Self          | <ul style="list-style-type: none"> <li>• Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</li> <li>• Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine</li> </ul>   |
|  | <b>Understanding the World</b>                    | People and Communities | <ul style="list-style-type: none"> <li>• Is interested in photographs of themselves and other familiar people and objects</li> </ul>   |
| Range 4<br>24-36 Months<br>2-3 Yrs   | <b>Personal, Social and Emotional Development</b> | Making Relationships   | <ul style="list-style-type: none"> <li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> <li>• Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> </ul>   |
|  |   | Sense of Self          | <ul style="list-style-type: none"> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> <li>• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> <li>• Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> </ul> |
|  | <b>Understanding the World</b>                    | People and Communities | <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations and pets</li> <li>• Beginning to have their own friends</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>  |

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| Range 5<br>36-48 Months<br>3-4 Yrs                                       | <b>Personal, Social and Emotional Development</b> | Making Relationships   | <ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul>   |
|  |   | Sense of Self          | <ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Is sensitive to others’ messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>   |
|  | <b>Understanding the World</b>                    | People and Communities | <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>  |
| Range 6<br>48-60 Months<br>4-5 Yrs<br>351<br>(60 – 71 Months)<br>5-6 Yrs | <b>Personal, Social and Emotional Development</b> | Making Relationships   | <ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul> |

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|                             |   |                        | <ul style="list-style-type: none"> <li>• Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul>   |
|                             |   | Sense of Self          | <ul style="list-style-type: none"> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> </ul> |
|                             | <b>Understanding the World</b>                    | People and Communities | <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>   |
| <b>Early Learning Goals</b> |   |                        |   |
| <b>ELG</b>                  | <b>Personal, Social and Emotional Development</b> | Building Relationships | <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul>  |
|                             | <b>Understanding the World</b>                    | Past and Present       | <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>  |
|                             |   | People and Communities | <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>  |

|    |        | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
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| RE | EYFS   | EYFS Harvest<br><br>EYFS I am Special  | EYFS Christmas<br><br><b>Festivals of Light</b><br><br>Christingle  | EYFS Stories Jesus Heard<br><br>EYFS Stories Jesus Told   | EYFS Easter<br><br><b>UC Unit - Salvation</b><br><br>Why do Christians put a cross in an Easter garden? | EYFS Special Places<br><br>Non-Christian Faith<br><br>Places of Worship<br><br>(3hrs)   | EYFS Special Times<br><br>Non-Christian Faith<br><br>Prayer<br><br>(2hrs)  |
|    | Year 1 | 1.1 Harvest. How can we help those who do not have a good harvest? (3hrs)<br><br>Non-Christian Faith<br><br><b>Jewish Harvest</b><br>'Sukkot' (2hrs) | 1.3 Christmas. Why do we give and receive gifts? (5hrs)<br><br><b>Festivals of Light</b><br><br>Non-Christian Faith<br><br><b>Diwali</b> (2hrs)           | 1.4 Jesus was special (4hrs)<br><br>Non-Christian Faith<br><br><b>Special people of God</b><br><br>The Prophet Muhammad<br><br>Siddhartha Gautama (Buddha) (2hrs) | 1.5 Easter. Celebrating new life and new beginnings (4hrs)<br><br>1.8 Joseph (3hrs)                     | 1.7 Why is baptism special? (3hrs)<br><br>Non-Christian Faith<br><br><b>Birth Rites</b><br><br>How do people of other faiths welcome new babies? (2hrs) | <b>UC Unit –God</b><br><br>What do Christians believe God is like?<br><br>(6hrs)   |
|    | Year 2 | 2.1 The Bible. Why is it such a special book? (4hrs)<br><br>Non-Christian Faith<br><br><b>Holy Books</b><br><br>Qur'an, Torah, Vedas<br><br>(2hrs)   | 2.2 Christmas. Why was the birth of Jesus such good news? (4hrs)<br><br><b>Festival of Light</b><br><br>Non-Christian Faith<br><br><b>Hanukkah</b> (2hrs) | <b>UC Unit – Gospel</b><br><br>What is the good news that Jesus Brings? (6hrs)  | 2.4 Easter. How do Symbols help us understand the story? signs and symbols (6hrs)                       | 2.6 What happened at the Ascension and Pentecost? (4hrs)  | 2.5 Why is the church a special place for Christians? (6hr)<br><br>Non-Christian Faith<br><br><b>Places of Worship</b><br>(2hrs) |
|    | Year 3 | 3.6 Harvest (3hrs)<br><br>Non-Christian Faith<br><br><b>Jewish Sukkot</b><br>(revisited) (2hr)   | 3.1 Called by God (4hrs)<br><br>3.2 Christmas. God with us (3hrs)   | <b>UC Unit Creation and Fall</b><br><br>What do Christians learn from the creation story? (6hrs)  | 3.4 Exploring the sadness and Joy of Easter. (5hrs)<br><br><i>Easter Journey Experience (1hr)</i>       | 3.5 Which rules should we follow? 6hrs)   | Non-Christian Faith<br><br><b>Rules for living</b><br><br>Does everybody follow the same rules? (6hrs)                           |

