

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Why is the word God so important to Christians? (Creation)	Why do Christians perform Nativity plays Christmas? (Why is Christmas special?) (Incarnation)	Being special: where do we belong? (Thematic)	Why do Christians put a cross on their Easter garden? (Why is Easter special?) (Salvation)	Which places are special and why? (Thematic)	Which stories are special and why? (Thematic)
Year 1	Who do Christians say made the world? (Creation)	Why does Christmas matter to Christians? (Incarnation)	Who is Jewish and how do they live? (Judaism)	What do Christians believe God is like? (God)	What is it mean to belong to a faith community? (Thematic)	How should we care for the world and for others, and why does it matter? (Thematic)
Year 2	What is the good news Christians believe Jesus brings? (Gospel)	What is the good news Christians believe Jesus brings? (Gospel)	Who is a Muslim and how do they live? (Part 1) (Islam)	Why does Easter matter to Christians? (Salvation)	Who is a Muslim and how do they live? (Part 2) (Islam)	What makes some places special to believers? (Thematic)
Year 3	What is it like for someone to follow God? (People of God)	What is the Trinity and why is it important for Christians? (Incarnation/God)	How do festivals and worship show what matters to a Muslim? (Islam)	How do festivals and family life show what matters to Jewish people? (Judaism)	What do Christians learn from the creation story? (Creation/Fall)	How and why do people try to make the world a better place? (Thematic)
Year 4	What kind of world did Jesus want? (Gospel)	For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	What do Hindus believe God is like? (Hindus)	Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	What does it mean to be a Hindu in Britain today? (Hindus)	How and why do people mark the significant events of life? (Thematic)
Year 5	What does it mean if Christians believe God is Holy and loving? (God)	What does it mean to be a Muslim in Britain today? (Islam)	Why is the Torah so important to Jewish people? (Judaism)	Creation and science, conflict or compliment? (Creation/Fall)	How can God bring freedom & justice? (People of God)	What matters most to Humanists and Christians? (Thematic)
Year 6	Christians and how to live: what would Jesus do? (Gospel)	Why do Christians believe that Jesus was the Messiah? (Incarnation)	Why do Hindus want to be good? (Hindus)	What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	For Christians, what kind of king is Jesus? (Kingdom of God)	Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)

	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts
EYFS	Why is the word God so important to Christians? <ul style="list-style-type: none"> Know that God is important to Christians Know that Christians believe God made the world and everything in it Know that Harvest is about saying thank you to God Know that Christians Holy Book is the Bible. 	CHRISTIANS GOD CREATION ADAM EVE BIBLE PARABLE PRECIOUS JESUS PEARL	<ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Talk about what people do to mess up the world and what they do to look after it Say how and why Christians like to thank their Creator Retell stories, talking about what they say about the world, God, human beings 	The beginners Bible Matthew 13: 44 46 or The Precious Pearl Bob Hartman or The Precious Pearl Butterworth and Inkpen
	Why do Christians perform Nativity plays Christmas? (Why is Christmas special?) <ul style="list-style-type: none"> Know the people in the story of Jesus birth Know where Jesus was born Know what gifts were given at Jesus birth Know that Jesus is called the light of the world Know Jesus was born on Christmas Day 	INCARNATION SHEPPHAERDS JESUS ANGEL CHRISTMAS STAR MARY JOSEPH MANGER	<ul style="list-style-type: none"> Retell the story of Jesus birth Describe the story of Jesus birth Use drama to retell the story of Jesus birth Compare different nativities Explain if gifts were right for Jesus Create a timeline of the story 	The beginners Bible Nativity story
	Being special: where do we belong? (Thematic) <ul style="list-style-type: none"> Know what it means to have something special Know that Christians believe that everyone is welcome is God's family Know that different religions use symbols and logos Know that Christians can be baptised 	RAKSHA BADHAN WELCOME LOVE SPECIAL RAKHI MUSLIMS HINDUS CHRISTIANS JESUS BAPTISM	<ul style="list-style-type: none"> Share and record occasions when things have happened in their lives that made them feel special Retell religious stories making connections with personal experiences Retell religious stories making connections with personal experiences Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomes into a religion other than Christianity 	The beginners Bible Baggy Brown by Mick Inkpen Dogger by Shirley Hughes Psalm 139 Mark 10:13-16.) Peace at Last' by Jill Murphy Lilu's Rakhi by Devika Joglekar

