

Religious Education overview

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|  | **Autumn** | | | **Spring** | | **Summer** | |
| **Reception** | **Creation/God**  *F1 Why is the word ‘God’ so important to Christians?* | | **Incarnation**  *F2 Why do Christian’s Perform Nativity Plays at Christmas* | F4 **Being special**: where do I belong?  F6 Which stories are special and why? | **Salvation**  *F3 Why do Christians put a cross in an Easter garden?* | F5 **Which places are special and why?** | **Creation/God**  *F1 How can we care for our wonderful world?* |
|  | I can help re-tell the story of Creation.  I know that God created our wonderful world. | | I know that we celebrate Christmas every year as it reminds us how much God love us.  I can talk about what we might do if a very important baby was born.  I can talk about Christmas as a special time to share God’s love with our families and friends. | I know I am unique and special, and can talk about something that has happened to me that makes me feel special.  I can talk about/demonstrate what happens when Christians are baptised, and how children are welcomed into other faiths.  I can re-tell my favourite stories and a Bible story through role play.  I know that the Bible is a holy book which helps Christians understand about God. | I can retell the story of Palm Sunday using role play or song.  I can talk about Jesus’ love, sacrifice and forgiveness, and link it to how we love and care for one another. | I can talk about what place makes me, happy, feel safe, and have fun.  I can talk about why churches, temples, mosques, synagogues are special places.  I can identify some significant features of sacred places. | I can reflect on how special our environment (classroom, school, Allerton) and world are and how we need to care for them.  I can explain examples of how people (including Christians) act to look after our world. |
| **Ongoing:** | | I can talk about stories from the Bible, and retell stories using songs, talk or visual prompts.  I can link key ideas about feelings and events with my own life and community. | | | | | |
| **Year 1/2 - Cycle A** | **Creation**  *1.2 Who Made the World?* | | **Incarnation**  *1.3 Why does Christmas Matter to Christians?* | **Gospel**  *1.4 What is the Good News Jesus Brings?* | **Salvation**  *1.5 Why does Easter matter to Christians?* | **Islam**  **1.7 Who is Muslim and what do they believe?** | **1.9 What makes some places sacred to believers?** |
|  | I know that ‘Creation’ is the beginning of the ‘big story of the Bible’  I can retell the story of Creation from Genesis 1:1–2:3 simply, including what God created on each day and why he rested on the seventh day.  I know that harvest time is a time Christians give thanks for our amazing world. | | I can act out the Christmas story describing what happened at the various events.  I know that Christians wait and prepare for celebrating the birth of Jesus during Advent.  I know that Christmas is a time when Christians thank God that Jesus came to Earth to show and tell people how to live | I know that the Bible shows that Jesus offered friendship, forgiveness and peace. These three offers are ‘good’ news.  I know that Jesus is a friend to those left out by others, and can out the story of the tax collector.  I know there are 3 kinds of Peace: Peace inside, Peace between people and Peace with God. | I can talk about and reflect on why Easter is important to Christians.  I know that Easter is an important Spring festival.  I can act out the important parts of the Easter story. | I know that Muslims believe in Allah as the one true God.  I know the Shadadah says Muhammad is God’s messenger.  I know stories about the prophet Muhammad and can describe how these stories guide a Muslim.  I know the difference prayer makes to how Muslims live every day. | I can talk about the words ‘holy’ and ‘sacred’ and what makes some places sacred, special or holy.  I can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.  I know how the altar, cross, crucifix, font, lectern, candles, vestments, pulpit etc. help Christians worship in church. |
| **Year 1/2 - Cycle B** | **God**  *1.1 What do Christians believe God is like?* | | **Incarnation**  *1.3 Why does Christmas Matter to Christians?* | **Who am I? What does it mean to belong?** | **Salvation**  *1.5 Why does Easter matter to Christians?* | **Judaism**  1.6 Who is Jewish and what do they believe? | 1.10 **How should we care for the world and for others?** |
|  | I know that a parable is a story told by Jesus with a special message to help people learn or understand ideas.  I can re-tell the story of the Lost Son, with a focus on forgiveness.  I can talk about how the story tell us that God is loving and forgiving like a parent.  I can talk about the different kind of prayers: praise, saying sorry, thank you, and asking for something. | | I know that God coming to Earth as baby Jesus.  I know that Christmas is celebrated by Christians in many countries and I can recognise similarities and differences between nativity figures.  I know that Christmas is a time for giving  can talk about ways we can help others at Christmas. | I know the symbols of belonging used in Christianity and one other religion.  I can talk about what happens in a Christian infant baptism, the Jewish naming ceremony for girls and Islam’s Aqiqah.  