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| <p>Year<br/>4</p> | <p>4.6 What is prayer?<br/>(4 hrs)</p> <p>Non-Christian Faith</p> <p><b>Prayer</b></p> <p>How do people of other faiths Pray?<br/>(2hrs)</p>   | <p>4.2 Christmas.<br/>Exploring the symbolism of light.<br/>(4hrs)</p> <p>Non-Christian Faith</p> <p>Festival of Light</p> <p><b>Hanukkah- Revisited</b> (2hrs)</p> | <p>UC Unit – <b>People of God?</b></p> <p>What is it like to follow God? (6hrs)</p>  | <p>4.3 Jesus Son of God <b>(5hrs)</b></p> <p>Non-Christian Faith</p> <p><b>Jewish Shabbat</b><br/>(2hrs)</p> | <p>4.5 Are all churches the same? (6hrs)</p>                                       | <p>Non-Christian Faith</p> <p><b>Places of Worship</b></p> <p>Are all places of worship the same? Do people worship God in the same way?<br/>(6hrs)</p> |
| <p>Year<br/>5</p> | <p>5.1 How and why do Christians read the Bible? (4hrs)</p> <p>Non-Christian Faith</p> <p><b>Sacred Texts</b></p> <p>How important are holy books in faiths other than Christianity?(4hrs)</p> | <p>5.7 Christmas around the world.<br/>(4hrs)</p>   | <p>5.6 Loss Death and Christian hope.<br/>(4hrs)</p> <p>Non-Christian Faith</p> <p><b>End of Life Rituals</b><br/>(2hrs)</p> | <p>UC Unit 2B6 – <b>Salvation</b></p> <p>What did Jesus do to save human beings? (6hrs)</p>                  | <p>5.9 Pentecost, what happened next? (6hrs)</p>                                   | <p>5.5 Exploring the lives of significant women in the Old Testament. (7hrs)</p>  |
| <p>Year<br/>6</p> | <p>6.1 Life as a journey and pilgrimage. (4hrs)</p> <p>Non-Christian Faith</p> <p><b>Pilgrimage</b><br/>(4hrs)</p>   | <p>UC Unit <b>Incarnation</b></p> <p>Was Jesus the Messiah? (4hrs)</p>  | <p>6.6 Ideas about God (5hrs)</p> <p>Non-Christian Faith</p> <p><b>Names of God</b><br/>(2hrs)</p>                           | <p>6.3A Why is the Exodus such a significant event in Jewish and Christian history?<br/>(6hrs)</p>           | <p>UC Unit <b>Kingdom of God</b></p> <p>What kind of king is Jesus?<br/>(6hrs)</p> | <p>6.7 People of Faith (5hrs)</p> <p>Non-Christian Faith</p> <p><b>Ghandi</b><br/>Hinduism<br/>(2hrs)</p>   |

