

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. (Use examples from different Christian viewpoints) 42. Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. (Use examples from different viewpoints)	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Investigate and use some of the words Christians use to describe God the Father, God the Son and God the Holy Spirit eg know God the father is known to Christians as the creator. - Talk about what is important to them and to others about God. - Know and describe Christians believe Jesus the son came to save the world. - Describe some ideas about who the Holy Spirit is and what the Holy Spirit does. - Identify some symbols that Christians use to represent beliefs about the Holy Spirit.
Expected. Secured expected knowledge and uses appropriate skills		
		Remember and retell using Christian stories how Christians view God ie - Explain how God is the creator to Christians through the story. (creation) - Describe what people can learn from Jesus' baptism story about how Christians view the different roles of God. Describe the roles of the Father, the Son and Holy Spirit. - Suggest how and why the Holy Spirit has become an influence in a Christian's understanding of God after the day of Pentecost. Explain how the Holy Spirit is viewed by Christians today - Describe how the Holy Spirit is involved in believers' and infant baptism. - Explore their own and others views on challenging questions about God. - Applying their own ideas about God thoughtfully and respectfully. Express religious beliefs in styles & words used by believers & suggest what they mean; - Describe 3 examples where the Holy Spirit is expressed in symbolic form in art. - Talk about some things that make people ask questions about God.
Exceeding. Working beyond.....		
		- Suggest reasons why Christians believe God is omniscient; omnipotent and omnipresent - Ask questions about aspects of Christian belief in God (eg using the Creed) which are puzzling or surprising & give different suggestions. How might a Christian answer this? - Describe Christian practice of confirmation & suggest how the Holy Spirit might be involved. - Ask important questions about life in relation to God and suggest answers which relate to the search for truth in their own and others' lives.

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Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 43. Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		Know that there are prophecies in the Old Testament that speak about Jesus coming as the messiah.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Examine different prophecies about Jesus found in Isaiah 7:14; Micah 5:2; Isaiah 96-7; Isaiah 11:1-15 and make links to what Christians believe about Jesus coming as Messiah eg he was God incarnate; place where he was born his ancestors; person he would be & do. - Make links to stories about Jesus’ life and the verses in the texts.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> Make links with the significance of Jesus life in the prophecies and what Christian believe today about how Jesus fulfilled the prophecies.

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Religion:	Christianity	UPPER Key Stage 2 End of Key Stage Statement: 44.Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation). (Use examples from different viewpoints)
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship at Easter. • know that Easter is very important in the ‘Big story’ of the Bible. • Know the outline of events incl: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: trial; He was crucified: He came back to life and appeared to Mary Magdalene.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Make links with the Easter story texts and what Christians do to celebrate at Easter. • Describe and explain that Christians believe: God sent Jesus into the world to ‘save his people from their sins’. (Sin was dealt with by Jesus in his death and resurrection). Jesus forgave all people even those that put him to death on the cross. That Jesus sacrificed his life to build a bridge between man and God and reconcile them to one another. By rising from the dead, he gives Christians a hope in a new life. Make links with the stories and Biblical text.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Explain how all the events of Holy Week were important in showing what Jesus came to do. • Know and explain that Christians believe Jesus came alive and is still alive today.

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Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 45. Suggest answers to questions that the resurrection of Jesus might raise.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Give simple arguments for and against the resurrection • Suggest 2 difficult questions the resurrection raises.
Expected. Secured expected knowledge and uses appropriate skills		
FOR the resurrection happening: (Example evidence) Witnesses: Mary and women coming to the empty tomb and the stone rolled away and body gone; Roman guards were guarding the tomb didn't see anything so no one stole the body; The Bible tells Christians that Jesus was the Messiah; Lots of other people saw him alive on many occasions; eg Emmaus and over the next 40 days; The disciples gave their lives to spread the word about Jesus; People knew he was special eg Pilate, soldier at the cross; Jesus said he would rise again from the dead (Mark 8:31). People encounter Jesus today. AGAINST the resurrection happening: (Example evidence) It's impossible to be dead for 3 days and be alive; All the witnesses were people who believed in Jesus; No photographic evidence to suggest it was true; It is possible Jesus didn't really die, he recovered in the tomb and escaped; The chief priests said the body had been stolen.		<i>Emerging level plus:</i> • Explain using some of the resurrection stories arguments for and against the resurrection. Luke 24:1-7;13-24 (Emmaus); Mark 16:1-11.; John 20:1-18 (Mary). Pose the question: What is the evidence for the resurrection? How did Jesus rise from the dead? What happened to his body? • Suggest puzzling questions each viewpoint raises and suggest answers
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> • Write/record the arguments for and/or against the resurrection happening drawing own conclusions. Record own solutions to puzzling questions raised

