

## Christianity

RECEPTION					
Early Years	<b>Development matters &amp; ELG</b>				
	<b>3-4 yrs</b>	<p><b>C&amp;L</b> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>UTW</b> Continue developing positive attitudes about the differences between people.</p> <p><b>PSED</b> Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.</p>	<b>Rec</b>	<p><b>C&amp;L</b> Understand how to listen carefully and why listening is important Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Engage in story times.</p> <p><b>UTW</b> Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p><b>PSED</b> See themselves as a valuable individual. Develop their sense of responsibility and membership of a community</p>	<b>ELG</b>
Christmas	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth</li> </ul>				
	<p><b>Expectation by the end of: EYFS 4 Christmas</b></p> <p><b>EYFS</b> <b>Know that:</b> For Christians Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways. Diwali is Hindu festival of light celebrated in the Autumn</p> <p><b>Be able to:</b> Recall/retell the nativity story. Identify the characters in the nativity story. Use religious words to talk about Christmas. Talk about why Christmas is important. Talk about how the church celebrates Christmas.</p>				

	<p>Talk about their own experiences of Christmas. Talk about feelings related to celebrating Christmas and birthdays. Talk about the Hindu Diwali festival celebrations and recall the story of Rama and Sita.</p>
Easter	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection.</li> <li>Enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)</li> </ul>
	<p><b>Expectation by the end of: EYFS 7 Easter</b></p> <p><u>EYFS</u> <b>Know that:</b> Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. Christians believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church <b>Be able to:</b> Tell you that Christians believe Jesus died on the cross because God loves everyone. Briefly retell the story of Easter. Identify symbols associated with Easter. Talk about their own experiences of love and other emotions expressed in the Easter Story. Ask questions about the Easter story.</p>
Special Places	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship</li> </ul>
	<p><b>Expectation by the end of: EYFS 9 Special Places</b></p> <p><u>EYFS</u> <b>Know that:</b> Christians worship in a Church Muslims worship in a Mosque Hindus worship in a Temple/Mandir people consider places to be special for different reasons some people of faith take off their shoes before entering a place of worship <b>Be able to:</b> Talk about their special places Talk about places of worship as special/holy places Talk about taking off your shoes in a special/holy place</p>
God	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Give pupils an understanding that they are unique and special.</li> <li>To know that Christians believe that they are loved, valued and made by God.</li> </ul>
	<p><b>Expectation by the end of: EYFS 1 I am special</b></p>

	<p><b>EYFS</b>  <b>Know that:</b>          Christians believe that they are fearfully and wonderfully made by God.          They are unique special and loved.          Christians believe that God is their heavenly father.  <b>Be able to:</b>          Talk about themselves, their likes, dislikes, and what makes them special.          Talk about feelings they have experienced.          Talk about the names people of faith (Christianity and Islam) give to God.</p>
The New Testament and Jesus	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Explore the stories that Jesus told and know that he told them to teach us about God.</li> </ul>
	<p><b>Expectation by the end of: EYFS 6 Stories that Jesus told</b></p> <p><b>EYFS</b>  <b>Know that:</b>          Jesus told stories and that they are found in the Bible.          Jesus told the stories to teach people about God.  <b>Be able to:</b>          Identify a Bible.          Recall/retell some of Jesus stories.          Talk about their own experiences and feelings.          Ask and respond to questions about their experiences and feelings.          Give a simple explanation of the things we can learn from Jesus’ stories.</p>
The Old Testament	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</li> </ul>
	<p><b>Expectation by the end of: EYFS 5 Stories Jesus Heard</b></p> <p><b>EYFS</b>  <b>Know that:</b>          Jesus listened to and learned Old Testament stories.          Old Testament stories teach us about God.  <b>Be able to:</b>          Recall/retell some of the Old Testament stories Jesus heard. Talk about their favourite stories.          Talk about their feelings and experiences</p>
Special Times	<p><b>Aim of the unit:</b></p> <ul style="list-style-type: none"> <li>Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.</li> <li>Introduce pupils to the story of Pentecost and God as Holy Spirit.</li> <li>Begin to develop pupils’ knowledge of the festivals celebrated by people of faith.</li> </ul>

	<ul style="list-style-type: none"> <li>Give pupils an understanding of why Christians say thank you to God at harvest time and talk about him being creator</li> </ul>	
	<b>Expectation by the end of: EYFS 11 Special Times, EYFS 2 Harvest</b>	
	<u>EYFS</u> <b>Know that:</b> Christians celebrate the arrival of the Holy Spirit at Pentecost. People of faith have special times of celebration. Special times create memories. Celebrating special festivals and occasions is important. <b>Be able to:</b> Talk about special times. Recall/retell the story of Pentecost. Talk about feelings associated with special times, festivals and celebrations. Ask questions about special/holy times.	<u>EYFS</u> <b>Know that:</b> Christians believe God created the world. Christians believe that we should say thank you to God at Harvest time. Christians celebrate the Harvest Festival with a special service in church. <b>Be able to:</b> Talk about the food they enjoy. Talk about harvest around the world. Talk about why we celebrate harvest. Talk about why it is important to help others, particularly at harvest time.
<b>KEY STAGE ONE</b>		
<b>Christmas</b>	<b>Aims of the unit:</b> <ul style="list-style-type: none"> <li>Deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.</li> <li>Discuss the thoughts and feelings associated with giving and receiving gifts.</li> <li>Explore the story of Christmas from the perspective that it was good news then and now.</li> </ul>	
	<b>Expectation by the end of:</b> Christmas 1.3, Christmas 2.2	
	<u>Year 1</u> <b>Know that:</b> Christians believe that Jesus is God's gift to the world. The Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas. Christians believe that the gift of Jesus shows God's love and care for the world. Christians believe Jesus is God's son the promised Messiah. <b>Be able to:</b> 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.	<u>Year 2</u> <b>Know that:</b> Christmas is a celebration of the good news. Angels are the good news bringers. Christians believe that the good news is that Jesus is the saviour of the world. Christians believe that the content of the Christmas story is good news. The good news impacts on the world then and now <b>Be able to:</b> 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>Easter</b>	<b>Aims of the unit:</b> <ul style="list-style-type: none"> <li>Give children an opportunity to reflect upon the miracles of nature and new life during springtime.</li> <li>For pupils to hear and be able to retell the Easter Story.</li> <li>Make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.</li> <li>Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</li> <li>Extend pupils knowledge of the details of the Easter story.</li> <li>Develop pupils' understanding of the importance of Easter and the concept of salvation.</li> </ul>	
	<b>Expectation by the end of:</b> Easter 1.5, Easter 2.4	
	<u>Year 1</u> <b>Know that:</b> The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs.	<u>Year 2</u> <b>Know that:</b>



