

Cheshire East Syllabus 2022-27 Unpacking an End of Key Stage Statement		
Religion: Christianity	Key Stage 1 Two End of Key Stage Statements: 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. 4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man 13. (Link) Begin to show curiosity and ask questions about at least 3 Christian & 3 Jewish stories (Christmas)	
	Meeting the expected standard by the end of Year 2	
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Explain Jesus how Jesus came to earth as a baby born in a stable. • Give some simple details from the story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph. • Explain that an angel appeared to tell Mary that she would have a special baby called Jesus. • Recognise some of the baby Jesus' visitors.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Retell the Christmas story by putting six main events in order to show what happened on the first Christmas eg using pictures. (These were: angel telling Mary; Journey; innkeeper/birth; shepherds visited by an angel, Herod, magi visit) • Evaluate the different characters feelings and raise questions about what happened. • Describe key things Christians learn about Jesus from the story studied. Make links to ideas from the story (Jesus was a king, Jesus was good news, God made man - see the visits of the magi Matthew 2:1-12 and the angel visiting Mary & an angel visiting the shepherds in Luke 2;8-20). • Describe a few ways about how Jesus birthday is celebrated at Christmas time and refer to the story. Raise questions about what people believe about Jesus eg God made man, messiah, saviour).
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Make further links to ideas from the story explaining how Christians believe Jesus came as good news. • Identify and explain the meaning of two different Advent customs. • Evaluate why the shepherds and wise men were chosen to visit Jesus and why he was born in a stable, not a palace. • Describe why the Magi's gifts were given to Jesus to represent his kingship.

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Religion: Christianity	Key Stage 1 CHRISTIANITY	End of Key Stage Statement: 2. Recall the main events from the Easter Bible stories linking these stories with Christianity. 13. (Link) Begin to show curiosity and ask questions about at least three Christian, three Jewish and/or Muslim stories (eg Easter)
Meeting the expected standard by the end of Year 2		
Progressive lesson outcomes/skills which can be adapted for all year groups and lessons		Skills, Knowledge & Understanding
Emerging. Working towards.....		
I can name..... I can recall some of..... I can talk about.....		- Recall some of the main points of the Easter story eg donkey, Jesus died and came back alive, - Talk about some of what happens at church at Easter. - Talk about Jesus' empty tomb and resurrection.
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about....		Emerging level plus: - Recall and order the five key events that happened during Jesus' last week on earth: entry into Jerusalem; Last Supper; arrest; crucifixion & resurrection and link them with the Christian celebration of Easter. - Name and explain at least 2 customs that happen at church at Easter time. Explain Easter is a happy day for Christians because Jesus is alive. - Raise relevant questions using who, what, where, when and why about the Easter story.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		Emerging level and expected level plus: - Explain why the empty tomb is good news for Christians (ie Jesus was called a saviour because he took punishment for other people's sin so they could be forgiven by God; he made a way back a bridge back to God). - Make connections with what Christians do on Easter day eg ask forgiveness celebrate Jesus is alive.

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Religion: Christianity	Key Stage 1 End of Key Stage Statement: 3. Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them. (Use examples from different traditions)	
Meeting the expected standard by the end of Year 2		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
I can name..... I can recall some of..... I can talk about.....		• Identify that Christians take their children to church to be baptised and use special ‘blessed’ water. • Identify Christians believe Christmas is Jesus’ birthday and they may go to church. • Identify Christians believe that Easter is when Jesus died and came back to life.
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about.....		<i>Emerging level plus:</i> • Identify 4 ways Christians might celebrate Jesus’ birth at Christmas referring back to the story, eg gifts, Christingles, using lights, singing carols, giving to the poor. • Identify 4 ways Christians might celebrate Jesus’ death and resurrection at Easter referring back to the story, eg Easter gardens, palm crosses, eggs. • Evaluate how Christians use a font, candles, and promises to baptise babies. • Suggest why promises are made at baptisms to welcome babies into the Christian family.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		<i>Emerging level and expected level plus:</i> • Suggest questions the Christmas story might cause people to ask. Include your own ideas. Make links back to the Christmas story. • Evaluate the type of questions Easter events make people ask and make links with the Easter story. • Explain why Christians see the key events of Christmas and Easter as an important part of their faith • Explain the choices made for infants by their parents at baptism.