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| <b>By the end of Year 1 children will:</b>  |
| <b>Harvest &amp; Sukkot</b>   |
| talk, using religious language, about Harvest Festival Celebrations.  |
| express feelings about the issues raised by Christian Aid/Tear Fund materials etc.  |
| ask questions about their own and others' experiences.  |
| talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.                                |
| <b>Christmas &amp; Diwali</b>   |
| know that Christians believe that Jesus is God's gift to the world.   |
| know that the Wise Men (Magi) visited baby Jesus after Christmas.   |
| Know that Christians believe that the gift of Jesus shows God's love and care for the world.  |
| know that Christians believe Jesus is God's son the promised Messiah.   |
| talk about the feelings associated with giving and receiving gifts.   |
| retell the nativity story in two parts, a) the shepherds and b) the wise men.   |
| talk about giving gifts that are not objects.   |
| Know that Diwali is a festival of light celebrated by Hindus, Sikhs and Buddhists.  |
| Retell the story of Rama and Sita.  |
| Know what a Diva lamp is and talk about some traditions of Diwali.  |
| <b>Jesus and Other Special People of God</b>  |
| know the stories of Jesus miracles can be found in the Gospels in the New Testament.  |
| know that Christians believe that the miracles reveal Jesus as the Son of God.  |
| talk about their own feelings and experiences.  |
| ask and respond sensitively to questions about their own and others feelings and experiences.                                       |
| retell stories of Jesus covered in this unit.   |
| make the connection between the Bible stories and Christian beliefs about Jesus.  |
| Name special people of God from other faiths.   |
| <b>Easter (New Life)</b>  |
| know the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs.                                    |
| know that Christians believe that Easter is a new beginning.  |
| know that Christians believe that Jesus died and rose back to life again.   |
| recall events of the Easter story.  |
| reflect on the awe and wonder of new life and changes in nature.  |
| talk about their own experiences of Easter and springtime.  |
| retell the events of the Easter story.  |
| <b>Joseph</b>   |
| know that the story of Joseph can be found in the Old Testament.  |
| know that the story of Joseph is key in the history of the People of God.   |
| understand that forgiveness is a core Christian value.  |
| know we can learn about the nature and characteristics of God from reading the stories about Joseph.                                |
| recall events from the life of Joseph.  |
| talk about the actions and feelings of the characters and relate them to their own.   |
| retell stories of the events in the life of Joseph.   |
| talk about the nature and characteristics of God.   |
| <b>Baptism and Birth Rites</b>  |
| know baptism is an occasion when promises are made to God and people are welcomed as a member of the church.                        |
| know that water is a symbol of baptism and people can be baptised at any age, in the font at church, in a pool, a river or the sea. |
| know that Jesus was baptised in the river Jordan.   |
| know that people of faiths other than Christianity also welcome new babies in special ways.   |
| talk about what belonging means to them.  |
| use religious vocabulary such as vicar, priest, font, baptism church and prayer.  |

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| tell you about what happens when a baby is baptised.  |
| talk about the ways in which people of other faiths welcome new babies.   |
| <b>God</b>  |
| Identify what a parable is.   |
| Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.   |
| Give clear, simple accounts of what the story means to Christians.  |
| Give at least two examples of a way in which Christians show their belief in God as loving and forgiving for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. |
| Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.  |
| Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.   |
| <b>By the end of Year 2 children will:</b>  |
| <b>The Bible and Holy Books</b>   |
| know that the Bible is the Christian holy book made up of a library of books.   |
| know that the Bible is in two sections the Old Testament and the New Testament.   |
| understand that owning a Bible is very important to Christians worldwide.   |
| understanding that the Bible contains God's big story from the beginning through to the kingdom of God and be able to make links.   |
| know that people of other faiths have different holy books and there are some similarities and differences between these books and the Bible.   |
| name and talk about the holy books from faiths other than Christianity  |
| talk about the Bible and why it is Holy and why the clergy think it is Holy.  |
| reflect on the story of Mary Jones and consider ways in which they can make a difference.   |
| <b>Christmas &amp; Hanukkah</b>   |
| know that Christmas is a celebration of the good news and angels are the Good news bringers.  |
| know that Christians believe that the good news is that Jesus is the saviour of the world.  |
| understand that the good news of Christmas impacts on the world then and now.   |
| retell the Christmas story, including the story of Zechariah.   |
| talk about their own feelings and experiences of good news.   |
| ask and respond sensitively to questions about the experiences of Mary and the shepherds.   |
| <b>Gospel</b>   |
| tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.   |
| give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.  |
| recognise that Jesus gives instructions to people about how to behave.  |
| give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.  |
| give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).                                      |
| 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.                           |
| <b>Easter Symbols</b>   |
| know that there are different objects and symbols used to help explain and understand the meaning of Easter.  |
| understand that the Easter story is central to Christian belief and that the death and resurrection of Jesus is part of God's salvation plan.   |
| identify and name some of the symbols of Easter.  |
| retell the Easter story.  |
| talk about their own experiences of Easter celebrations.  |
| use religious vocabulary to simply describe what the symbols of Easter mean.  |
| describe briefly why Christian people celebrate Easter.   |
| explain what they think to be the most important thing about Easter.  |