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	<p>Christians believe that Easter is a new beginning Christians believe that Jesus died and rose back to life again.</p> <p><b>Be able to:</b> 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</p>	<p>There are different objects and symbols used to help explain and understand the meaning of Easter. The Easter story is central to Christian belief. The death and resurrection of Jesus is part of God’s salvation plan.</p> <p><b>Be able to:</b> 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.</p>
<b>Special Places</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give pupils an understanding of ‘church’ as a holy place and a body of people.</li> <li>• Begin developing in pupils an understanding of what happens in church and why.</li> <li>• Give pupils an opportunity to begin exploring places of worship across world faiths.</li> </ul>	
	<p><b>Expectation by the end of:</b> The Church 2.5</p>	
	<p><u>Year 1</u></p>	<p><u>Year 2</u></p> <p><b>Know that:</b> The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building. For Christians, the church is a holy blessed space. Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. People of Muslim faith meet to pray in a mosque. People of Jewish faith meet together for worship in a synagogue. People of Hindu faith meet to worship in a mandir/temple. There are two main branches of Judaism – orthodox and progressive</p> <p><b>Be able to:</b> Ask good questions that reveal understanding about the places of worship studied and what happens there. Connect the features of the church to Bible Stories and Christian belief Use religious vocabulary to name and describe the features of a church building. Use religious vocabulary to name and describe the features of a mosque Use religious vocabulary to name and describe the features of a synagogue Use religious vocabulary to name and describe the features of a mandir/temple Use religious vocabulary to describe a few similarities and differences between places of worship. Use religious vocabulary to describe what happens in a synagogue Use religious vocabulary to describe what happens in a mosque Use religious vocabulary to describe what happens in a mandir/temple</p>
<b>New Testament &amp; Jesus</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Explore Bible stories that reveal Jesus’ power and divine nature.</li> <li>• Talk about how and why Jesus was special</li> <li>• Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus’ world over 2000 years ago</li> <li>• Talk about the human nature and experience of Jesus as he lived in the world at that time.</li> <li>• To increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend.</li> </ul>	

	<ul style="list-style-type: none"> <li>Develop knowledge and understanding that Jesus had the power to miraculously heal people.</li> </ul>	
	<b>Expectation by the end of:</b> Jesus 1.4, My World Jesus' World 1.9, Jesus 2.3	
	<p><b>Year 1</b></p> <p><b>Know that:</b>          Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world          Some of Jesus' life experiences were just like ours. Therefore Christians believe Jesus the Son of God knows exactly what life is like for us.</p> <p><b>Be able to:</b>          Talk confidently about their own life and experiences.          Talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate</p> <p><b>Know that:</b>          The stories of Jesus' miracles can be found in the Gospels in the New Testament.          Christians believe that the miracles reveal Jesus as the Son of God</p> <p><b>Be able to:</b>          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.</p>	<p><b>Year 2</b></p> <p><b>Know that:</b>          The stories covered in this unit can be found in the gospels in the New Testament.          Christians believe that Jesus' miracles reveal him to be the Son of God.          Christians believe that we should welcome everyone and try to be a friend of all as Jesus was.</p> <p><b>Be able to:</b>          Talk about their own feelings and experiences.          Retell the stories covered in this unit.          Make the connection between the Bible stories and Christian belief.          Talk about the work of Christian charities and make the connection to Jesus teaching and actions.</p>
<b>Old Testament</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>Give children the opportunity to develop their perceptions and understanding of God.</li> <li>Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</li> <li>To explore the creation stories in world faiths.</li> </ul>	
	<b>Expectation by the end of:</b> Creation 1.2	
	<p><b>Year 1</b></p> <p><b>Know that:</b>          Christians, Muslims, and Hindus believe that God created the world.          The creation stories are at the very beginning of the Bible and be able to recall details briefly.          Christians, Muslims, and Hindus believe that people should be taking care of our world.          Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.</p> <p><b>Be able to:</b>          Talk about what they find amazing, interesting or puzzling in creation.          Understand that they are creative beings and enjoy their creative skills.</p>	<p><b>Year 2</b></p>
<b>The Bible</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>Widen the children's understanding of the Bible, its contents, presentation and importance to Christians.</li> <li>Begin to develop children's understanding of holy books in the lives of people of all world faiths.</li> </ul>	
	<b>Expectation by the end of:</b> The Bible 2.1	
	<p><b>Year 1</b></p>	<p><b>Year 2</b></p> <p><b>Know that:</b>          The Bible is the Christian holy book.</p>