	<ul style="list-style-type: none"> Know that Muslims whisper the Shahadah into babies ears so they are the first words they hear. 			
	Why do Christians put a cross on their Easter garden? (Why is Easter special?) <ul style="list-style-type: none"> Know the Easter story is special to Christians Know Hosana means save us Know Palm Sunday is special for Christians Know that eggs are a sign of new life 	JESUS GOD SALVATION EASTER HOSANNA PALM GOOD FRIDAY DONKEY SUNDAY DISCIPLES	<ul style="list-style-type: none"> Talk about new ideas of new life in nature Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs, etc ., and make connections with signs of new life on nature Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs, etc ., and make connections with signs of new life on nature Talk about some ways Christians remember these stories at Easter 	The beginners Bible
	Which places are special and why? <ul style="list-style-type: none"> Know that Christians go to a church Know that most churches has a pulpit and lectern Know that not all churches are the same Know the Muslims go to a mosque Know that Christians and Muslims have a Holy text 	BIBLE MOSQUE IMAM QUR'AN VICAR CHRISTIANS PILGRIMAGE MUSLIMS HOLY CHURCH	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world Begin to recognise that for Christians, Muslim or Jews, these special things link to beliefs about God Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship 	The Beginners Bible The Storm that Stopped by Alison Mitchell
	Which stories are special and why? <ul style="list-style-type: none"> Know that Jesus was God's son Know Christians believe Jesus is God and human Know the Jewish Holy Book is the Torah Know the Islamic Holy Book is called the Quran 	TEXT STORIES JEWS QUR'AN SPECIAL CHRISTIANS BIBLE MUSLIMS TORAH BELIEVER	<ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear Talk about some religious stories Recognise some religious words, e.g. about God Identify a scared text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zaccheus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanks; what the Chanukah story teaches Jews about standing up for what is right) etc . 	The Beginners Bible The Magpie's Tale – Jesus and Zaccheaus by Nick Butterworth My First Quran Storybook by Saniya Nain Khan

KS1

Year 1	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts
	Who do Christians say made the world? <ul style="list-style-type: none">Know that the story of how the world was created is called the Creation StoryKnow God made the world in 6 daysKnow God rested on the seventh dayKnow the festival of Harvest thanks God for creation	Creation World Belief Thank Harvest God believe Bible Genesis praise	<ul style="list-style-type: none">Discuss what Christians believe about creationTalk about similarities and differences between to accountsDescribe what Christians might say about GodTalk about why Christians are thankful to God at Harvest time	The Beginners Bible Genesis 1:1-2:3 Matthew 10:8
	Why does Christmas matter to Christians? <ul style="list-style-type: none">Know that Christmas is celebrated by Christians and non-secular peopleKnow Jesus was born in BethlehemKnow that Jesus was born in a mangerKnow Advent is a time leading up to ChristmasKnow who visited JesusKnow who Mary and Joseph are	Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth Celebration	<ul style="list-style-type: none">Describe the scene of Jesus' birthSequence the story of Christians ChristmasRetell the Christmas storyDescribe how people felt visiting baby JesusExplain the significance of AdventTalk about what they are thankful for	The Beginners Bible
	Who is Jewish and how do they live? <ul style="list-style-type: none">Know the Torah is the Jewish Holy bookKnow the Torah contains the story of David and GoliathKnow what the mezuzah is	Synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Dreidel	<ul style="list-style-type: none">Ask questions about religious stories and artefactsExplain why the mezuzah is importantCreate a message to the worldDiscuss the most interesting fact about ShabbatTell one thing that is important at Chanukah	Shema prayer Chanukah Lights painting