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Religion: Christianity

Key Stage 1 End of Key Stage Statement:

5. Explain the Bible is a Christian's holy book (for most Christians) and identify different kinds of genre /writing.

Meeting the expected standard by the end of Year 2

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

I can name.....
I can recall some of.....
I can talk about.....

- Retell the main events of a story about Jesus or God and can explain that the stories are important to Christians.
- Explain that the bible is an important book for Christians and suggest there are different types of writing in the bible.

Expected. Secured expected knowledge and uses appropriate skills

I can recall all.....
I can identify.....
I can talk about with knowledge about.....

Emerging level plus:

- Explain what the word 'holy' might mean, (ie set apart, sacred, related to God).
- Identify a few different styles of writing in the Bible eg poems, letters, songs, stories. Sort types and styles of Biblical writing into groups.
- Evaluate 2 key teachings/stories studied from the Bible and explain why they may be important to Christians, eg Lost sheep, Good Samaritan.

Exceeding. Working beyond.....

I can make links with....
I can ask questions about...

Emerging level and expected level plus:

- Name the 2 parts of the Bible: Old Testament and the New Testament and say what is the difference between the 2 parts.
- Name a story from the Old Testament and one from the New Testament. Eg a parable or story of Moses.
- Make links with the stories studied and any Christian teaching eg Love your neighbour.

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Religion: Christianity

Key Stage 1 End of Key Stage Statement:

6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. **.(Use examples from different traditions)**

Meeting the expected standard by the end of Year 2

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can...

I can name.....
I can recall some of.....
I can talk about.....

- Identify at least 2 artefacts found in a church.
- Say why I think they be important to Christians.

Expected. Secured expected knowledge and uses appropriate skills

I can recall all.....

I can identify.....

I can talk about with knowledge about.....

Emerging level plus

- Identify at least 3 artefacts found in a church eg Bible, Lectern, Font,
- Explain why I think they might be important to Christians: ie Bible – Christians special book; font- where babies are baptised; lectern- sometime used for the reading from the Bible.
- Identify and compare the main features of an Anglican and a different church building by visiting both.
- Identify how Christians might use 2 different symbols in a church building and begin to suggest reasons why.

Exceeding. Working beyond.....

I can make links with....

I can ask questions about...

Emerging level and expected level plus:

- Identify at least 6 artefacts found in a church eg Bible, Lectern, Font, Pulpit, altar and Cross and say why they think they are important to Christians.
- Evaluate in a church where there are Christian values in action – examine posters, collection plates, adverts for charity eg Christian Aid.

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Religion: Christianity	Key Stage 1	End of Key Stage Statement: 7. Describe at least 3 things a minister /church leader might do. <i>(Use examples from different traditions)</i>
Meeting the expected standard by the end of Year 2		
<i>Progressive lesson outcomes/skills which can be adapted</i>		<i>Skills, Knowledge & Understanding</i>
Emerging. Working towards.....		
I can name..... I can recall some of..... I can talk about.....		- Identify what a minister/church leader is from a group of people. - Talk about what a minister /church leader does. - Link a minister/church leader with a Christians church.
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about....		<i>Emerging level plus:</i> - Identify what a minister/church leader is, explain reasons for their choice and can name some of the clothing they might wear. Eg dog collar/robes. - Describe at least 3 things all ministers and church leaders have in common/do eg lead services, take weddings, funerals, preach a sermon/a talk, visit the sick.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		<i>Emerging level and expected level plus:</i> - Explain simply the differences between different church leaders.eg many Baptist ministers don't always wear a dog collar. - Identify and explain any symbolism on some clothing worn by Anglican ministers from Church of England eg bishops wear purple and often have a cross on their hat (mitre). - Raise questions about a minister's job.