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		<p>The Bible is made up of a library of books.          The Bible is in two sections the Old Testament and the New Testament.          Owning a Bible is very important to Christians.          The Bible contains God’s big story from the beginning through to the kingdom of God.          People of world faiths have different holy books and there are some similarities and differences between these books and the Bible.</p> <p><b>Be able to:</b>          Talk about the Bible and why it is Holy.          Talk about why the clergy think the Bible is Holy.          Talk about why owning a Bible is very important to Christians worldwide.          Make links between the books of the Bible and God’s big story.          Reflect on the story of Mary Jones and consider ways in which they can make a difference.          Name and talk about the holy books from world faiths they have investigated</p>	
Special Times	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest.</li> <li>• Increase awareness that the food we eat is harvested and distributed all around the world</li> <li>• Raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails.</li> <li>• Discuss what the response of Christians should be to the need of others.</li> <li>• Deepen children’s understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.</li> <li>• Begin to develop the children’s knowledge and understanding of these two very significant events.</li> <li>• Give children an opportunity to begin to explore the concept of God as three in one.</li> <li>• Emphasize the importance of these events in the life of Jesus and the Church, then and now.</li> </ul>		
	<p><b>Expectation by the end of:</b>          Baptism 1.7, Harvest 1.1, Ascension and Pentecost 2.6</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="349 858 1198 1431"> <p><b>Year 1</b>  <b>Know that:</b>            Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.            Water is a symbol of baptism.            People can be baptised at any age, in the font at church, in a pool, a river or the sea.            Jesus was baptised in the river Jordan by John the Baptist.            People of world faiths welcome new babies in special ways.            The words of the call to prayer are whispered in the ear of newborn Muslim babies.            Giving babies a meaningful name is important to people of faith.</p> <p><b>Be able to:</b>            Talk about what belonging means to them.            Use religious vocabulary such as vicar, priest, font, baptism church and prayer.            Tell you about what happens when a baby is baptised.            Talk about the ways in which people of world faiths welcome new babies.            Talk about why there are dates and honey in your chatterbox. Talk about why sometimes hair is shaved from the new-born’s head</p> <p><b>Know that:</b>            Christians believe that it is important to say thank you to God for the harvest.            Jewish people also celebrate harvest and this is called Sukkot. Christians believe that helping others is part of putting their faith into action.</p> </td> <td data-bbox="1198 858 2042 1431"> <p><b>Year 2</b>  <b>Know that:</b>            Christians believe that 40 days after the resurrection, Jesus ascended into heaven.            Christians believe that God is three in one – Father, Son and Holy Spirit.            Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.            The events of Pentecost still impact on the church today.</p> <p><b>Be able to:</b>            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.</p> </td> </tr> </table>		<p><b>Year 1</b>  <b>Know that:</b>            Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.            Water is a symbol of baptism.            People can be baptised at any age, in the font at church, in a pool, a river or the sea.            Jesus was baptised in the river Jordan by John the Baptist.            People of world faiths welcome new babies in special ways.            The words of the call to prayer are whispered in the ear of newborn Muslim babies.            Giving babies a meaningful name is important to people of faith.</p> <p><b>Be able to:</b>            Talk about what belonging means to them.            Use religious vocabulary such as vicar, priest, font, baptism church and prayer.            Tell you about what happens when a baby is baptised.            Talk about the ways in which people of world faiths welcome new babies.            Talk about why there are dates and honey in your chatterbox. Talk about why sometimes hair is shaved from the new-born’s head</p> <p><b>Know that:</b>            Christians believe that it is important to say thank you to God for the harvest.            Jewish people also celebrate harvest and this is called Sukkot. Christians believe that helping others is part of putting their faith into action.</p>
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	<p>There are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed.</p> <p><b>Be able to:</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.</p>	
<b>LOWER KEY STAGE TWO</b>		
<b>Christmas</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.</li> <li>• Deepen pupils' understanding of the concept of Incarnation</li> <li>• Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.</li> <li>• Explore the multi-faceted metaphor of bringing light into people's lives.</li> </ul>	
	<p><b>Expectation by the end of:</b> Christmas 3.2, Christmas 4.2</p>	
	<p><b>Year 3</b> <b>Know that:</b> Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. Christians believe God is with them through his Son, Jesus, and the Holy Spirit. Christians believe that the presence of God changes their lives. <b>Be able to:</b> Make links between their own experiences and the experiences of others. Retell stories about the presence of Jesus changing people's lives. Describe the ways in which the actions of Christians show Jesus' presence in the world. Ask good questions about religious beliefs.</p>	<p><b>Year 4</b> <b>Know that:</b> Hanukkah is an important Jewish festival of light. Light is used as a metaphor to describe Jesus and his impact on the world. The light of Jesus brings hope in dark places. <b>Be able to:</b> Talk with understanding about the ways in which Jesus' followers bring his light into the world. Create light metaphors for Jesus that show understanding of Jesus actions and divinity. Ask important and relevant questions about religious experiences and beliefs. Talk with understanding about the symbolism of Jesus as light.</p>
<b>Easter</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Increase pupils' knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week.</li> <li>• Discover how the services held in churches during Holy week reflect the sadness and joy.</li> <li>• Develop further the pupils' understanding of the concept of salvation.</li> <li>• Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</li> <li>• Deepen pupil's understanding of the concept of salvation.</li> <li>• Focus on the significance of the incidents of betrayal and trust in the Easter story.</li> </ul>	
	<p><b>Expectation by the end of:</b> Easter 3.4, Easter 4.4</p>	
	<p><b>Year 3</b> <b>Know that:</b> The events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. The church remembers and marks the events of Holy Week in a variety of ways.</p>	<p><b>Year 4</b> <b>Know that:</b> Trust and forgiveness are key Christian values. The incidents of betrayal and trust in the Easter story are significant to the outcome.</p>



