



**HIGHER
WALTON
C. OF E.
PRIMARY
SCHOOL**

Higher Walton CE Primary School

'Life in all its Fullness' John 10:10

Weaving Religious Education
Knowledge, Skills and
Understanding into the
National Curriculum



From EYFS—Year 6

| 24 – 36 months (Typically Nursery 1) | 36 – 48 months (Typically Nursery 2) | 48 – 60 / 60-71 months (Typically Reception) |
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| <ul style="list-style-type: none"> ➤ In pretend play, imitates everyday actions and events from own family and cultural background ➤ Learns that they have similarities and differences that connect them to, and distinguish them from, others | <ul style="list-style-type: none"> ➤ Enjoys joining in with family customs and routines ➤ Remembers and talks about significant events in their own experience ➤ Recognises and describes special times or events for family or friends ➤ Shows interest in different occupations and ways of life indoors and outdoors. ➤ 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. | <ul style="list-style-type: none"> ➤ Enjoys joining in with family customs & routines ➤ Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions |

EARLY LEARNING GOALS

- **People, culture and communities:** 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

KEY STAGE ONE

Pupils should:

- talk about God as creator of the world who loves us.
- know that God is three in one, Father, Son and Holy Spirit.
- be able to retell both the nativity and Easter stories.
- 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.
- be able to retell stories of Jesus' miracles.
- have visited a church and confidently talk about their experience and what they have learnt.
- have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.
- be able to 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.
- be developing a sense of their own values and the values of others.
- have experienced taking part in the celebration of Harvest Festival.

KEY STAGE TWO

Pupils should:

- 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).
- 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.
- describe the impact responding to God's call has on a believer's life.
- use developing religious vocabulary to talk about the impact religion has on believers' lives.
- be 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.
- experience a visit to a place of worship other than a church.
- talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.
- 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.
- be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.
- be able to express and explain their own opinions on issues they have discussed.
- 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.
- describe what they think motivates people of faith and explain what inspires and influences them personally.
- 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.
- describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR RE

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| AUTUMN TERM A | <p>I am special</p> <ul style="list-style-type: none"> talk about themselves, their likes, dislikes, and what makes them special. talk about feelings they have experienced. <p>Special People</p> <ul style="list-style-type: none"> recall/retell stories about Jesus talk about why Jesus is special talk about people who are special and give reasons why they are special connect people's actions and Christian values talk about why the vicar is special <p>Harvest</p> <ul style="list-style-type: none"> 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 <p>Special times (inc non-</p> | <p>1.1 Harvest</p> <ul style="list-style-type: none"> 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. <p>Judaism – Sukkot</p> <ul style="list-style-type: none"> Recall details of the story of Moses leading the Jews from slavery in Egypt. Name features of Sukkot (eating meals in the sukkah and the decoration) Talk about their feelings and experiences <p>1.2 God and Creation</p> <ul style="list-style-type: none"> talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. talk about what they find amazing, interesting or | <p>3.6 Harvest</p> <ul style="list-style-type: none"> describe the traditional content of Christian Harvest Festival services. explain why Christians celebrate harvest. <p>Judaism – Sukkot</p> <ul style="list-style-type: none"> talk about different ways people celebrate harvest describe and explain the Jewish celebration of Harvest. describe and explain the Jewish festival of Sukkot. <p>3.1 Called by God</p> <ul style="list-style-type: none"> 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 | <p>S10 Proverbs</p> <ul style="list-style-type: none"> Make connections between the content of the proverbs and Christian values, attitudes and behaviour. Interpret a proverb and express an opinion about the advice given. apply the wisdom of a proverb to a situation in their own lives. <p>5.8 Daniel</p> <ul style="list-style-type: none"> 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>S12 Peace</p> <ul style="list-style-type: none"> ask important and relevant questions express in words and art, their own opinion about the value of peace ask and suggest answers to quality questions about values, meaning | <p>5.1 The Bible</p> <ul style="list-style-type: none"> 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 Bible and other holy books. <p>Sikhism – Sacred book</p> <ul style="list-style-type: none"> use religious vocabulary to show understanding of the Guru Granth Sahib identify the impact of religious teachings upon a Sikhs life describe the influences of the Guru Granth sahib on Sikhs beliefs, values, commitments and behaviours describe the impact of |