	<ul style="list-style-type: none"> Know a synagogue is Jewish place of worship Know the Shabbat is a Jewish day of rest Know the Star of David is a symbol of the Jewish faith 	Star of David		
	What do Christians believe God is like? <ul style="list-style-type: none"> Know that the stories Jesus told are parables Know that Jesus is the prodigal son Know that God is the Father who created the world Christians can ask God for help through prayer and when they go to church Know that God will forgive anyone that goes back to him 	Forgiving Prodigal Worship Nineveh loving Father Parable Jonah God Holy	<ul style="list-style-type: none"> Describe what you like, dislike or are surprised about with a story from the Bible Talk about the meaning of parables Discuss why Lost Son parable might be useful for Christians today Make links between stories they have heard 	The Beginner's Bible Lost Son parable Jonah and the Big Fish
	What's it mean to belong to a faith community? <ul style="list-style-type: none"> Know a faith community is a group that believe the same about God or religion Know religions have special events to welcome them: baptism or aqiqah is Islam Faith communities have symbols: Ichthus (fish) Faith communities have weddings to show they belong to each other 	Community Muhammad Shabbat Allah Ichthus Faith Baptism Agigah Parable wedding	<ul style="list-style-type: none"> Discuss groups that they belong to Recognise symbols and artefacts of different religions Describe which religion artefacts belong to Explain what it means to belong Describe how Christians show community is valuable Describe how Muslims and Christian welcome a baby Describe the events of a Hindu wedding 	Leviticus 19:18 John 13:34-35 Mark 12:30-31 Luke 15:8-10
	How should we care for the world and for others, and why does it matter? <ul style="list-style-type: none"> Know Christians and Jews believe that god created the world Know the bible is the Christian Holy Book Know the Torah is the Jewish Holy book 	Community World Psalm Stewardship love Genesis Religious Nonreligious Christian Jews	<ul style="list-style-type: none"> Describe what makes people unique and special Compare two bible readings Explain what I have drawn and what it means Explain what a Jewish person might do to help someone else at Sukkot Describe how Mother Teresa helped other people Make links between mending the world and Adam and Eve's instructions 	Matthew 6:26 Mark 10:13-15

	<ul style="list-style-type: none"> Know the Bible and Torah tell stories about looking after the planet Know Christians and Jews are taught god loves them in the gospels 		<ul style="list-style-type: none"> Describe one thing that a Jewish person might do to celebrate the new year of the trees. 	
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Year 2	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts
	What is the good news Christians believe Jesus brings? Part one and two Autumn 1 and 2 <ul style="list-style-type: none"> Know that the apostles were 12 followers of Jesus Know that Matthew was an apostle Know a disciple was a followers of Jesus Know the apostles and disciples spread Jesus' message Know Jesus message of forgive and be forgiven 	Christians Jesus Matthew Fishermen Disciples Tax collector peace forgiveness Apostles Prayer	<ul style="list-style-type: none"> Use drama to explain how individuals from the Bible felt Describe the attributes of a good disciple Discuss forgiveness and saying sorry Identify and compare different types of peace Discuss how other people may think or feel based on evidence Tell the story behind a forgiveness picture Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things 	Matthew 9:9-13 Matthew 4:18-22 Luke 6:37-38 John 14:27

			for anyone to learn about how to live, giving a good reason for their ideas.	
	<p>Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> • Know Muslims believe there is only one god: Allah • Know there are no pictures of Allah • Know Muslims prayer 5 times a day: salah • Know Islam holy book is Qur'an • Know Islam have the 5 pillars • Know the shahadah is the first pillar • Know the Zakat the second pillar is giving to charity • Know that Ramadan is a month of fasting 	<p>Shahadah Zakat Muslims Haij Islam Sawm Salah Tawhid Ramadan Prophet</p>	<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>https://youtu.be/c5c9-1zxPeA Opening Up Islam.</p>