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 46. Identify ways that Christians believe God is with them: prayer; worship; peace in hard times.(Use different views)	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Give some examples of how Christians pray & worship & feel this helps them through daily life. https://request.org.uk/life/spirituality/christian-spirituality-community-worship/ https://request.org.uk/life/spirituality/listening-to-god/ - Explain the Christian idea of forgiveness from God and toward others. https://request.org.uk/issues/ultimate-questions/big-questions-why-should-i-forgive/
Expected. Secured expected knowledge and uses appropriate skills		
Difficult Question eggs Where is God in the midst of pain and suffering? How can a good God allow bad things to happen? If God is all powerful, why doesn't He just 'fix' everything? Should I always forgive?		Emerging level plus: - Explain how Christians believe that God is with them daily through prayer, stillness, worship and peace even when life is hard. https://request.org.uk/life/spirituality/how-do-you-pray/ https://request.org.uk/life/spirituality/worship/ - Give some examples of how Christians believe God answers prayer. - Explain forgiveness and how sometimes Christians' feel it is hard to forgive but God asks them to. https://request.org.uk/teachers/teaching-resources/2015/11/24/the-lost-son/ - Generate big questions that are difficult to answer. - Suggest some answers to puzzling questions these beliefs raise. Refer to biblical texts studied previously. https://request.org.uk/life/beliefs/prayer-the-answer-we-are-not-looking-for/
Exceeding. Working beyond.....		
		Emerging level and expected level plus: Explore personal links to the difficult questions and consider a Christians point of view eg https://request.org.uk/teachers/teaching-resources/2016/05/26/suffering/

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. (Use examples from different viewpoints)	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• talk about things in the Bible that make people ask questions about the Kingdom of God. • describe in detail two examples where the gospels encourage Christians to live as good news today.
Expected. Secured expected knowledge and uses appropriate skills		
Background: The Sermon on the Mount is a summary of how a Christian should live. Jesus was speaking to an audience in 1 st Century Galilee. Some of the circumstances and practices that his audience took part in have changed but the way people treated one another, their attitudes and behaviours can still be seen in the way people live today).	Example texts: Mark 2:1-12.; Matthew 5:2-12: Jesus' teaching from the 'Sermon on the Mount (Beatitudes); Parable of the Great Feast Luke 14:16-24; Parable of the Pearl of Great Price (hidden treasure) Matthew 13: 45-46; Mustard Seed: Mark 11:30-32; The Lord's Prayer Luke 11:1-4	Emerging level plus: • What influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. Make links to Bible texts that may inspire them. • Suggest ways the actions of local Christians might further God's Kingdom on earth by linking beliefs and actions. Evaluate the impact they have locally. • Suggest a number of meanings for parables about the Kingdom of God. • Compare & contrast the good news of the kingdom in two stories studied with other Bible stories or teachings.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Explain how and why the belief in the Kingdom of God inspires and influences Christians across the world, making reference to texts studied to explain my views.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 48. Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. (Use examples from different viewpoints)	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Describe some of the main features of the church building that show evidence of belief in God and ‘rescue’/salvation. - Explain how some of these signs reinforce the idea of forgiveness.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: - Describe the main features of the religious buildings visited with reference to signs of ‘salvation’ in the church building. - Explain how Christians understand that they are rescued and forgiven and suggest why these signs are important to them.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: Identify some of the symbolism in connection to salvation that remains important for Christians today but how this can differ with different denominations.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	UPPER Key Stage 2 End of Key Stage Statement: 49. Analyse how diverse expressions of Christian worship can reinforce faith & belief.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Recognise the church is a local, national and a global place of belonging. • Understand that there are different expressions of the church locally, nationally and globally. • Suggest how different forms of worship can help people in different ways eg Eucharist, praise worship, prayer night.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Explain at least 3 different types of church and their styles of worship. • Explain the differences and similarities between the communities studied and what they mean to those who belong there. • Explain why believers think going to church is important. • Give your own personal views of how worship may/may not be helpful to people and say why you think as you do.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Describe diverse examples of Christian worship and make links to belief in action.