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| | <p>Christian faith)</p> <ul style="list-style-type: none"> • talk about special times. • recall/retell the story of Pentecost. • talk about feelings associated with special times. • ask questions about special/holy times. <p>Christmas</p> <ul style="list-style-type: none"> • 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. • talk about their own experiences of Christmas. • talk about feelings related to celebrating Christmas and birthdays. | <p>puzzling in creation.</p> <ul style="list-style-type: none"> • understand that they are creative beings and enjoy their creative skills. <p>Creation – Hinduism and Judaism</p> <ul style="list-style-type: none"> • Recognise that the Jewish creation story is the same as the Christian • Recall the details of the creation story • Use religious vocabulary when discussing Brahma, Vishnu and Shiva • Recall details of the Hinduism creation story <p>1.3 Christmas</p> <ul style="list-style-type: none"> • 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. | <p>call on a person’s life.</p> <ul style="list-style-type: none"> • tell you what they think God would be asking prophets to speak out against today. <p>3.2 Christmas – God with Us</p> <ul style="list-style-type: none"> • 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>and commitment</p> <ul style="list-style-type: none"> • use religious vocabulary to talk about peace showing their understanding of religious text and beliefs <p>5.7 Christmas around the World</p> <ul style="list-style-type: none"> • make the links between the story, belief and action • describe and give reasons for the similarities and differences between Christmas celebrations around the world. • describe and show understanding of why Christmas is such an important time for Christians. • talk about the distinctive Christian beliefs highlighted by Christmas celebrations. | <p>the Sikh religion on people’s lives</p> <p>5.2 Christmas – Matthew and Luke</p> <ul style="list-style-type: none"> • 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. |
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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR RE

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| AUTUMN TERM B | <ul style="list-style-type: none"> AS ABOVE | <p>2.1 The Bible</p> <ul style="list-style-type: none"> talk about the Bible and why it is Holy. talk about why the clergy think it 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 faiths other than Christianity <p><i>Judaism – Torah</i></p> <ul style="list-style-type: none"> Name and talk about the Torah Use religious words to describe religious practice and life (how the Torah is kept and read) Begin to ask good questions about own and other’s experiences Suggest reasons for | <p>2.1 The Bible</p> <ul style="list-style-type: none"> talk about the Bible and why it is Holy. talk about why the clergy think it 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. <p><i>Islam – Qur’an</i></p> <ul style="list-style-type: none"> name and talk about the holy books from faiths other than Christianity retell the story of Muhammad receiving the Qur’an use religious words and suggest meanings for how and why the Qur’an is stored and handled. Begin to ask good questions about own and other’s experiences | <p>4.1 God, David and the Psalms</p> <ul style="list-style-type: none"> retell stories about David. recognise their own values and the values of others. connect Christian values and beliefs to events and teaching in the Bible. ask important and relevant questions. show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God. <p>4.2 Christmas - Light</p> <ul style="list-style-type: none"> 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 | <p>6.1 Life as a Journey</p> <ul style="list-style-type: none"> describe the impact that following the teaching of Jesus has on people’s lives. describe the features of living life as a Christian <p><i>Pilgrimage Sikhism – Amritsar and Hinduism – Ganges</i></p> <ul style="list-style-type: none"> to understand why these places are considered holy and so important. to empathise with a pilgrim reaching their destination and the impact that has on their life. to be able to identify and explain the similarities and differences between pilgrimages across the world faiths. recognise similarities and differences between pilgrimages made by Christians and people of other faiths. <p>6.2 Christmas - Advent</p> <ul style="list-style-type: none"> describe the symbolism, practices, beliefs and themes of the season of Advent. explain the ways in |