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	<p>The events of Holy Week reveal what Jesus came to earth to do – God’s salvation plan.</p> <p><b>Be able to:</b></p> <p>Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. Make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.</p> <p>Use religious vocabulary to make links between people’s values and behaviour. Ask important questions about beliefs and values.</p> <p>Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.</p> <p>Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</p>	<p>The events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan.</p> <p>Christians believe that they can trust Jesus</p> <p><b>Be able to:</b></p> <p>Identify and explain the significance of the incidents of betrayal and trust in the Easter story. Ask good questions about people’s values and commitments.</p> <p>Use religious vocabulary to make links between Christian beliefs and the stories of Lent. Holy Week and Easter.</p> <p>Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity.</p> <p>Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.</p>
Special Places	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give children an understanding of the Christian church in its widest sense.</li> <li>• Ensure pupils know that Christianity is a multi-cultural worldwide faith.</li> <li>• Enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism.</li> <li>• Further develop children’s knowledge and understanding of sacred places of worship across world faiths.</li> </ul>	
	<p><b>Expectation by the end of:</b> The Church 4.5</p>	
	<p><b>Year 3</b></p>	<p><b>Year 4</b></p> <p><b>Know that:</b></p> <p>Not all church buildings are the same but have similar features according to denomination. Peter and the disciples ‘built’ the church after the events of Pentecost. Christianity is a world-wide multi-cultural faith. The Bible gives guidance to the church about behaviour and attitudes. World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there</p> <p><b>Be able to:</b></p> <p>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 places of worship, the features of the building and the worship that takes place there.</p>
God	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give children an opportunity to consider what it means to be called by God</li> <li>• Give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God</li> <li>• Ensure that the children know that prayer is a way of communicating with God.</li> <li>• Believers across all World Faiths pray in many similar and different ways.</li> <li>• Know that Christians believe that God listens and responds.</li> </ul>	
	<p><b>Expectation by the end of:</b> Called by God 3.1, Prayer 4.6</p>	
	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>



# Higher Walton CE Primary School – RE Curriculum Progression



	<p><b>Know that:</b> The Old Testament Prophets were called by God to give his message to the people. The Prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God’s salvation plan. People are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc.</p> <p><b>Be able to:</b> Talk about in detail the Bible stories you have discussed. Ask important questions about religion and beliefs. Interpret the stories and identify Christian beliefs. Use developing religious vocabulary to show that they understand the Christian beliefs. Describe the impact of responding to God’s call on a person’s life. Tell you what they think God would be asking prophets to speak out against today.</p>	<p><b>Know that:</b> Prayer is the way in which believers communicate with God. Prayer is connected to faith. Christian beliefs are revealed in the content of prayers. Some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day. Prayer can be very informal and private Believers gather together to pray as a community of faith For some people of faith the direction in which they pray is important</p> <p><b>Be able to:</b> Identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles and holding crosses. Talk about the similarities and differences in the ways people of faith pray. Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. Identify similarities and differences between the way believers pray across world faiths.</p>
<b>The New Testament and Jesus</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Deepen children’s insight into the impact Jesus had/has on people’s lives.</li> <li>• Deepen the children’s understanding of Jesus, who he was, his teaching and behaviour.</li> <li>• Use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine.</li> </ul>	
	<p><b>Expectation by the end of:</b> Jesus 3.3, Jesus 4.3</p>	
	<p><b>Year 3</b> <b>Know that:</b> Christians believe that Jesus has/had the power to change people’s lives. Choosing to follow Jesus is not an easy option. Lives of people today are transformed by Jesus and they choose to change.</p> <p><b>Be able to:</b> Talk about their experiences of change. Retell the Bible stories you have explored. Talk about the ways in which Jesus changed people’s lives and the impact that had on them.</p>	<p><b>Year 4</b> <b>Know that:</b> Christians believe Jesus is the Son of God he was both God and man. Christians believe Jesus has power and authority from God over every aspect of creation, life and death. There are people who have stood up and spoken out against authorities in situations of injustice. The Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p> <p><b>Be able to:</b> Retell the Bible stories covered in this unit. Make links between the Bible texts and Christian beliefs and values. Talk about people who have inspired them and why.</p>
<b>The Old Testament</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give pupils an opportunity to consider the value and purpose of rules.</li> <li>• Examine Christian rules for living and the source of these rules.</li> <li>• Encourage pupils to reflect upon their own lifestyle and the influences upon it.</li> <li>• Investigate the rules followed by two/three world faiths and the ways in which these rules influence behaviour and decisions.</li> </ul>	
	<p><b>Expectation by the end of:</b> Rules for living 3.5</p>	
	<p><b>Year 3</b> <b>Know that:</b> All world faiths have rules to follow that have been established a long time ago.</p>	<p><b>Year 4</b></p>



# Higher Walton CE Primary School – RE Curriculum Progression



	<p>Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.          The 5 pillars set the Muslim rules for living.          Muslims follow rules set out in the Qur'an.          Muslims have 99 names for God that show his characteristics. Buddhists try to follow the teachings of the Buddha.          The ten commandments are the foundation of Christian and Jewish societies.          Christians try to live out the commandments given by God and Jesus.          Sikhs wear the 5 Ks as a sign of their commitment to God.          Some people choose not to follow any specific set of religious rules.</p> <p><b>Be able to:</b>          Talk about the story of Moses and the impact of the ten commandments.          Identify the Sikh 5 Ks.          Talk about the rules and laws that they try to follow in their own lives.          Identify and talk about religious and non-religious rules that affect their lives.          Describe ways in which Christians live out Jesus' command to love one another.          Make links between beliefs and behaviour.          Identify the impact that the 5 pillars of Islam have on a Muslim way of life.          Identify symbols and objects in their lives that reflect their commitments.          Make the link between religious texts and rules for living.          Identify and talk about the ways in which religious rules affect the lives of believers.          Understand the effects of rules and ask good questions about religious rules.          Describe the impact that following religious rules has on believers' lives.          Recognise similarities and differences within and between religions.          Identify something that is common in all religious rules (e.g. charitable giving).          Make the connection between the Christian concept of the Fall and as a consequence the need for rules.          Express their own ideas about rules.</p>	
<b>Special Times</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Build on knowledge gained in Key Stage 1, develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the Gift of Harvest</li> <li>• Increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world</li> <li>• Deepen understanding of why harvest is celebrated by people of all faiths and world views</li> <li>• Enable pupils to reflect on their own experiences of harvest festivals</li> </ul>	
	<p><b>Expectation by the end of:</b>          Harvest 3.6</p> <p><b>Year 3</b>  <b>Know that:</b>          Harvest is celebrated by people of all faiths and none.          Harvest is mentioned throughout the Old Testament.          There is a connection between Christian belief and behaviour in relation to celebrating the harvest.  <b>Be able to:</b>          Describe the ways in which Christian harvest festival celebrations show Christian values in action.          Describe and recognise similarities between different religious harvest festivals          Express their own opinion as to why communities celebrate Harvest.</p>	<p><b>Year 4</b></p>