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| <b>Ascension &amp; Pentecost</b>   |
| know that Christians believe that 40 days after the resurrection, Jesus ascended into heaven.  |
| know that Christians believe that God is three in one – Father, Son and Holy Spirit.   |
| know that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.  |
| talk about how the events of Pentecost still impact on the church today.   |
| retell the stories of Jesus’ ascension and the events of Pentecost.  |
| talk about their ideas of heaven.  |
| connect the gifts of the spirit with the school’s Christian values.  |
| describe the symbols of the Holy Spirit.   |
| <b>Church &amp; Places of Worship</b>  |
| know that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building.  |
| know that for Christians the church is a holy blessed space.   |
| retell the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant.  |
| know that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.                           |
| ask good questions that reveal understanding about the church and what happens there.  |
| connect the features of the church to Bible Stories.   |
| use religious vocabulary to name and describe the features of a church building and other places of worship.   |
| describe a few similarities and differences between places of worship.   |
| <b>By the end of Year 3 children will:</b>   |
| <b>Harvest &amp; Sukkot</b>  |
| know that harvest has been celebrated for thousands of years.  |
| know that the Bible records people harvesting and gives instruction that people should tithe.  |
| know that harvest is celebrated by people of all faiths and none.  |
| describe what happens at Christian Harvest Festivals.  |
| talk about different ways people celebrate the harvest.  |
| describe and explain the Jewish celebration of the harvest.  |
| explain why Christians celebrate harvest.  |
| talk about the Jewish festival of Sukkot   |
| identify similarities and differences between the Christian and Jewish harvest.  |
| <b>Christmas God with Us</b>   |
| that Jesus is called Emmanuel and that means God with us.  |
| know that we believe Jesus is God’s son.   |
| know that we believe the presence of God changes lives.  |
| describe the ways in which the actions of Christians show Jesus presence in the world.   |
| ask good questions.  |
| make links between my experience and the experience of others.   |
| <b>Creation &amp; Fall</b>   |
| know that Christians believe God the Creator cares for the creation, including human beings.   |
| know that Christians believe as human beings are part of God’s good creation, they do best when they listen to God.  |
| know that the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). |
| know that Christians believe God made our wonderful world and so we should look after it.  |
| place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. M   |
| make clear links between Genesis 1 and what Christians believe about God and Creation.   |
| describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)               |