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Religion: Islam	UPPER Key Stage 2 End of Key Stage Statement: 50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions)</i> 51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Identify and talk about the 5 major prophets in Islam: Adam, Ibrahim, Musa (Moses), Isa (Jesus) & Muhammad. • Describe Muslims respect all the prophets and may name their children after them.
Expected. Secured expected knowledge and uses appropriate skills		
		• Explain the Quran teaches in previous scriptures the final prophet was Muhammad. • Describe how prophets received messages from divine revelation (angels) and the idea of risalah. • Explain Muslims believe Allah guides people through prophets and they all taught the same message, (monotheism). Allah sent prophets to remind people who forgot the original message of tawhid (oneness of Allah) to turn away from sin. • Make links with the Prophets in the Bible and the Qur'an.
Exceeding. Working beyond.....		
		• Compare Muslim and Christian beliefs about Jesus, Moses or Adam.

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Religion: Islam

UPPER Key Stage 2 End of Key Stage Statement:

52. Understand Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will.

Meeting the expected standard at the end of Year 6

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Know the word Islam means 'surrender' or 'submission' to Allah.
- Understand that Muslims find peace with Allah by obedience.
- Allah's 99 names help Muslims understand Allah's nature.
- Can explain the 5 pillars previously studied help Muslims have peace with Allah.

Expected. Secured expected knowledge and uses appropriate skills

And we have sent down to you the Book as clarification for all things and as guidance and mercy and good tidings for Muslims SURAH (16:89)

This is the book about which there is no doubt, a guidance for those conscious of Allah – Who believe in the unseen, establish prayer, and spend out of what we have provided for them. And who believe in what has been revealed before you, and of the hereafter they are certain in faith SURAH (2:2-4)

- *Emerging level plus:*
- Explain Muslim believes Allah is immanent ie Allah takes an active role in society and transcendent ie infallible, eternal and outside of the world.
- '*And we have already created man & know what his soul whispers to him & we are closer to him than his jugular vein*' Qur'an 50:16'
- Understand that: Muslims believe the word of Allah found in the Qur'an helps them get to know and submit to him. Muslims believe people can choose to follow Allah or choose to do wrong. Give examples.
- Explain obedience is a Muslims duty.
- Know that Muhammad was the final revelation of Allah and they are meant to follow his example eg fasting, prayer, Shahadah, kindness. Give examples from stories about Muhammad and Qur'an.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Can explain the Muslim belief in angels and the link to obeying Allah's will.

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Religion: Islam	UPPER Key Stage 2 End of Key Stage Statement: 53.Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God. <i>(Use examples from different traditions eg Sunni and Shi’ite)</i>	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- I can explain how by following the five pillars Muslims feel they “belong” to the bigger Islamic faith community (Umma). - I can suggest the 5 pillars help Muslims know how to live a life which is in obedience and pleasing to Allah.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> I can explain why the five pillars of Islam support and challenge a Muslim to live as part of a bigger Islamic community, (the Umma) and explain how they help Muslims have peace with Allah and contribute to the wider society.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> - I can explain the key duties of Muslims when following the 5 Pillars and how these affect the Umma. - I can compare and contrast the idea of the Umma with similar ideas in other religions.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Islam	UPPER Key Stage 2 End of Key Stage Statement: 54. Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Explain at least 3 key facts about Muslim marriage eg Marriage is for companionship; to give children a secure home; choosing a partner is often a parent’s responsibility. • Explain 3 key facts that Muslims believe about life after death eg how we live affects what we do; it is called akhirah; soul is unique and the real person.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> • Explain all the key facts related to Muslim marriage ie the 3 above plus: ◦ Dating is generally discouraged; the marriage ceremony varies in different cultures; divorce is the last resort; marriage is seen as a contract (nikah) between 2 parties drawn up by groom/brides’ families; vows and declaration are made; sexual relations is meant for marriage; • Give your own viewpoints on marriage and reasons for them. • Know that Muslims believe Allah tests people in this life; reward for following Allah is al 'Jannah (paradise) or Jahannam (hell); Islam teaches man is judged on character; reactions of good/bad events in life; our way of life. • Suggest own views on what happens after death
Exceeding. Working beyond.....		•
		• <i>Emerging level and expected level plus:</i> • Express own views on how Muslim communities can maintain their own beliefs about God, marriage and life after death and still contribute to society well.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Islam	UPPER Key Stage 2 End of Key Stage Statement: 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. 57. Analyse how the main features of a mosque explain Muslim key beliefs. (Use examples from different traditions)	
	Meeting the expected standard at the end of Year 6	
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- I can use some religious words to say how Muslims describe community in a mosque. - I can talk about some key Muslim beliefs about the oneness of Allah.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: - I can explain how a mosque shows that the idea of ‘one’ community is important to Muslims explaining 3 ways in Muslims worship at home or in a mosque to show this idea, (eg dress, prayer mats, daily prayers, compass directions to mecca) - I can link the idea of belief in Allah as ‘one’ (tawhid) with the idea of the oneness in the Muslim community (Umma) referring to what happens in a mosque.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: I can explain the differences and similarities between a mosque community and other communities making links to key Muslim beliefs.