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| | | <p>how the Torah is looked after.</p> <p>2.2 Christmas</p> <ul style="list-style-type: none"> 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. | <p>2.7 Christmas</p> <ul style="list-style-type: none"> retell the nativity story. ask and respond sensitively to questions about their own and others experiences and feelings. talk about Jesus being the saviour and how that fits into God's big story. | <p>Jesus as light.</p> <p>Judaism – Hanukkah</p> <ul style="list-style-type: none"> Make links between sacred stories and beliefs Identify the impact of the festival on a Jew's life and belief Ask important and relevant questions about rededication and God being a guiding light for Jews | <p>which Jesus fulfilled the Old Testament Prophecies.</p> <ul style="list-style-type: none"> 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. |
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| <p>SPRING TERM A</p> | <p>Stories Jesus Heard</p> <ul style="list-style-type: none"> recall/retell some of the Old Testament stories Jesus heard. talk about their favourite stories. talk about their feelings and experiences. <p>Stories Jesus Told</p> <ul style="list-style-type: none"> identify a Bible. recall/retell some of Jesus | <p>1.4 Jesus was Special</p> <ul style="list-style-type: none"> talk about their own feelings and experiences. ask and respond sensitively to questions about their own and others feelings and experiences. to retell stories of Jesus covered in this unit. make the connection between the Bible stories and Christian beliefs about Jesus. <p>1.5 Easter – New Life</p> | <p>3.3 Jesus the Man who changed lives</p> <ul style="list-style-type: none"> 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>3.4 Easter – Joy, Sadness, Joy</p> <ul style="list-style-type: none"> use religious vocabulary to retell in detail the stories of | <p>4.3 Jesus- the Son of God</p> <ul style="list-style-type: none"> 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>Judaism – Shabbat</p> <ul style="list-style-type: none"> know that the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat. | <p>6.3A Exodus</p> <ul style="list-style-type: none"> 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 |

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| | <p>stories.</p> <ul style="list-style-type: none"> • talk about their own experiences and feelings. <p>Easter - Love</p> <ul style="list-style-type: none"> • tell you that Christians believe Jesus died for us because he loves us. • 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. | <ul style="list-style-type: none"> • 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>Palm Sunday, Holy Week and Easter.</p> <ul style="list-style-type: none"> • 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. • 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. | <ul style="list-style-type: none"> • Use religious vocabulary to describe the symbolism of objects used at Shabbat • Make links between the words of the Havdalah Service and practices and beliefs of Jews <p>4.4 Easter – Betrayal and Trust</p> <ul style="list-style-type: none"> • 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. • use religious vocabulary to make links between Christian beliefs and the stories of Lent Holy Week and Easter. • use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. • describe and show understanding of the Christian value of forgiveness in relation to the story of Peter. | <p>differences between the level of importance placed on the Exodus and Passover by Jews and Christians</p> <ul style="list-style-type: none"> • explain, using appropriate religious language, the significance of the Passover and why it is not forgotten <p>6.3 Eucharist</p> <ul style="list-style-type: none"> • 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 |
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| | | | | | <p>denominations.</p> <p>6.4 Easter – Who was Jesus?</p> <ul style="list-style-type: none"> • 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?’ |
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| | EYFS | YEAR 1/2 | YEAR 2/3 | YEAR 4/5 | YEAR 5/6 |
| SPRING TERM B | <ul style="list-style-type: none"> • AS ABOVE | <p>S13 Multicultural Christianity</p> <ul style="list-style-type: none"> • talk about how the good news of Jesus spread. • talk about Christian people living all around the world. • talk about Christian artwork from other countries and why Jesus looks different in all the pictures. <p>2.4 Easter Symbols</p> <ul style="list-style-type: none"> • identify and name some of the symbols | <p>2.3 Jesus a friend to everyone</p> <ul style="list-style-type: none"> • 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>5.3 Jesus - Teacher</p> <ul style="list-style-type: none"> • 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 stories. • explain how the parables in this unit answer questions about values and | <p>6.7 People of faith</p> <ul style="list-style-type: none"> • describe and illustrate with examples the ways in which the actions of Christian people are building God’s kingdom here on earth. • use an increasingly wide religious vocabulary to explain what motivates people of faith. • talk with understanding about the characteristics of a person living out their Christian faith. • explain aspects of the |