	Why does Easter matter to Christians? <ul style="list-style-type: none"> Know that Easter consists of Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday Know how Jesus die and was resurrected Know Jesus was crucified on Good Friday Know Jesus was resurrected on Easter Sunday Know secular celebrations of Easter focus on eggs 	God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	Beginners Bible John 12:12-15 Luke 22:47-53 Luke 23:32-39 Luke 23: 44-49 Luke 24:1-12
	Who is a Muslim and how do they live? <ul style="list-style-type: none"> Know the five pillars: Shahadah, Sawm, Zakat, Salah and Hajj Know Shahadah is declaration of faith Know Sawm is fasting Know Zakat is giving to charity Know Salah is praying 5 times per day Know Hajj is the pilgrimage to Makkah 	Muslim Shahadah Zakat Hajj Islam Prophet Salah Sawm Ramadan Allah	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim beliefs and ways of living 	

			<ul style="list-style-type: none"> • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	
	What makes some places special to believers? <ul style="list-style-type: none"> • Know that places of worship are important to many religions and bring communities together • Know a church is a holy building for Christians • Know a synagogue is a holy building for Jews • Know a mosque is a holy place for Muslims 	Worship Jewish Holy Christian Muslim community Mosque Sacred Church Synagogue Place of worship Shabbat	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • 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 • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non religious special places. 	RE Today Services

Year 3	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts
	What is it like for someone to follow God? <ul style="list-style-type: none"> Know the bible is made up of the old and new testament Know the old testament teaches how the people of god lived their lives Know that Noah built an ark Know Abraham is a prophet who made a covenant with God In wedding ceremonies, Christians make promises to each other and God 	Prophets Abram Noah Wedding Old Testament Pilgrimage Muslims Holy Church Promise Abraham Covenant Righteous Christians	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world. 	Genesis 6:5-9:17 Genesis 9:9-13 Genesis 12:1-9
	What is the Trinity and why is it important for Christians? <ul style="list-style-type: none"> Know that a messiah is a saviour promised from god Know John the Baptised told people about the messiah and baptised them Know the water symbolises washing away sin Jesus was baptised by John in the river Jordan Know the trinity is belief in the god the son and the holy spirit Know there are believers baptisms and infant baptisms 	Trinity Holy spirit Messiah John the Baptist Believer's Baptism Pilgrimage Muslims Holy Church Father Jesus Scripture Infant Baptism Denomination	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	Matthew 3:11-17 Acts 2:41
	How do festivals and worship show what matters to a Muslim?	Prophet Muhammad Allah Fasting Tawhid Quran	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) 	Golden Domes and Silver Lanterns by Hena Khan

	<ul style="list-style-type: none"> • Know Islam, Muslims and Salaam share the root SLM • Know the Muslims read the Qu'ran • Know the first part of the Qu'ran tells Muslims about Allah • Muslims pray facing the Kaba in Makkah • Know the 5 pillars: shahadah, Salah, Sawm, Zakah and Hajj 	Salah Ramadan Sawm Eid	<ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas 	
	<p>How do festivals and family life show what matters to Jewish people?</p> <ul style="list-style-type: none"> • Know Jewish people rest on Shabbat • Know the Torah contains the ten commandments • Know the Jewish new year is Rosh Hashannah • Yom Kippur is ten days after Rosh Hashannah and many Jews fast • Know the most famous story from the Torah is that of Moses fleeing Egypt 	Freedom Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema Progressive Forgiveness	<ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	'Why have a day of rest?' from Inspiring RE: Jewish People by RE Today Services: IRE JEWISH PEOPLE Apples and Pomegranates by Rahel Musleh