I can ask questions to someone from another religion about what is good about being in a community and what kinds of things they do for worship. | I know that Christians believe that Jesus is God come to Earth.  I know that Jesus rising from the his tomb shows Christians that after they die, they can also have a new life, a life with God in Heaven  I know that the words on the cross show us that Jesus forgives and is forgiving. | I know that Jewish beliefs about God are expressed as “God is one, that it is important to love God  I can re-tell some simple stories used in Chanukah or Sukkot, and know that these stories remind Jews what God is like.  I can give examples of objects and how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)  I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). | I can give a simple account of Genesis 1, and that in Psalm 8 David praises God’s creation and how each person is special in it.  I know that some religions believe that serving others and supporting the poor are important parts of being a religious believer ( Zakat – Islam: Tzedekah – Judaism.  I can talk about how the ‘Golden Rule’ (Matthew 7.12) can make life better for everyone.  I can talk about ways Christians and Jews might treat the world, making connections with the Genesis account. |
| **Ongoing in KS1** | I can think of some questions to ask about religious learning.  I can talk about what I have learned and what has helped me to learn.  I can identify key concepts and beliefs studied and begin to describe them.  I can give examples of how stories show what people believe.  I can explain what stories and other texts mean to believers, and how they are used to teach and guide.  I can give examples of ways in which believers put their beliefs into action.  I can give a good reason for the views they have and the connections they make. | | | | | | |
|  | **Autumn** | | | **Spring** | | **Summer** | |
| **Year 3/4 - Cycle A** | **Gospel**  *2A.4 What Kind of World Did Jesus Want?* | | **L2.9 What are the deeper meanings of festivals?**  **Islam**  **Hinduism/Sikhism**  **Judaism** | **L2.7 Hinduism**  What does it mean to be Hindu in Britain today?  I – AUM – the symbolic meaning | iTravel2Learn | **Salvation**  *2A.5 Why do Christians Call the Day Jesus Died ‘Good Friday’?* | **Kingdom of God**  *2A.6 When Jesus Left, What Was the Impact of Pentecost?* | **L2.10 How and why do believers show their commitments during the journey of life?**  **Islam**  **Hinduism/Sikhism**  **Judaism** |
|  | I can retell the story of the calling of the first disciples.  I can explain why the disciples were called ‘fishers of people’.  I know that Christians today still choose to follow Jesus.  I can talk about why Jesus touched and healed the lepers and describe the world Jesus would have wanted (all members of society are valued). | | I can talk about the meaning and stories behind the festival of Christmas/Easter/Diwali/Pesach/Hashanah/ Eid and Ramadan.  I can describe how believers celebrate festivals in different ways at home and in the community.  I can talk about (and start to question) the ideas that are at the heart of these festivals e.g. celebration, identity and belonging; peace; good overcoming bad; celebrating freedom; forgiveness. | I can recognise images of Hindu deities: Brahma, Vishnu, and Shiva and talk about how these deities help Hindus relate to the ultimate Reality: Brahman.  I know that for Hindus death is a necessary part of life, and their belief that all living things possess a ‘spark’ of Brahman, which means that all living things are special and sacred.  I can talk about the Hindu idea of Karma – how actions bring good or bad karma.  I can describe the objects and weekly practices (home puja) found in the home of Hindus, and what these objects mean, how they are used, when and why.  I can describe what the festival of Diwali means to Hindus. | I can explain the key events and what happens in churches during Holy Week.  I can explain that for Christians Palm Sunday, Good Friday and Easter Sunday are about joy, sadness or despair and hope. | I understand that the role of the Holy Spirit was a helper, comforter and guide in the lives of the early Christians and still is for Christians today.  I can explain what the description of Pentecost from Acts 2 tells followers of Jesus to do.  I can talk about how Christians have been trying to make the world more like the Kingdom of God.  I can describe why Christians would say God’s rule on Earth is a good thing today. | I can talk about key religious ceremonies.  I can think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people.  I can compare these ceremonies to non-religious ceremonies.  I can create a ‘map of life’ for a Hindu, Christian, Muslim or Jewish person. |
| **Year 3/4 - Cycle B** | **Incarnation**  *2A.3 What is the Trinity?* | | **Sikhism**  L2.7 What does it mean to be Sikh in Britain today?  Sikhism - Simple English Wikipedia, the free encyclopedia | **People of God**  *2A.2 What is It Like to Follow God?* | **Salvation**  *2A.5 Why do Christians Call the Day Jesus Died ‘Good Friday’?* | **Gospel**  *2A.4 What Kind of World did Jesus Want?* | **Creation/Fall**  *2A.1 What do Christian’s Learn from the Creation Story?* |