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| 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 |
| <b>Called By God</b>   |
| know that the Prophets were called by God to give his message to the people.   |
| know that the Prophets were telling the people to turn back to God and mend their relationship with him.   |
| know that the message of the prophets is part of God's big salvation plan.   |
| know that people are called by God today and can describe how they respond and the impact on their lives.  |
| tell the stories of (Moses, Abraham, Jonah...) being called by God.  |
| identify Christian beliefs illustrated in the stories.   |
| tell you about people today who have been called by God and responded.   |
| tell you what I think prophets today would speak out for and against.  |
| <b>Easter Joy &amp; Sadness</b>  |
| know that the events of Holy Week reveal what Jesus came to earth to do.   |
| know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.                                     |
| know the different ways in which the church remembers and marks the events of Holy Week.   |
| retell the stories of Palm Sunday, Holy Week and Easter.   |
| ask good questions about the events of Palm Sunday, Holy Week and Easter.  |
| make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.   |
| use religious vocabulary to make links between people's values and behaviour.  |
| ask important questions about beliefs and values.  |
| use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.                                     |
| describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.   |
| <b>Rules for Living</b>  |
| know that the Old Testament contains the stories of the people of God.   |
| know that Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.   |
| Understand that other faiths have rules to follow that have been given to them a long time ago.  |
| know that Christians try to live out the commandments given by God and Jesus.  |
| know that the commandments are the foundation of Christian and Jewish societies.   |
| talk about the story of Moses and the impact of the ten commandments.  |
| name some of the rules followed by people of other faiths.   |
| describe ways in which Christians live out Jesus command to love one another.  |
| make links between beliefs and behaviour.  |
| talk, with understanding, about rules from faiths other than Christianity.   |
| understand the effects of rules and ask good questions about religious rules.  |
| express my own ideas about rules.  |
| <b>By the end of Year 4 children will:</b>   |
| <b>Prayer</b>  |
| understanding that prayer is a way of communicating with God.  |
| know that prayer is an important part of the life of a believer.   |
| talk using religious language about prayer in Christianity and other faiths.   |
| talk about my own experiences of prayer.   |
| identify the Christian beliefs revealed in the language of prayer.   |
| <b>Christmas - Light</b>   |
| know that we believe Jesus is the light of the world.  |
| know that the light of Jesus bring hope in dark places.  |
| know that Hanukkah is a Jewish festival of light.  |
| tell stories about Jesus bringing light into people's lives.   |
| talk about the lives of people who bring Jesus light into the world.   |
| tell you about the stories and traditions of Hanukkah.   |
| use good vocabulary to talk about the symbolism of Jesus as light.   |

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| ask good questions about things that have interested me.  |
| <b>People of God</b>  |
| make clear links between the story of Noah and the idea of covenant.  |
| make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony   |
| make links between the story of Noah and how we live in school and the wider world.   |
| know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God. |
| The People of God try to live in the way God wants, following his commands and worshipping him.   |
| know that Christians believe he promises to stay with them and Bible stories show how God keeps his promises.   |
| <b>Jesus Son of God &amp; Shabbat</b>   |
| know that we believe Jesus is the Son of God.   |
| know that Jesus has power and authority over nature, sickness and death.  |
| know the stories of people who have campaigned for justice.   |
| know that the Jewish holy day is Shabbat.   |
| retell the Bible stories we have talked about.  |
| make links between the Bible stories and what Christians believe about Jesus.   |
| use religious language to show that I understand Jesus was both God and man.  |
| talk about why sometimes people speak out against authority for justice.  |
| tell you about what I have learnt and who has inspired me.  |
| talk, using religious language, about the traditions and rules of Jewish Shabbat.   |
| <b>Churches &amp; Place of Worship</b>  |
| know that not all church buildings are the same but have similar features according to denomination.  |
| know that Peter and the disciples ‘built’ the church after the events of Pentecost.   |
| know that the Bible gives guidance to the church about behaviour and attitudes and I can talk about what that guidance is.  |
| know that Christianity is a world-wide multi-cultural faith.  |
| know that people of other faiths have different places of worship and I can name the buildings, key features and the worship that takes place there.              |
| use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.  |
| identify similarities and differences between churches and denominations worldwide.   |
| ask good questions about the similarities and differences between different denominational practices.   |
| make links between values and beliefs and behaviour.  |
| talk knowledgeably about other places of worship. The features of the building and the worship that takes place there.  |
| <b>By the end of Year 5 children will:</b>  |
| <b>The Bible</b>  |
| know that the Bible is the inspired word of God.  |
| know that there are many translations of the Bible.   |
| know that the Bible guides Christians and effects their daily lives.  |
| know about holy books from other faiths and their impact.   |
| ask good questions that improve my learning.  |
| tell you about the work of Bible translators today and in the past.   |
| describe how what I have learnt inspires and influences me.   |
| describe the impact of the content of the Bible on a believer’s life.   |
| use religious vocabulary to show I understand texts from the Bible and other holy books.  |
| recognise and talk about the similarities and differences between holy books.   |
| explain how the teaching in the Bible helps to answer ultimate and ethical questions.   |
| <b>Christmas Around the World</b>   |
| know that Christmas is celebrated worldwide.  |
| know that not all of the celebrations are linked to the nativity story.   |
| describe different Christmas celebrations around the world.   |
| give reasons for different Christmas celebrations around the world.   |