	What do Christians learn from the creation story? <ul style="list-style-type: none"> Know the creation story is in the genesis in the Old Testament Know that God asks humans to be stewards of Earth, protecting it Know that the fall is the story of Adam and Eve Know that Adam and Eve gave into temptation Know that the Pope leads the Catholic denomination 	Creation Catholic Big Story Responsibility Sin Pilgrimage Muslims Holy Church Steward Interpret Genesis Fall Temptation	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 	Genesis 1:26-28
	How and why do people try to make the world a better place? <ul style="list-style-type: none"> Know the golden rule: that everyone should treat each other how they want to be treated Know that a humanist does not believe in god Know that Tikkun Olam is an activity that repairs the world in Judaism 	Tikkun Olam Jewish Christian Muslim Zakat Stewardship Steward Salvation Humanist Golden Rule	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 	Torah quotes

Year 4	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts
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	<p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • Know that the first 4 people to follow Jesus were fishermen • Know the parable of the Good Samaritan • Know that gospels are the four books in the bible that share parables about Jesus • Know a disciple is someone who follows God • Know an evangelist is someone who tells people about Jesus and his message • Know a vicar is in charge of a church 	<p>Jesus Disciples Follower Clergy Galilee Vicar Parable Samaritan Gospel Evangelist</p>	<ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Matthew 4:18-19 Mark 1:40-44 Luke 10:25-37</p>
	<p>For Christians, when Jesus left; what was the impact of Pentecost?</p> <ul style="list-style-type: none"> • Know that Pentecost is the day the Holy Spirit came to Earth • Know the New Testament tells Christians about the Pentecost • Know the disciples received the Holy Spirit • Know the Acts tells the story of the early church and spread of God's message • Know that Baptised means the act of washing and welcoming a person into the church. 	<p>Pentecost Holy Spirit Disciples Lord's Prayer Baptised Tongues Acts Trinity Apostles</p>	<ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<p>Acts 2:1-15, Acts 2: 22 and Acts 2: 37-41 Acts 2:41-47 Acts 2:42 Corinthians 12:12-26</p>

	<p>What do Hindus believe God is like?</p> <ul style="list-style-type: none"> • Know the ultimate reality is known as Brahman • Know that Atman is the spark of Brahman in every creature • Know that Vishnu is the sustainer • Know that Shiva is the destroyer • Know the Lakshmi is the diety of wealth • Know that Namaste is a welcome 	<p>Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma</p>	<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 	<p>Svetaketu Big Questions Big Answers: God by RE Today Services</p>
	<p>Why do Christians call the day that Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> • Know that Easter is a Christian festival that remember resurrection of Jesus • Know the crucifixion of Jesus was on Good Friday • Know Jesus' resurrection was on Easter Monday • Know that Holy Week is the last week of Jesus life • Know that on Palm Sunday Jesus entered Jerusalem on a donkey • 	<p>Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary</p>	<ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>Matthew 21:7-11 Luke 23:13-25 Luke 23:32-48 Luke 24:13-26</p>

	What does it mean to be a Hindu in Britain today? <ul style="list-style-type: none"> • Know that Dharma is duty • Know that Puja is worship at home • Know Rama is an important deity • Know that Sita is Rama's wife • Know that Diwali is the festival of light • Know a Mandir is a place Hindus go to worship 	Hindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita	<ul style="list-style-type: none"> • Create a timeline showing when Hindu Dharma roughly begun • Match the words and definitions to important images • Justify what is most important to Hindus • Choose the six scenes they think are most important from the story • Choose a meaning of the story they think is important • Make connections to modern Britain 	2021 census RE: Hindus by RE Today Services Mahabharata (13.147.22)
	How and why do people mark the significant events of life? <ul style="list-style-type: none"> • Know that many religions hold ceremonies at significant points • Know that a baptism is a Christian ceremony • Know a baptism can happen as a baby or when older • Know boys have a bar mitzvah at 13 • Know girls have a bat mitzvah at 12 • Know many Hindu boys and some girls have a Sacred Thread ceremony 	Significant Journey baptism commitment marriage bar mitzvah bat mitzvah ceremony wedding	<ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) • Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today 	
Year 5	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts