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| | | <p>of Easter.</p> <ul style="list-style-type: none"> • 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. <p>explain what they think to be the most important thing about Easter.</p> | <p>S6 Easter celebrations worldwide</p> <ul style="list-style-type: none"> • highlight the similarities and differences in the ways in which Easter is celebrated around the world. • make links between the Easter story and the celebrations. • use religious vocabulary to talk about the celebrations with understanding of the actions and beliefs. • explain the impact and reasons for the Easter celebrations. | <p>commitments.</p> <ul style="list-style-type: none"> • to identify and explain why they think one of Jesus parables has a particularly strong message for the world today. <p>5.4 Easter - Victory</p> <ul style="list-style-type: none"> • 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>lives of people of faith that inspire them.</p> <ul style="list-style-type: none"> • interpret bible stories and explain how that story answers questions about what it means to have faith. <p>Hinduism – Gandhi</p> <ul style="list-style-type: none"> • describe the impact Hinduism had on Gandhi's life <p>5.6 Loss, death and hope</p> <ul style="list-style-type: none"> • recall the events of Holy • make links between what the Bible says about death and heaven and Christian beliefs. • identify Christian beliefs about God and heaven found in prayers and worship songs. • give their own opinion about what happens when you die. • talk about what they think heaven is and what heaven will be like. • show understanding of the similarities and differences between religions on the subject of death and heaven. • use appropriate religious vocabulary to show understanding about Christian beliefs about |
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| | | | | | heaven. <ul style="list-style-type: none"> talk about what the Bible says and Christians believe heaven will be like. <i>Hinduism – end of life rituals</i> <ul style="list-style-type: none"> describe the impact of Hinduism on believer’s values, meaning, actions and truth about life |
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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR RE

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| SUMMER TERM A | <p>Friendship</p> <ul style="list-style-type: none"> recall/retell stories of Jesus with his friends. talk about why friendship is important. talk about their own experiences of friendship. <p>Special places (inc non-Christian faith – Places of Worship)</p> <ul style="list-style-type: none"> talk about their special places. talk about places of worship as special/holy places. talk about taking | <p>1.7 Baptism</p> <ul style="list-style-type: none"> 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. <p><i>Judaism and Islam</i></p> <ul style="list-style-type: none"> talk about the ways in which people of other faiths welcome new babies. Name features of religious practice, such as hearing the Adhaan, tasting something sweet and hair shaving. Use some religious | <p>3.5 Rules for Living</p> <ul style="list-style-type: none"> 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 their own | <p>4.6 Prayer</p> <ul style="list-style-type: none"> 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 what influences their choices, values and actions. <p>S2 The Lord’s Prayer</p> <ul style="list-style-type: none"> ask important and relevant questions about the content of the Lord’s Prayer. use religious vocabulary to describe and show understanding of the value of forgiveness and | <p>6.5 Ascension and Pentecost</p> <ul style="list-style-type: none"> 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. <p>S7 Change the world</p> <ul style="list-style-type: none"> generate important and relevant questions. suggest and research answers to big questions they have asked. describe what inspires them about the lives and work of people such as |