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Religion: Judaism	Key Stage 1 End of Key Stage Statement: 8. Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal. (Use examples from different tradition/views/interpretations).	
Meeting the expected standard at the end of Year 2		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
I can name..... I can recall some of..... I can talk about.....		- Identify the Torah is a special book for Jews. - Talk about one-way in which Jews might treat the Torah with respect. - How Jews might use the Torah as a guide for life.
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about.....		Emerging level plus: - Describe key facts about why the Torah is so special to Jews: ie the most important document of Judaism used by Jews through history Torah refers to the five books of Moses. Jews believe that God dictated the Torah to Moses on Mount Sinai 50 days after their exodus from Egyptian slavery. - Talk about different ways Jews might treat the Torah to show respect eg using a Yad to read it with, covering eg using a Yad to read it with, covering and dressing the Torah, keeping it in the ark in the synagogue - How the rules written in the Torah guide a Jew in their lives eg 10 commandments, first 5 books of Moses.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		Emerging level and expected level plus: - Describe how the word ‘Torah’ means ‘teaching’ – (so called because it is what God taught to the Jewish people. The Torah is made up of 5 different books, - Make links with the Christian Bible- 5 books are found at the beginning of the Bible: 5 books are Genesis, Exodus, Leviticus, Numbers and Deuteronomy). - How some Jews recite the ‘Shema’ from the Torah as part of Jewish everyday life. - How the Torah is the most important of several Jewish holy books. - Ask questions about the Torah.eg How the Torah is treated when it is worn out.

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Religion: Cross Religious

Key Stage 1 End of Key Stage Statement:

9. Describe some of what happens at the synagogue & why Shabbat is important to some Jews.

Meeting the expected standard at the end of Year 2

Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
I can name..... I can recall some of..... I can talk about.....		Shabbat - Know that Shabbat is a day on which Jews rest. Talk about how I might rest. - Talk about how Jewish people get ready for Shabbat. - Ask a question about how Jews treat shabbat. - Name the part of the Jewish creation story from Genesis based on Shabbat. Synagogue - Know a synagogue is a holy place for Jews to meet in. - Name 2 things that might happen in a synagogue eg prayers, reading from Torah, weddings, funerals, festivals, naming ceremonies. - Name 2 items that could be found in a synagogue eg ark, tallit prayer shawl.
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about.....		<i>Emerging level plus:</i> Shabbat - Say what makes Shabbat special to Jews. - Identify at least 2 ways in which some Jews might celebrate Shabbat. - Recount all main details of the creation story. Identify what it teaches Jews about rest. - Identify Shabbat as a special meal eaten at home with family and describe the main things that take place https://bjc.org.au/course/judaism/kids/shabbat/ Synagogue - Describe how respect is shown for God in the synagogue. - Talk about the ark, yad, bimah, ner tamid (eternal light), mezuzah, Torah scroll saying why they are important to Jews and found in synagogues.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		<i>Emerging level and expected level plus:</i> Shabbat - Identify how Shabbat shows the promise that Jews try to keep to God each week. Synagogue - Explain how people show how they belong to a synagogue as a house of prayer.