|  | I know that a ‘Gospel’ is a life story or biography of the life and teaching of Jesus.  I can suggest what texts about baptism and Trinity might mean.  I understand the significance of water in baptism stories.  I can design a piece of art work to show the Trinity and explain my idea. | | I know that the Mool Mantar is the holy scriptures of the Sikhs.  I can make clear links between the Mool Mantar and Sikh beliefs and actions.    I can talk about some of the teachings of the Gurus and what they mean to Sikhs today.  I can describe why the Kalsha, Sikh symbols such as the Ik Onkar and the 5 Ks and the role of the Gudwara are important to Sikhs. | I know that when God trusts and gives rules in the Noah story, he makes a covenant.  I know that God is not just giving humans rules to obey but he also has a promise to keep (rainbow).  I understand that couples’ wedding vows show a commitment and pact, as do Godparents at a Baptism.  I understand Noah’s story is about getting rid of evil and also about how God will always stick with people even when they do bad things | I can explain the importance of the Last Supper for Jesus with his disciples and Christians to remember that they taking communion.    I know that the washing of the feet teaches Christians could follow the example of Jesus as being a servant.  I can use my knowledge to explain why Christians call the day Jesus died ‘Good’ Friday. | I know that parables are stories Jesus told us with hidden meanings showing us how we should live our lives.  I know that the story of the Good Samaritan shows us how we could show our love for our neighbours by doing charitable work.  I know Toilet Twinning Samaritans and Christian Aid are examples of charities helping others, not just those we know and care about. | I can talk about what God the creator must be like.  I can make clear links between Genesis 1 and what Christians believe about God and Creation.  I can write instructions God might give to help humans make sure the world is looked after. |
| **Ongoing in LKS2** | I can place the Christians concepts on a timeline of the Bible’s ‘Big Story’.  I can identify and describe the core beliefs and concepts studied.  I can make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  I can raise questions and suggest answers about how far beliefs and practices might make a difference to how people think and live.  I can make clear links between texts/sources of authority and the key concepts studied.  I can describe how people show their beliefs in how they worship and in the way they live.  I can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.  I can offer informed suggestions about what texts might mean and give examples of what these sources mean to believers.  I can identify some differences in how people put their beliefs into practice.  I can give good reasons for the views I have and the connections I make.  I can talk about what I have learned and if I have changed my thinking. | | | | | | |
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| **Year 5** | **Islam**  *2.9 What does it mean for Muslims to follow God?* | | **Creation/Fall**  *2B.2 Creation and Science: Conflicting or Complimentary?* | **Incarnation**  *2B.4 Was Jesus the Messiah?* | **Salvation**  *2B.6 What did Jesus do to save Human Beings?* | **God**  *2B.1 What Does it mean if God is Holy and Loving?* | **2.12 What will make our city/town/village a more respectful place?** |
|  | I know that there are different Muslim groups, and which tradition our nearest mosque(s) belong to.    I can explain how the 99 Names are used to talk about the character of God.  I understand that the five pillars are expressions of ibadah and am able to answer questions about them.  I can tell the story of how the Qur’an was revealed to the Prophet Muhammad, and other key stories from the prophets.  I understand the difference between how important the Qur’an is compared to other forms of guidance for a Muslim.  I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.  I can explain the value of these to a Muslim.  I can say how far they are valuable to people who are not Muslims.  I can reflect on what forms of guidance I turn to when I need advice and how this compares to a Muslim’s life. | | I can suggest the different meanings of the Genesis 1 text, and make clear connections between Christian belief and God as creator  I can recognise that Christians find science and faith do complement each other  I can express my own views about the universe, Creation, a Creator, science etc. | I can explore verses from the old testament that the People of God used to describe the Messiah  I can examine New Testament texts describing how they helped Christians celebrate the arrival of the Messiah (Christmas).  I can suggest three reasons why Christians want to make Christmas about Jesus Christ | I can retell the last days of Jesus’ life, suggesting reasons for who is responsible for his death.  I can explain how Christians remember Jesus’ death and sacrifice (Communion, prayer, Lent).  I know that some Christians have sacrificed a great deal for their beliefs. | I can recognise how Biblical texts (inc. Exodus 10:1-19) describe God.  I can express my views about God through drawings and poetry.  I can describe how Christians respond to the idea of God as omnipotent through church architecture, prayer and song.  I can raise questions on why Christians argue it would be better for God to be holy or loving or a balance of both. | I can use data to identify religions and beliefs represented locally and regionally, and describe how this has changed over time.  I can explain what ‘pluralism’, ‘exclusivism’ and ‘inclusivism’ and ‘diversity’ are.  I know what ‘interfaith’ means, and can describe examples of interfaith community work.  I can explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc.).  I can explain some of the similarities and differences between places of worship, practices and religious communities across the UK.  I can say what I think about lessons people might gain from the experience of living in communities of diverse beliefs and practices.  I can consider the impact on my community if religion were banned, thinking about what would be missed and by whom. |