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Religion: Islam	UPPER Key Stage 2 End of Key Stage Statement: 56. Explain why the Qur'an is so important to Muslims. (Use key texts to explain ideas) 57. Analyse how the main features of a mosque explain key Muslim key beliefs. <i>(Use examples from different traditions)</i>	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Can explain key features of the Night of Power when the Qur'an was given to Muhammad. Can explain the idea of words being 'revealed' & 'sacred'. • Use some religious words to say how Muslims describe community in a mosque.
Expected. Secured expected knowledge and uses appropriate skills		
		• <i>Emerging level plus:</i> • Explain the Qur'an is arranged in 114 surah (chapters); given by the angel Jibril to Mohammad in Arabic so it is read in Arabic and not translatable. • Explore how & why Muslims show respect for the Qur'an by:1. washing before reading, 2.storing it in a high shelf, 3.wrapping it in silk, 4.never on floor, 5.what happens to worn out Qur'ans, 6.Some Muslims learn it by heart.7.Qu;ran is chanted aloud;8. Often bound in leather 9. Obedience to the Qur'an is very important to Muslims. Explore which is the most important. • Explain how a mosque shows that the idea of 'one' community is important to Muslims explaining 3 ways in Muslims worship at home or in a mosque to show this idea, (eg dress, prayer mats, daily prayers, compass directions to mecca) • Link the idea of belief in Allah as 'one' (tawhid) with the idea of the oneness in the Muslim community (Umma) referring to what happens in a mosque.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> • Make links with a Muslim's ideas about the Qur'an and other sacred texts. • Explain the differences and similarities between a mosque community and other communities making links to key Muslim beliefs.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Hinduism	UPPER Key Stage 2 End of Key Stage Statement: 58.Describe various forms of worship that happen in the Hindu Temple and at home, including Puja.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Identify Hindu families often have a shrine at home and name at least 4 - artefacts that may be used eg incense, a murti, picture of god/goddess. - Make links with shrines used in a temple.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: - Identify various types of shrines that Hindus use in temple or at home. - Explain how artefacts are used in worship at home and in the temple eg bells, water, fruit, flowers, incense. - Explain different ways Hindu might worship eg in the temple, at home. - Explain the symbolism of items found on a Hindu shrine. - Understand that Hindu worship is largely individual not communal.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: - Explain the symbolism of different parts of a Hindu mandir/temple. http://www.bbc.co.uk/religion/religions/hinduism/worship/worship.shtml

Cheshire East Syllabus 2021-2027 Unpacking an End of Key Stage Statement		
Religion: Hinduism	UPPER Key Stage 2 End of Key Stage Statement: 60. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Identify 2 things many Hindus think you should believe about how you behave eg duty karma. - Identify Aum swastika as Hindu symbols.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: - Describe what some Hindus do to fulfil their duties. - Identify Aum swastika as Hindu symbols explaining their meaning and significance to a Hindu.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: - Compare and contrast Hindu and Christian beliefs about God. - Make ref to texts studied eg prodigal son lost sheep taste in water text