UPPER KEY STAGE TWO		
Christmas	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give children a Biblical perspective on the nativity story.</li> <li>• Deepen children's understanding of what Christians believe to be the true meaning of Christmas.</li> <li>• Increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story</li> <li>• Delve deeper into the themes of the season of Advent.</li> <li>• Introduce pupils to the Christian belief that Jesus will return (the second coming).</li> </ul>	
	<p><b>Expectation by the end of:</b> Christmas 5.2, Advent 6.2</p> <table border="1"> <tr> <td> <p><b>Year 5</b> <b>Know that:</b> The nativity story is recorded in Gospels of Matthew and Luke. The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. <b>Be able to:</b> Identify which parts of the story are found in each gospel and the purpose of each writer. Identify the influence the two stories have on our Christmas celebrations. Describe using religious vocabulary the Christian beliefs revealed in the nativity story. Use religious vocabulary to show they understand where the nativity fits into God's Big Story. Understand the significance of the flight to Egypt</p> </td> <td> <p><b>Year 6</b> <b>Know that:</b> Advent is a time when the church focusses prayer on the second coming of Christ. Different denominations within Christianity hold differing beliefs about the importance and status of Mary. The themes of Advent tell the 'big story' of God's salvation plan. Christians believe that Jesus is the promised Messiah, but Jewish people do not <b>Be able to:</b> Describe the symbolism, practices, beliefs and themes of the season of Advent. Explain the ways in which Jesus fulfilled the Old Testament Prophecies. Express and explain their hopes and dreams for the future. Use religious vocabulary to show they understand the themes of Advent. Express their opinion about what they think the message of John the Baptist would be today. Reflect and decide what they have learnt from this unit about Christianity and themselves.</p> </td> </tr> </table>	<p><b>Year 5</b> <b>Know that:</b> The nativity story is recorded in Gospels of Matthew and Luke. The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. <b>Be able to:</b> Identify which parts of the story are found in each gospel and the purpose of each writer. Identify the influence the two stories have on our Christmas celebrations. Describe using religious vocabulary the Christian beliefs revealed in the nativity story. Use religious vocabulary to show they understand where the nativity fits into God's Big Story. Understand the significance of the flight to Egypt</p>
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Easter	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief.</li> <li>• Ensure that pupils have an understanding of the importance of Jesus death and resurrection in Christian belief, as a rescue plan to restore the relationship between God and his people</li> </ul>	
	<p><b>Expectation by the end of:</b> Easter 5.4</p> <table border="1"> <tr> <td> <p><b>Year 5</b> <b>Know that:</b> Christians believe that Christ's resurrection is a victory over death and talk about it with understanding. Christians believe that the death and resurrection of Jesus restored the relationship between God and people. The Easter story is at the very heart of Christian belief <b>Be able to:</b> Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. Talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. Describe the impact of belief in the Easter story on a person's life.</p> </td> <td> <p><b>Year 6</b></p> </td> </tr> </table>	<p><b>Year 5</b> <b>Know that:</b> Christians believe that Christ's resurrection is a victory over death and talk about it with understanding. Christians believe that the death and resurrection of Jesus restored the relationship between God and people. The Easter story is at the very heart of Christian belief <b>Be able to:</b> Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. Talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. Describe the impact of belief in the Easter story on a person's life.</p>
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<b>Special Places</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</li> <li>• Enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</li> </ul>	
	<p><b>Expectation by the end of:</b> Life as a journey 6.1</p>	
	<p><b>Year 5</b></p>	<p><b>Year 6</b></p> <p><b>Know that:</b> Some people undertake a pilgrimage as part of living out their faith. The life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today. Being a Christian and following Jesus’ teaching has an impact on a person’s life Christians in many countries across the world are persecuted because of their faith.</p> <p><b>Be able to:</b> Recognise similarities and differences between pilgrimages made by Christians and people of world faiths. Identify several places of pilgrimage around the world Describe the impact that following the teaching of Jesus has on people’s lives. Describe the features of living life as a Christian. Describe the actions of pilgrims in the places studied. Explain why people of faith make pilgrimages.</p>
<b>God</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Extend and deepen pupil’s understanding of the Christian beliefs about the nature of God, his character, and his relationship with people.</li> <li>• Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths.</li> <li>• Increase pupil’s awareness that many people live without any belief in or recognition of the existence of God.</li> </ul>	
	<p><b>Expectation by the end of:</b> God 6.6</p>	
	<p><b>Year 5</b></p>	<p><b>Year 6</b></p> <p><b>Know that:</b> Bible stories help to deepen our knowledge and understanding of God. Christians believe God is three in one, the Trinity. God is given many names by Christians and members of all world faiths. These names describe His nature and characteristics, There are similarities and differences across World faiths about what people believe about God. Bible texts are used to answer questions about the characteristics and nature of God.</p> <p><b>Be able to:</b> Use religious language to show they are developing an understanding of the Trinity. Identify the elements in Christian worship that express Christian beliefs about God. Ask big questions and express their own views.</p>
<b>The New Testament and Jesus</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Emphasise Jesus’ skills as a great teacher.</li> <li>• Consider carefully the messages of the parables and how they impact on the lives of practising Christians.</li> <li>• Allow children the opportunity to stand back and consider ‘Who was Jesus?’ and ‘Who is Jesus?’ from their own point of view and the views of others in the past and today.</li> </ul>	