| **Ongoing** |  | | | | | | |
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| **Year 6** | **People of God**  *2B.3 How can following God bring freedom and justice?* | | **2.13 Pilgrimage**  **Why is pilgrimage important to some religious believers?**  **Islam**  **Hinduism**  **Christianity** | **2.11 Why do some people believe in God and some not?** | **Salvation**  *2B.7 What difference does the Resurrection make to Christians?* | **Kingdom of God**  *2B.8 What Kind of King Is Jesus?*  **Gospel**  *2B.5 What would Jesus do?* | **2.14 How does religion help people live through good and bad times?**  **Islam**  **Hinduism/Sikhism**  **Christianity** |
|  | I can give a clear, simple account of the story of Moses, and identify the main themes in (Freedom, God, suffering, leadership, vulnerability, obedience and evil).  I can suggest reasons why the People of God were given the Ten Commandments.  I can explain how some Christians put their beliefs into practice by trying to bring peace to others. | | I know, understand and can give examples of the difference between places that are ‘special’ compared with places that are ‘sacred’ or ‘holy’.  I can explain why a range of Christian places of pilgrimage are important to Christians.  I can explain the importance and describe what happens at these places of pilgrimage in terms of sights, sounds and practices.  I can describe and explain the events and beliefs which originally started the pilgrimage to a range of sites.  I can compare and contrast pilgrimages from Christianity and other religions.  I can explain what makes a pilgrim feel that they have made a good choice in going to this place. | I can define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and explain these beliefs.  I can explain what explain some of the Biblical metaphors used for God.  I can explain how people might respond to God through prayer, study, worship, and working for justice.  I can give evidence and examples to show how Christians sometimes disagree about what God is like.  I can research the lives of people who are scientists and explain how their belief in God is valuable, yet could be challenging.  I can compare different sources of authority.  I can talk about and explain the possible benefits and challenges of believing or not believing in God in Britain today. | I can compare evidence in the Bible to suggest Jesus was resurrected.  I can link accounts of the resurrection (and how Christians worship) with the Christian concepts: Sacrifice, Resurrection, Salvation, Incarnation and Hope.  I can describe how Christian worship on Good Friday and Easter Sunday reflects their faith.  I can take part in a debate about how the resurrection of Jesus might make a difference to how people live today. | I can suggest why Jesus told the story of the Feast and the tenants in the Vineyard, and discuss their significance.  I can suggest how different people would interpret these stories.  I can describe what the Kingdom Jesus was seeking using evidence from The Feast and The Tenants in the Vineyard.  I can identify the differences between Gospel texts.  I can suggest what Jesus would do, and compare this to what Jesus actually said/did.  I can describe how the sacrament of reconciliation shows what Christians do to follow Jesus with regard to forgiveness and restoration. | I can describe at least three ways in which religions can help to guide people through life’s good and hard times.  I know some different religious beliefs about life after death, and can describe the similarities and differences between them.  I know that believing in God can help people to get through difficult times.  I can give examples from different religions of how someone's beliefs about life after death will make a difference to the way they live their life. |
| **Ongoing in UKS2** | I can evaluate and explain the importance and connections of religious and non-religious practices and beliefs in the world today.  I can describe and explain how my thinking has developed through my learning, and express my own personal thoughts.  I can consider how to help make my local community a better place for everyone.  I can explore different art works, and their significance to worship and practice of faith.  I can identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.  I can suggest meanings for texts/ sources of authority studied, comparing their ideas with an awareness of different interpretations.  I can make clear connections between what people believe and how they live, individually and in communities.  I can use examples to show how people put their beliefs into practice differently, e.g. in different communities, denominations or cultures.  I can reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.  I can talk about what I have learned, how my thinking may have changed and why. | | | | | | |