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Hinduism	UPPER Key Stage 2 End of Key Stage Statement: 59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu. 61. Describe how and suggest why Hindus celebrate Diwali and Holi. <i>(Use examples from different traditions)</i>	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Name 2 different Hindu festivals and explain ways they are celebrated. - Identify the key themes in the celebration eg Diwali (light over darkness-good over evil) eg 2 Holi Good over evil.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Explain the key events in the Diwali & Holi stories and how Hindus may celebrate. - Identify the symbolism of the events and characters involved eg Rama & Sita are courageous and obedient, Ravannah is evil and Holika is burnt and evil. - Make links with the behaviour of Rama & Sita in the Diwali story; aspects of how Hindus celebrate Diwali (e.g. cleaning out the house & the goodness of Rama & Sita) and the idea of overcoming evil in life today/temptation. - Talk about what influences behaviour for good and for evil today
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> - Understand how Diwali can be celebrated in different ways and is different again in the Sikh community. - Describe and make links with other key religious festivals that have the same idea of good over evil, eg Hanukkah.

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Religion: Hinduism	UPPER Key Stage 2 End of Key Stage Statement: 62.Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Identify the key aspects of welcoming a child in the Hindu tradition. • Explain any elements of welcoming a child in different religions. • Talk about why some people do not have a religious naming ceremony.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Compare and contrast the main elements of welcoming a child in the Christian, Muslim and Jewish traditions with the Hindu tradition. • Explore and compare with non-religious ways of welcoming a child e.g. naming ceremony. • Give own suggestions for welcoming a child and reasons for the choices made.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Explore the idea of life as a journey as seen in the Hindu tradition including the constant cycle of rebirth, (samsara). Give and justify a viewpoint on this.

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Religion: Hinduism	UPPER Key Stage 2 End of Key Stage Statement: 63. Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment. 65. Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.
Meeting the expected standard at the end of Year 6	
Progressive lesson outcomes/skills which can be adapted	
Emerging. Working towards.....	Skills, Knowledge & Understanding
Ahimsa – the principle of non-violence. Most Hindus believe that all living things are sacred because they are part of God all in the natural world. Many Hindus believe being non-violent means showing respect for all life, human, animal and vegetable.	I can - Explain why it is important to a Hindu to achieve good karma in this life. - Describe some key facts that Hindus believe about reincarnation, vegetarianism and caring for the environment.
Expected. Secured expected knowledge and uses appropriate skills	
Individual souls (<i>atman</i>) are neither created nor destroyed. Actions of the soul while living in a body mean that it reaps the consequences of those actions in the next life — the same soul in a different body. The process of movement of the <i>atman</i> from one body to another is known as <i>transmigration</i> . The kind of body the soul inhabits next is determined by <i>karma</i> (actions). Moksha is being set free from this ongoing cycle and uniting with Brahman. How can he practice true compassion, who eats the flesh of an animal to fatten his own flesh?" — Tirukural 251	Emerging level plus: - Explain why ideas of reincarnation, karma and moksha are important to Hindus. Give examples how these beliefs might affect the way a Hindu lives their life. - Know that many Hindus avoid meat as it stops them hurting other life forms, they believe are inhabited by Brahman, but it isn't absolutely required except for beef which is prohibited as the cow is sacred. Know that Hindus believe it is important to care for nature for the same reason. - Give own views with justified reasons on reincarnation, vegetarianism and caring for the environment. - Make links with other religious/non-religious views on the concepts of reincarnation, vegetarianism and caring for the environment.
Exceeding. Working beyond.....	
	Emerging level and expected level plus: - Raise questions the Hindu concepts of reincarnation, karma and moksha raise and attempt to give answers to questions raised. - Compare and contrast Hindu & Christians beliefs and values and make reference to texts studied where appropriate eg Lost Sheep, I am the taste in the water, Creation stories.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Hinduism	UPPER Key Stage 2 End of Key Stage Statement: 64.Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions)	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Explain why the idea of the extended family is important to a Hindu. • Describe some key facts about family life in other religions and make links.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Compare and contrast the main elements/values of family life in the Christian, Muslim and Jewish traditions and compare with the Hindu tradition (e.g. extended family ties; community responsibility; place of respect (Namaste). • Explore and compare with non-religious ways of being family, (e.g. Humanists). • Give own suggestions for what should be considered important in family life and reasons for the choices made.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Make links with any special ceremonies people have for celebrating family eg mother's day; Raksha Bandhan, • Describe what place honour has in a Hindu family and consider what values should be seen as important.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Cross Religious	UPPER Key Stage 2 End of Key Stage Statement: 66.Outline compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God (eg Atheism/Agnosticism)	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Talk about how Muslims, Christians and Hindus describe God e.g.: all seeing; all powerful and present everywhere; the names of God. • Suggest some reasons people don't believe in God.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Explain why people believe in God e.g. direct experience; upbringing. • Define the words: 'atheist', 'agnostic' and 'theist' and what they mean in relation to God. • Explain the key facts about the different ways Christians, Muslims, Jews & Hindus might see God. Compare and contrast the views. • Suggest some puzzling questions these beliefs about God might raise and begin to consider answers. • Consider and respond to a non - religious viewpoint of God eg humanism, see www.understandinghumanism.org.uk by giving your own views and reasons for them.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Explore these beliefs in the context of puzzling questions and suggest how some religions and non-religious viewpoints might answer them