	<p><b>Expectation by the end of:</b> Jesus 5.3, Jesus 6.4</p>	
	<p><b>Year 5</b> <b>Know that:</b> These parables about Jesus’ teaching explain Christian beliefs and actions. There are links between Jesus’ teaching and the school’s Christian values and British values Jesus’ teaching makes an impact in people’s lives, their values, choices and behaviour. <b>Be able to:</b> Retell in detail some of the Bible stories covered in this unit. Ask important and relevant questions about Jesus’ teaching. Describe and show understanding of the Christian beliefs revealed through these parables. Explain how the parables in this unit answer questions about values and commitments. Identify and explain why they think one of Jesus’ parables has a particularly strong message for the world today.</p>	<p><b>Year 6</b> <b>Know that:</b> Jesus is given a variety of names to describe his character and purpose. There is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. Christians believe Jesus was/is the Messiah and what that means. <b>Be able to:</b> Express their own and the opinion of others in response to the question ‘Who was Jesus?’ Use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. Ask relevant questions in order to discover the answer to the question ‘Who was Jesus?’ Use the Bible as a source to discover the answer to the question ‘Who was Jesus?’</p>
<p>The Old Testament</p>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.</li> <li>• To reflect upon the actions of these women and consider what we can learn from their stories.</li> <li>• Enable the children to realise that there is more to discover about Daniel than just his escape from the lion's den!</li> </ul>	
	<p><b>Expectation by the end of:</b> The Old Testament Women 5.5, Daniel 5.8</p>	
	<p><b>Year 5</b> <b>Know that:</b> There are significant women in the Bible who made incredible choices that have an impact on God’s big story. Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation Sometimes people of faith face great challenges and remain true to their faith. <b>Be able to:</b> Make links between their own values and the values of others (i.e. the women in the Bible). Ask important and relevant questions about the lives of the women in the Bible. Use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible. Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. Reflect on the lives of the women in the Bible and describe the features that inspire them. <b>Know that:</b> There are people willing to remain faithful to God in any circumstances at any cost. Bible stories reveal the nature to God <b>Be able to:</b> Describe the experiences and actions of others that inspire and influence them. Use religious language to talk with understanding about what motivates Christians during times of persecution. Ask quality questions about commitment, belief and truth Make links between sacred text, belief and actions</p>	<p><b>Year 6</b></p>

<b>The Bible</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Deepen children's understanding of the importance and impact of the contents of the Bible on the lives of Christians.</li> <li>• To develop further children's understanding of the significance of holy books in the lives of the people of all world faiths.</li> </ul>	
	<p><b>Expectation by the end of:</b> The Bible 5.1</p>	
	<p><b>Year 5</b> <b>Know that:</b> There are several different genres of writing in the Bible. There are many translations of the Bible in English and other languages. The Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues. Each world faith has a holy book that teaches, guides and impacts on the daily life of believers. Christians believe that the Bible is the inspired word of God. The Bible gives guidance for Christian living and this impacts on believers lives and communities. <b>Be able to:</b> Make links between Bible passages and Christian values, attitudes and beliefs. Use religious language to ask relevant questions. Talk about the work and perseverance of Bible translators. Describe what inspires and influences them. Describe the impact of the content of the Bible on believers' lives. Use religious vocabulary to show understanding of religious texts. Make comparisons between the holy books of at least three world faiths including the Bible</p>	<p><b>Year 6</b></p>
<b>Special Times</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>• Delve deeper into the meaning and impact of the Ascension and Pentecost.</li> <li>• Give pupils a greater understanding of the significance of the Exodus and Passover.</li> <li>• Introduce pupils to the links between Christianity and Judaism.</li> </ul>	
	<p><b>Expectation by the end of:</b> Ascension and Pentecost 6.5, The Exodus 6.3A</p>	

	<p><u>Year 5</u></p>	<p><u>Year 6</u>  <b>Know that:</b>  Ascension and Pentecost are key events in Christianity.  Christians believe people’s lives can be inspired and transformed by the Holy Spirit.  The events of the Ascension and Pentecost are connected to distinctive Christian beliefs.  <b>Be able to:</b>  Retell the stories of Ascension and Pentecost connecting them with Christian beliefs.  Describe what Christians believe is the impact of the Holy Spirit on people’s lives.  Talk about the ways in which these events help answer questions about God.  <b>Know that:</b>  The Exodus is a significant event in Jewish and Christian history  The Seder is the special meal celebrated by Jews on the first evening of the festival of Passover.  Christianity is rooted in Judaism and Jesus celebrated the Passover.  For Jews, the event of the Exodus and Passover are at the very heart of their beliefs.  <b>Be able to:</b>  Retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal.  Make links between the Passover, Last Supper and the Eucharist.  Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom.  Express their opinion about what freedom is and what it is not.  Identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians.  Explain, using appropriate religious language, the significance of the Passover and why it is not forgotten.</p>
<b>The Eucharist</b>	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>Identify the links between the Passover meal, Last Supper and Eucharist.</li> <li>Develop pupils’ understanding of the Eucharist and the symbolism connected with it.</li> <li>Develop pupils’ understanding of the importance of the Eucharist and why it is celebrated.</li> </ul>	
	<p><b>Expectation by the end of:</b>  The Eucharist 6.3</p>	
	<p><u>Year 5</u></p>	<p><u>Year 6</u>  <b>Know that:</b>  Links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover.  There is important symbolism associated with the Eucharist that explains Christian belief.  Christians celebrate the Eucharist and why it is important.  <b>Be able to:</b>  Use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.  Identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist.  Ask thoughtful questions about the words and actions of the Eucharist service.  Talk about the way in which the Eucharist service answers questions about Christian beliefs.  Explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives.  Suggest reasons for the similarities and differences between denominations.</p>