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| make links between the story, belief and actions.  |
| talk about the distinctive Christian beliefs in the Christmas celebrations.  |
| ask relevant questions using religious vocabulary  |
| <b>Loss, Death and Hope &amp; End of Life Rituals</b>  |
| know that Christians believe that through the death and resurrection of Jesus we have the promise of eternal life with God in heaven.  |
| know that Christians believe that when you die your spirit goes to be with God in heaven.  |
| express my own opinion about what I think happens when you die.  |
| talk about what I think heaven is like.  |
| make links between what the Bible says and what Christians believe.  |
| use the right language to show I understand what Christians believe about death and heaven.  |
| talk about what the Bible says heaven will be like.  |
| identify Christian beliefs in the words of songs and prayers.  |
| talk about similarities and differences between what religions say on the subject of death and heaven.   |
| <b>Salvation</b>   |
| outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.  |
| explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.   |
| suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.  |
| make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.  |
| show how Christians put their beliefs into practice.   |
| weigh up the value and impact of ideas of sacrifice in their own lives and the world today.  |
| 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.  |
| know that The Gospels give accounts of Jesus' death and resurrection.  |
| know that The New Testament says that Jesus' death was somehow 'for us'.   |
| understand that 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. |
| understand that Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).   |
| understand that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith  |
| <b>Pentecost</b>   |
| know that the Book of Acts records what happened after Pentecost.  |
| know that the early Christians were persecuted for over 300 years.   |
| understand why St Paul is a key person in Christianity.  |
| retell the story of the conversion of St Paul.   |
| describe the significance of the conversion of St Paul.  |
| talk about how Christianity travelled to Britain.  |
| talk about the content of Paul's teaching and how it effects believers' lives.   |
| interpret 1 Corinthians 13 and give a message for today's society.   |
| tell you what I have learnt and what has inspired me.  |
| <b>Significant Women of The Bible</b>  |
| the stories of significant women found in the Old Testament.   |
| that worship can be expressed through prayer, dance compassion and self-sacrifice.   |
| that being a person of faith isn't always easy.  |
| respond sensitively to questions about my own experiences and those of others.   |
| make a link between my own values and the values and commitments of the women in the Bible.  |
| ask good questions and suggest answers about belonging, commitment, truth and values.  |

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| talk about the impact the lives of the women whose stories we explored had on God's great salvation plan.   |
| describe what inspires me about the lives of the women in the Bible.  |
| <b>By the end of Year 6 children will:</b>  |
| <b>Life as a Journey &amp; Pilgrimage</b>   |
| know that pilgrimage is a special journey made by people of faith.  |
| know that the life journey of people in the Bible influences the behaviour and choices of Christians today.   |
| know that some Christians are persecuted and a life of faith is a challenge.  |
| tell you about my life journey so far.  |
| describe the impact of religion on people's lives.  |
| describe the impact that being a Christian has on a person's life.  |
| connect the life journey of Jesus to Christian beliefs.   |
| describe the key features of Christian life.  |
| recognise the similarities and differences between pilgrimage journeys in Christianity and other faiths.  |
| tell you what inspires me about the life journey of a significant person.   |
| <b>Incarnation</b>  |
| know that Jesus was Jewish.   |
| know that Christians believe Jesus is God in the flesh.   |
| know that Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.                   |
| know that The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.                                       |
| know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)                              |
| know that Christians see Jesus as their Saviour.  |
| explain the place 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.   |
| show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.  |
| comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.  |
| 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. |
| <b>God</b>  |
| know that God is Father, Son and Holy Spirit, the Trinity.  |
| know that Bible stories are used to answer questions about God and can talk about them.   |
| know that there are similarities and differences between the names given to God by Christians and by members of non-Christian faiths.   |
| retell Bible stories that reveal the nature and characteristics of God.   |
| talk with understanding and use religious language to explain the Trinity.  |
| identify Christian beliefs about God in prayers and worship songs.  |
| express my own opinion and ask big questions.   |
| <b>The Exodus</b>   |
| know that the Exodus is a significant event in Jewish and Christian history.  |
| know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover.  |
| know that Christianity is rooted in Judaism and Jesus celebrated the Passover.  |
| know that for Jewish people the events of the Exodus and Passover are very important.   |
| know that Christians remember the Passover and the Last Supper during the Eucharist.  |
| retell the Exodus story highlighting the connections to the Seder meal.   |
| make links between the Passover, Last Supper and the Eucharist.   |
| tell you why Passover is a festival of memory and freedom.  |
| express my opinions about freedom, what it is and what it is not.   |