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Cross Religious

UPPER Key Stage 2 End of Key Stage Statement:

67. Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers. *(Use examples from different traditions)*

Meeting the expected standard at the end of Year 6

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Describe 3 key facts about Christian, Muslim and Hindu pilgrimages.
- Consider why people go on a pilgrimage eg <http://request.org.uk/life/spirituality/what-is-pilgrimage/>

Expected. Secured expected knowledge and uses appropriate skills

http://www.walsinghamanglican.org.uk/the_shrine/why_pilgrimage.htm

General pilgrimage resources:

[http://request.org.uk/teachers/teaching-](http://request.org.uk/teachers/teaching-resources/2015/09/23/introduction-to-pilgrimage/)

[resources/2015/09/23/introduction-to-pilgrimage/](http://request.org.uk/teachers/teaching-resources/2015/09/23/introduction-to-pilgrimage/)

<https://www.tes.co.uk/teaching-resource/re-unit-pilgrimage-6333921>

<http://www.reonline.org.uk/site-search/?search-site=pilgrimage>

Emerging level plus:

- Compare and contrast the main events in Christian/Hindu/Muslim pilgrimages eg Lourdes or Walsingham or 2 Saints Way (Cheshire), Hajj and River Ganges.
- Explain 5 key reasons people might go on a pilgrimage.
- Consider how a pilgrimage might affect a person's faith.
- Give your own viewpoint on pilgrimage with reasons to justify your views.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Make links between religious pilgrimages with a non-religious person having some time and space. Explain the similarities and differences. Which would you consider and why?

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Cross Religious	UPPER Key Stage 2 End of Key Stage Statement: 68.Compare & contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Describe 3 things Christians, Jew, Muslim and Hindus might do to make the world a better place and take responsibility for the world, e.g. Through Islamic Aid; Christian Aid; http:// tzedek.org; https://sewauk.org - Make links with www.humanism.org.uk and draw out simple comparisons.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Using values from each religion studied explain how the believers are influenced by their faith to impact UK society, e.g. Christians and love; Jews and hope; Muslim value of peace; Hindu value of duty. Refer to sacred texts where possible. - Explain what makes a non-religious person want to bring justice and fairness to the world. - Give your own viewpoint/ideas on giving and making the world a better place and hold a class debate from different perspectives.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> Explore if all the values described above are involved in aid organisations both religious and non- religious. Connect them together and suggest what can be done to work together for a better world.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: GENERIC SKILLS	UPPER Key Stage 2 End of Key Stage Statement: 69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.	
Meeting the expected standard at the end of Year 6		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Describe religious and non-religious viewpoints connecting ideas and key facts. • Ask questions and give opinions about beliefs and ideas. • Collect use and respond to ideas.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> • Outline different beliefs, ideas and practices and link different views together. • Investigate and explain the impact of ideas with reference to sacred texts, practices and beliefs. • Express my own ideas/views in RE lessons and suggest answers to difficult questions. • Make connections between different viewpoints and my own.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> • Generate my own questions to investigate and explain why religious views and non-religious views matter. • Explain diverse ideas and hold them carefully in tension through explanation. • Explore in more depth the connection and impact of ideas on a religious/non-religious person’s lifestyle.