## World Faiths

RECEPTION					
Early Years	<b>Development matters &amp; ELG</b>				
	<b>3-4 yrs</b>	<p><b>C&amp;L</b> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>UTW</b> Continue developing positive attitudes about the differences between people.</p> <p><b>PSED</b> Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.</p>	<b>Rec</b>	<p><b>C&amp;L</b> Understand how to listen carefully and why listening is important Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Engage in story times.</p> <p><b>UTW</b> Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p><b>PSED</b> See themselves as a valuable individual. Develop their sense of responsibility and membership of a community</p>	<b>ELG</b>
Light Diwali and Hanukkah	<p>Aim of the unit:</p> <ul style="list-style-type: none"> <li>• explore the story and celebrations of the Hindu festival of Diwali</li> <li>• explore the story and celebrations of the Jewish festival of Hanukkah</li> </ul>				
	<p><b>Expectation by the end of: Autumn Term (Light and Dark)</b></p> <p><b>Know that:</b> Diwali is the Hindu festival of light celebrated in the Autumn Hanukkah is the Jewish festival of light celebrated in the Autumn.</p> <p><b>Be able to:</b> Talk about the Hindu Diwali festival celebrations. Recall the story of Rama and Sita. Identify diva lamps. Identify characters from the story of Rama and Sita Talk about the Jewish Hanukkah festival celebrations. Recall the story of the Maccabees and the miracle of the oil lamp. Identify the Menorah</p>				

KEY STAGE ONE		
Creation (Hinduism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>to explore what people of Hindu faith believe about how the world was created.</li> </ul>	
	<p><b>Expectation by the end of:</b> 1.2 Creation Hinduism</p> <table border="1"> <tr> <td> <p><u>Year 1</u> <b>Know that:</b> Christians, and Hindus believe that people should be taking care of our world. Christians, and Hindus believe that in creation we can see the power and wonder of God. <b>Be able to:</b> Talk about what they find amazing, interesting or puzzling in creation. Understand that they are creative beings and enjoy their creative skills.</p> </td> <td> <p><u>Year 2</u></p> </td> </tr> </table>	<p><u>Year 1</u> <b>Know that:</b> Christians, and Hindus believe that people should be taking care of our world. Christians, and Hindus believe that in creation we can see the power and wonder of God. <b>Be able to:</b> Talk about what they find amazing, interesting or puzzling in creation. Understand that they are creative beings and enjoy their creative skills.</p>
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Baptism (Hinduism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>To explore the ways in which people of faith welcome babies</li> </ul>	
	<p><b>Expectation by the end of:</b> 1.7 Baptism</p> <table border="1"> <tr> <td> <p><u>Year 1</u> <b>Know that:</b> People of world faiths welcome new babies in special ways. Giving babies a meaningful name is important to people of faith <b>Be able to:</b> Talk about the ways in which people of world faiths welcome new babies. Talk about why there are dates and honey in your chatterbox Talk about why the name of God is whispered in the babies ear.</p> </td> <td> <p><u>Year 2</u></p> </td> </tr> </table>	<p><u>Year 1</u> <b>Know that:</b> People of world faiths welcome new babies in special ways. Giving babies a meaningful name is important to people of faith <b>Be able to:</b> Talk about the ways in which people of world faiths welcome new babies. Talk about why there are dates and honey in your chatterbox Talk about why the name of God is whispered in the babies ear.</p>
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Synagogue and Mandir (Judaism and Hinduism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>give pupils an opportunity to begin exploring at least two places of worship from World Faiths, Hinduism and Judaism.</li> </ul>	
	<p><b>Expectation by the end of:</b> 2.5 The Church</p> <table border="1"> <tr> <td> <p><u>Year 1</u></p> </td> <td> <p><u>Year 2</u> <b>Know that:</b> people of Hindu faith meet to worship in a mandir/temple. Most Hindus will have a shrine in their home. There are two main branches of Judaism – orthodox and reform. The Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship. <b>Be able to:</b> Use religious vocabulary to name and describe the features of a synagogue. Use religious vocabulary to name and describe the features of a mandir/temple. Use religious vocabulary to name and describe the features of a Hindu shrine. Talk about and identify the objects on a Hindu puja tray. Use religious vocabulary to describe what happens in a synagogue.</p> </td> </tr> </table>	<p><u>Year 1</u></p>
<p><u>Year 1</u></p>	<p><u>Year 2</u> <b>Know that:</b> people of Hindu faith meet to worship in a mandir/temple. Most Hindus will have a shrine in their home. There are two main branches of Judaism – orthodox and reform. The Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship. <b>Be able to:</b> Use religious vocabulary to name and describe the features of a synagogue. Use religious vocabulary to name and describe the features of a mandir/temple. Use religious vocabulary to name and describe the features of a Hindu shrine. Talk about and identify the objects on a Hindu puja tray. Use religious vocabulary to describe what happens in a synagogue.</p>	