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| tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians.   |
| explain why the Passover is not forgotten.  |
| <b>Kingdom of God</b>   |
| know that 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.                                       |
| know that 'The Kingdom' is compared to a feast where all are invited to join in. Not everyone chooses to do so.   |
| many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world   |
| explain connections between biblical texts and the concept of the Kingdom of God.   |
| consider different possible meanings for the biblical texts studied, showing awareness of different interpretations   |
| make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.   |
| 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. |
| <b>People of Faith</b>  |
| know that Christian people try to live out the teaching of the Bible and follow Jesus example.  |
| know that Christians try to build God's kingdom through their words and actions.  |
| know the names and life stories of a few extraordinary people of faith.   |
| describe some similarities and differences between the ways in which Christians live out their faith and the lives of people of other faiths.   |
| tell you who, from the people we have studied, inspires me and why.   |
| interpret bible stories and talk about how that story explains what it means to have faith.   |
| use appropriate religious vocabulary to talk about the characteristics of a person living out their Christian faith.  |

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| <b>By the end of Key Stage 1 children:</b>  |
| can talk about God as creator of the world who loves us.  |
| know that God is three in one, Father, Son and Holy Spirit.   |
| can retell both the nativity and Easter stories.  |
| can use religious words to talk about the celebrations of Christmas, Easter and Pentecost.  |
| know that Christians believe Jesus is the Son of God who died on the cross and rose again.  |
| know that Jesus had 12 special friends called disciples.  |
| know that the Bible is our holy book and it contains God's big story, the salvation plan.   |
| can retell stories of Jesus' miracles.  |
| have visited a church and confidently talk about their experience and what they have learnt.  |
| have had opportunities to ask reflective questions that wonder about Christian practice, values and beliefs.  |
| can give examples of how Christians, put their beliefs into action.   |
| know the names and significance of holy books from other faiths.  |
| know the places where people of other faiths worship.   |
| are developing a sense of their own values and the values of others.  |
| have experienced taking part in the celebration of Harvest Festival.  |
| <b>By the end of Key Stage 2 children:</b>  |
| know that God is three in one, Father, Son and Holy Spirit – the Trinity.   |
| know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall. |
| know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.                  |
| know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.  |
| know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).                |

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| Understand that Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.                            |
| know that Pentecost was the start of the church.  |
| know that Christians believe that the Holy Spirit is at work in their lives today.  |
| know that Christianity is a worldwide multi-cultural faith.   |
| know that prayer is an important part of the life of a believer and explain why.  |
| know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.  |
| can describe the impact responding to God's call has on a believer's life.  |
| can use developing religious vocabulary to talk about the impact religion has on believers' lives.  |
| are able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.   |
| ask important questions about religion and belief that improves their learning.   |
| have experienced a visit to a place of worship other than a church.   |
| can talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.   |
| can retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts. • connect Christian practices, values and beliefs to events and teaching in the Bible. |
| are able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.  |
| are able to express and explain their own opinions on issues they have discussed.   |
| can use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.                           |
| can describe what they think motivates people of faith and explain what inspires and influences them personally.  |
| can ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.   |
| know and be able to talk about the links between Christianity and Judaism.  |
| can describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.  |