

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 HeavenI 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 GodI 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. |
|  | **Autumn** | **Spring** | **Summer** |
| **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 creatorI can recognise that Christians find science and faith do complement each otherI 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 MessiahI 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** |  |
|  | **Autumn** | **Spring** | **Summer** |
| **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. |