LOWER KEY STAGE TWO		
Sukkot (Judaism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world</li> <li>deepen understanding of why harvest is celebrated by people of all faiths and world views.</li> </ul>	
	<p><b>Expectation by the end of:</b> 3.6 Harvest</p> <table border="1"> <tr> <td> <p><b>Year 3</b> <b>Know that:</b> Harvest is mentioned throughout the Old Testament. <b>Be able to:</b> Describe the key features of the Jewish festival of Sukkot.</p> </td> <td> <p><b>Year 4</b></p> </td> </tr> </table>	<p><b>Year 3</b> <b>Know that:</b> Harvest is mentioned throughout the Old Testament. <b>Be able to:</b> Describe the key features of the Jewish festival of Sukkot.</p>
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Rules for Living (Islam and Sikhism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>investigate the rules followed by two/ world faiths and the ways in which these rules influence behaviour and decisions</li> </ul>	
	<p><b>Expectation by the end of:</b> 3.5 Rules for Living</p> <table border="1"> <tr> <td> <p><b>Year 3</b> <b>Know that:</b> The 5 pillars set the Muslim rules for living. Muslims follow rules set out in the Qur'an. Muslims have 99 names for God that show his characteristics. Sikhs wear the 5 Ks as a sign of their commitment to God <b>Be able to:</b> Identify the Sikh 5 Ks Identify the impact that the 5 pillars of Islam have on a Muslim way of life. Make the link between religious texts and rules for living. Identify and talk about the ways in which religious rules affect the lives of believers. Understand the effects of rules and ask good questions about religious rules. Describe the impact that following religious rules has on believers' lives. Recognise similarities and differences within and between religions. Identify something that is common in all religious rules (e.g. charitable giving).</p> </td> <td> <p><b>Year 4</b></p> </td> </tr> </table>	<p><b>Year 3</b> <b>Know that:</b> The 5 pillars set the Muslim rules for living. Muslims follow rules set out in the Qur'an. Muslims have 99 names for God that show his characteristics. Sikhs wear the 5 Ks as a sign of their commitment to God <b>Be able to:</b> Identify the Sikh 5 Ks Identify the impact that the 5 pillars of Islam have on a Muslim way of life. Make the link between religious texts and rules for living. Identify and talk about the ways in which religious rules affect the lives of believers. Understand the effects of rules and ask good questions about religious rules. Describe the impact that following religious rules has on believers' lives. Recognise similarities and differences within and between religions. Identify something that is common in all religious rules (e.g. charitable giving).</p>
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Prayer (Judaism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>ensure that the children know that prayer is a way of communicating with God.</li> <li>ensure that pupils know that believers across all World Faiths pray in many similar and different ways.</li> <li>introduce pupils to the religious artefacts and actions associated with the practice of prayer</li> </ul>	
	<p><b>Expectation by the end of:</b> 4.6 Prayer</p> <table border="1"> <tr> <td> <p><b>Year 3</b></p> </td> <td> <p><b>Year 4</b> <b>Know that:</b> Prayer is the way in which believers communicate with God. Prayer is connected to faith. Prayer can be very informal and private. Prayer can be a formal set of words. It can also be very creative and varied. Believers gather together to pray as a community of faith. For some people of faith the direction in which they pray is important. <b>Be able to:</b> Identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin.</p> </td> </tr> </table>	<p><b>Year 3</b></p>
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# Higher Walton CE Primary School – RE Curriculum Progression



		<p>Talk about the similarities and differences in the ways people of faith pray.</p> <p>Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.</p> <p>Identify similarities and differences between the way believers pray across world faiths.</p>
<b>The Mosque</b> (Islam)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>further develop children's knowledge and understanding of sacred places of worship across world faiths.</li> </ul>	
	<p><b>Expectation by the end of:</b> 4.5 The Church</p>	
	<p><u>Year 3</u></p>	<p><u>Year 4</u></p> <p><b>Know that:</b> World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there The features of the places of worship can be linked to Holy Scripture and beliefs. The Imam is the leader of the Mosque and the local Muslim community</p> <p><b>Be able to:</b> Make links between values and beliefs and behaviour. Talk knowledgeably about places of worship, the features of the building and the worship that takes place there. Recognise the similarities and differences between the worship that takes place in a Church / Mosque Use religious vocabulary to describe the features of worship that takes place in a Mosque Describe the role of the Imam.</p>
<b>UPPER KEY STAGE TWO</b>		
<b>Holy Books</b> (Judaism, Islam, Sikhism, Buddhism and Hinduism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>to develop further children's understanding of the significance of holy books in the lives of the people of all world faiths</li> </ul>	
	<p><b>Expectation by the end of:</b> 5.1 The Bible</p>	
	<p><u>Year 5</u></p> <p><b>Know that:</b> Each world faith has a holy book that teaches, guides and impacts on the daily life of believers. <b>Be able to:</b> Use religious vocabulary to show understanding of religious texts. Make comparisons between the holy books of at least three world faiths including the Bible. Name the holy books from world religions</p>	<p><u>Year 6</u></p>
<b>Purim</b> (Judaism)	<p><b>Aims of the unit:</b></p> <ul style="list-style-type: none"> <li>explore the story of Esther and the Jewish Festival of Purim</li> </ul>	
	<p><b>Expectation by the end of:</b> 5.5 Old Testament Women</p>	
	<p><u>Year 5</u></p> <p><b>Know that:</b> Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation Sometimes people of faith face great challenges and remain true to their faith <b>Be able to:</b> ask important and relevant questions about the life of Esther.</p>	<p><u>Year 6</u></p>



# Higher Walton CE Primary School – RE Curriculum Progression



	Use religious vocabulary to describe and show understanding of the stories, actions and beliefs of Esther. Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments..	
Life as a Journey (Hinduism and Sikhism)	<b>Aims of the unit:</b>	
	<ul style="list-style-type: none"> <li>enable pupils to begin to understand the concept of undertaking a religious pilgrimage</li> </ul>	
	<b>Expectation by the end of:</b>	
	6.1 Life as a Journey	
	<u>Year 5</u>	<u>Year 6</u>
		<b>Know that:</b> Some people undertake a pilgrimage as part of living out their faith. <b>Be able to:</b> Recognise similarities and differences between pilgrimages made by Christians and people of world faiths. Identify several places of pilgrimage around the world. (Ganges and Sikh Golden Temple of Amritsar) Describe the actions of pilgrims in the places studied. Explain why people of faith make pilgrimages.
The Exodus (Judaism)	<b>Aims of the unit:</b>	
	<ul style="list-style-type: none"> <li>give pupils a greater understanding of the significance of the Exodus and Passover.</li> <li>introduce pupils to the links between Christianity and Judaism.</li> </ul>	
	<b>Expectation by the end of:</b>	
	6.3A The Exodus	
	<u>Year 5</u>	<u>Year 6</u>
		<b>Know that:</b> The Exodus is a significant event in Jewish and Christian history The Seder is the special meal celebrated by Jews on the first evening of the festival of Passover For Jews, the event of the Exodus and Passover are at the very heart of their beliefs <b>Be able to:</b> Retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal. Make links between the Passover, Last Supper and the Eucharist. Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom. Explain, using appropriate religious language, the significance of the Passover and why it is not forgotten.