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Religion: JUDAISM

Key Stage 1 End of Key Stage Statement:

10. Describe at least 3 things a rabbi might do. *(Use examples from different traditions)*

Meeting the expected standard at the end of Year 2

<i>Progressive lesson outcomes/skills which can be adapted</i>		<i>Skills, Knowledge & Understanding</i>
Emerging. Working towards.....		
I can name..... I can recall some of..... I can talk about.....		- Identify a rabbi from a group of people and say they are a religious leader who leads Jewish gatherings. - Talk about some of what a rabbi does. Eg weddings, funerals. - Talk about one of the ceremonies a rabbi might lead, (eg key points- Shabbat)
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about....		<i>Emerging level plus</i> - Identify the importance of a rabbi's role for Jews and can name some of the clothing they might wear. Eg prayer shawl, Kippah. (Rabbi = teacher. They are also counsellors, spiritual leaders and lead prayers in a synagogue). - Describe at least 3 things a rabbi might do eg lead prayers, take weddings, bar / Bat mitzvahs, child naming ceremonies.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		<i>Emerging level and expected level plus:</i> Explain simply the differences between a Christian minster and a rabbi eg a rabbi speaks Hebrew and reads the Torah & the Hebrew word rabbi means teacher, counsellor, spiritual leader, whilst a minster may be the same he/she reads the Bible and may not speak Greek.

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Religion: Cross Religious	Key Stage 1 End of Key Stage Statement: 11. Talk about stories in the Bible that describe what God is like for most Christians & Jews eg Jews & Christians believe God is the creator who cares for all people.
Meeting the expected standard at the end of Year.2	
<i>Progressive lesson outcomes/skills which can be adapted</i>	<i>Skills, Knowledge & Understanding</i>
Emerging. Working towards.....	I can
I can name..... I can recall some of..... I can talk about.....	- Recall some of the key points of the Creation story.eg.....3 key points. - Talk about different parts of the story. - Recall and name some of the key points of a harvest celebration in Christianity eg saying thank you, singing songs/hymns.
Expected. Secured expected knowledge and uses appropriate skills	
I can recall all..... I can identify..... I can talk about with knowledge about.....	<i>Emerging level plus:</i> - Recall all key points of the Creation story. Eg God made the world. God sustains the world. Creation was 'good'. God made humans in own image. On 7th day God rested. - Understand the story is important to both Christians & Jews as it shows God is creator and everlasting/eternal. Humans are made in God's image. - Talk about a Christian harvest festival and key elements of what happens eg giving thanks to God, sharing gifts, singing songs, decorating a church.
Exceeding. Working beyond.....	
I can make links with.... I can ask questions about...	<i>Emerging level and expected level plus:</i> - Make links with God as creator & Christians saying thank you at harvest time. - Link the idea of rest from creation story with Jewish idea of Shabbat. - Raise relevant questions about the creation story using, who what, when why & how. - Know and understand that Jews have a book called Torah and Christians a Bible (old testament) where the story can be found.

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Religion: Cross Religious		Key Stage 1 End of Key Stage Statement: 12. Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). eg Christians and Jews both believe Abraham was the beginning of the promises (covenant) <i>(Use examples from different traditions)</i>
Meeting the expected standard at the end of Year 2		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
I can name..... I can recall some of..... I can talk about.....		• Explain Abraham had a special relationship with God. • Retell some simple details about when God and Abraham made a promise to each other, (cf Genesis Chapters 12 and 15).
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about.....		<i>Emerging level plus:</i> • Order the 6 key events of Abrahams life: <i>God told Abraham to leave his town and go to Canaan. God promised to make a great nation from Abraham. God promises to bless Abraham and make him great. Avraham took his wife and their family and travelled to Canaan. Canaan is now Israel today.</i> • Explain simply how God made a covenant with him using promises. by referring to at least 2 parts of the story. • Understand Abraham was the first father of the Jewish nation (Israelite nation) after the flood. Raise some simple questions. • Identify that Christians also believe that Abraham was a spiritual father.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		<i>Emerging level and expected level plus:</i> • Raise more complex questions about the Abraham story. • Know Jews, Christians and Muslims all have a story about Abraham. • Explain that in Christianity Abraham is not such a big figure, he is just the first of believers in Old Testament (prototype).