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| | <p>off your shoes in a special/holy place.</p> <p>Prayer (inc non-Christian faith)</p> <ul style="list-style-type: none"> • talk about the stories of Daniel and Jonah. • talk about the different ways people pray. • talk about their own experiences of prayer. | <p>words to describe a Jewish naming ceremony.</p> <p>S5 Expressive faith through art</p> <ul style="list-style-type: none"> • talk with confidence about what they find interesting or puzzling about a piece of artwork. • retell a Bible story and its meaning expressed in a painting. • describe how a piece of artwork could help someone understand further the Bible story/nature of God/Christian concept etc. • describe why various pieces of artwork inspire them. • talk with understanding about a piece of Christian art using appropriate religious vocabulary. • explain how a piece of religious art can be used to provide answers to ultimate questions. • express their opinion about a piece of artwork and listen to | <p>ideas about rules.</p> <p>Islam – does everyone follow the same rules?</p> <ul style="list-style-type: none"> • Identify ways in which religion (5 Pillars of Islam) is expressed in daily lives • Make links between the Qur’an and beliefs • Recognise own values and the values of Muslims • Ask important questions about the 5 Pillars of Islam and Muslim belief • Begin to identify the impact of each Pillar on a Muslims life | <p>the challenges of temptation.</p> <ul style="list-style-type: none"> • connect their own ideas and experiences to the beliefs expressed in the Lord’s Prayer. • use religious vocabulary to describe with understanding the concept of the Kingdom of God. <p>Judaism – prayer</p> <ul style="list-style-type: none"> • identify values, commitments and attitudes towards Jewish prayer • identify the impact of prayer on a Jews life • describe forms of religious behaviour linked to Jewish prayer <p>5.5 Women in the Bible</p> <ul style="list-style-type: none"> • 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. • ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. | <p>Nelson Mandela and Ghandi.</p> <ul style="list-style-type: none"> • express their own views and the views of others as to the reasons why the world needs changing. <p>UC 2B.2 Creation and Science</p> <ul style="list-style-type: none"> • identify text types (Genesis and Psalm 8) • understand that Christians interpret Biblical scripture in different ways • identify beliefs between Bible scripture and Christian beliefs • show understanding of why Science and faith go together • identify values Christians should follow, given through scripture (responsibility) |
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| | | <p>the views of others.</p> <p>Hinduism – art</p> <ul style="list-style-type: none"> • use religious words to describe what they can see in Hinduism art • name features of religious life and practice seen in art | | <ul style="list-style-type: none"> • reflect on the lives of the women in the Bible and describe the features that inspire them. <p>Judaism – Purim</p> <ul style="list-style-type: none"> • Make links between the story of Ester and the festival of Purim • Describe different forms of religious expression (Purim party) • Identify the impact of persecution because of faith. | |
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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR RE

| | EYFS | YEAR 1/2 | YEAR 2/3 | YEAR 4/5 | YEAR 5/6 |
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| SUMMER TERM B | <ul style="list-style-type: none"> • AS ABOVE | <p>1.8 Joseph</p> <ul style="list-style-type: none"> • 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 <p>1.9 My world Jesus world</p> <ul style="list-style-type: none"> • talk confidently about their own life and experiences • talk about the similarities and differences between our world and Jesus’ | <p>2.6 Ascension and Pentecost</p> <ul style="list-style-type: none"> • 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>2.5 The Church</p> <ul style="list-style-type: none"> • Ask good questions that reveal understanding about | <p>4.5 The Church</p> <ul style="list-style-type: none"> • 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 | <p>5.9 Pentecost – what happened next?</p> <ul style="list-style-type: none"> • retell the story of the conversion of St Paul. • explain the impact of the conversion of St Paul then and now. • talk about the content and impact of the teaching of St Paul. • talk about what they have learnt and in what ways they have been inspired by their learning. • interpret Paul’s teaching in 1 Corinthians 13 for people in today’s society. <p>6.6 Ideas about God</p> |

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| | | <p>world using Bible stories to illustrate</p> <p>UC 1.1 What do Christians believe God is like?</p> <ul style="list-style-type: none"> • Use Bible scripture (parables) to identify God as loving and forgiving • Give examples of how Christians put beliefs into practice • Think, talk about and answer questions about God and what they learn from the Bible | <p>the church and what happens there.</p> <ul style="list-style-type: none"> • 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. <p>Islam – Mosque</p> <ul style="list-style-type: none"> • Describe a few similarities and differences between places of worship. • Use religious vocabulary to name and describe the features of a mosque • Use religious words to explain the practices of Muslims when attending Mosque • Make links between sacred texts and beliefs | <p>values and beliefs and behaviour.</p> <ul style="list-style-type: none"> • talk knowledgeably about other places of worship, the features of the building and the worship that takes place there. <p>Judaism – Sacred places</p> <ul style="list-style-type: none"> • use religious vocabulary to describe features of a synagogue • use religious vocabulary to describe what happens during worship in a synagogue • recognise similarities and differences between a church and synagogue • identify the values and commitments of the people who worship in the synagogue • explain how the synagogue reflects the values of the Jewish people | <ul style="list-style-type: none"> • 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>Sikhism and Hinduism</p> <ul style="list-style-type: none"> • describe the impact of belief in god on a believer's life • ask and suggest answers to questions about god • make connections between the teachings of god and the values and actions of believers |
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