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Religion: Cross Religious	Key Stage 1: TWO End of Key Stage Statement: 13 Begin to show curiosity and ask questions about at least three Christian and three Jewish stories. 15.Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
Meeting the expected standard at the end of Year 2	
Progressive lesson outcomes/skills which can be adapted	Skills, Knowledge & Understanding
Emerging. Working towards.....	I can NB See 'Unpacking an EKSS' for statements 2 & 3, (Christmas & Easter stories). See also EKSS 11,12 & 14 on Creation Moses & Abraham stories.
I can name..... I can recall some of..... I can talk about.....	• Give some simple details from the Christmas & Easter stories. • Retell key details of the Jewish & Christian stories studied eg Parable of the talents, Lost sheep, Moses, Abraham Joseph. • Retell key details of a non- religious story about values. • Ask relevant questions about all stories studied using who, what & when.
Expected. Secured expected knowledge and uses appropriate skills	
I can recall all..... I can identify..... I can talk about with knowledge about.....	Emerging level plus: • Raise relevant questions using who, what, where, when, how and why about Christmas, Easter, Lost sheep, Moses & Abraham stories. Suggest suitable answers. • Raise simple questions and lines of enquiry to be explored about Jewish & Christian creation stories. • Recognise and talk thoughtfully about values of different characters in all the stories.
Exceeding. Working beyond.....	
I can make links with.... I can ask questions about...	Emerging level and expected level plus: • Raise deeper questions about the creation stories making links with some other ways people say the world began. • Raise more complex questions and suggest lines of enquiry about all the other stories studied. • Consider and discuss questions about what it means for non-religious people to live a good life.

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Religion: Cross Religious (Judaism & Christianity)	Key Stage 1 End of Key Stage Statement: 14. Explain three reasons why Moses found it difficult to obey God. 13. (Link) Begin to show curiosity and ask questions about at least three Christian and three Jewish and/or Muslim stories.	
	Meeting the expected standard at the end of Year 2	
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
I can name..... I can recall some of..... I can talk about.....		• Retell a story about Moses (where he is seen to find it hard to obey God. see Exodus chapters 3-6). • Talk about key facts from the Moses story.
Expected. Secured expected knowledge and uses appropriate skills		
I can recall all..... I can identify..... I can talk about with knowledge about.....		Emerging level plus: • Explain three reasons why Moses found it difficult to obey God. Eg Exodus 3: verse 11 'I am a nobody'. Eg Exodus 3: verse 13 'The Israelites won't believe me'. Eg Exodus 3 verse 10 'I am not a good speaker'. • Raise relevant questions using who, what, where, when and why about the Moses story.
Exceeding. Working beyond.....		
I can make links with.... I can ask questions about...		Emerging level and expected level plus: • Suggest /explain reasons why some people say they find it difficult to obey God eg lack of confidence, God doesn't love me; I can't do it, worry or anxiety.

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Religion: Cross Religious

Key Stage 1 End of Key Stage Statement:

16. Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Why do people worship? **(Use examples from different traditions)**

Meeting the expected standard at the end of Year 2

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Think and talk about some simple spiritual ideas, eg God, belief, love, spirit, fairness, right and wrong, justice. (NB teach pupils the spiritual is about God, your own self, how the world fits together,).
- Identify in stories studied some key values of characters studied.
- Make simple responses to religious/non-religious stories, art and music.

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Raise & talk about some simple spiritual questions & suggest related answers: Eg Which communities do we belong to? What makes us fall out with each other? How should we treat each other? What is justice? What is love? Is it possible to love people all the time? What is forgiveness? What happens when people die? Why do people worship? How do religious/non-religious people make the world a better place? What is the human spirit? Who is God?
- Make written and verbal responses to religious/non-religious stories, art and music focussing on feelings.
- Understand why some people make spiritual journeys, eg pilgrimages.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Identify how sometimes these questions are complicated: eg showing respect for people who are different.
- Compare my own ideas about things I think are important in life and what others think.