	<p>What does it mean if Christians believe God is Holy and loving?</p> <ul style="list-style-type: none"> • Know the Bible is made up of the old and new Testament • Know that God is omnipresent • Know that God is omniscient • Know that God is eternal – he created time • Know that John wrote a letter after Jesus death 	<p>Holy Omnipresent Omniscient Believer Eternal Loving Omnipotent Isaiah John Testament</p>	<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 	<p>Psalms 103 Isaiah 6:1-5 1 John 4:7-13</p>
	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Know that Islam means submission to the will of Allah • Know that Muslims follow Islam • Know that Muslims perform 5 activities: Shahadah, Hajj, Salah, Zakah and Sawm • Know that Muslims pray everyday • Know that Muslims fast for 28 days during Ramadan 	<p>Muslim Ibadah Submission Ramadan Shahadah Salah Sawm Zakah Hajj Pilgrimage</p>	<ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views 	<p>Census 2021 bit.ly/2021CensusReligion The Holy Quran, 2:215 The Majestic Qur'an, trans. Musharraf Hussain</p>

	Why is the Torah so important for Jewish people? <ul style="list-style-type: none"> Know the Torah is the Jewish religious book Know a synagogue is a Jewish place of worship Know that Kosher means anything God allows Know Jewish people cannot eat pork Know there are orthodox, traditional and secular Jews 	Torah Sefer Torah Orthodox Secular Pesach (Passover) Synagogue Kosher Progressive Kashrut	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish 	2021 Census Exploring Jewish Worldviews Leviticus 11:1-23
	Creation and science; conflicting or complementary? <ul style="list-style-type: none"> Know the Genesis is the first book of Torah and Bible and tell how God created the world Know the Big Bang is a theory about how the universe was created Know that a literal meaning is taking the words from the bible Know that a theory is an idea of something Know that some people feel science and religion conflict or complement 	Literal Creator Conflicting Interpretation Theory Science Genesis Big bang theory Complementary Creation	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views 	Genesis 1 Big World Big Ideas by RE Today Services

	How can following God bring freedom and justice? <ul style="list-style-type: none"> Know the exodus is the story of the People of God leaving Egypt Know that Moses was chosen by God to lead his people out of slavery Know that slavery is owning people Know that Moses was a prophet given the Torah by God 	People of God Children of Israel Freedom Justice Moses Exodus Slavery Egypt Pharaoh Rescue	<ul style="list-style-type: none"> Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. Identify examples of Law texts and suggest how believers might interpret them Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. 	Exodus 2:1-10 Exodus 2:11-19 Exodus 3:1-9 Exodus 4:12 Matthew 22:36-40
	What matters most to Humanists and Christians? <ul style="list-style-type: none"> Know that everyone has their own world view Know a humanist seek natural explanations for the world Know a Christians values are based on the teachings of Christ Know Christians believe the Bible is the word of God Know the Golden Rule: treat others as you wish to be treated 	Humanist Non religious Belief Moral Golden rule Humanism Worldview Christian Values Authority	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views 	Luke 10:29–37 Luke 23:32-35

Year 6	Knowledge	Vocabulary	Skills	Religious Stories and Related Texts
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	<p>Christians and how to live: what would Jesus do?</p> <ul style="list-style-type: none"> • Know the word Gospel means good news • Know 3 Gospels: Mathew, Luke and Mark are eyewitness accounts • Know the Gospels contain parables Jesus told • Know Jesus healed people with leprosy • Know that Jesus performed the Sermon on the Mount • Know WWJD means What Would Jesus Do? 	<p>Gospel Theology Luke Matthew Mark Interpretation Leprosy Christ-like Parables Commandments</p>	<ul style="list-style-type: none"> • Analyse passages from the bible including the Gospels • Make links between parables • Explain which teachings are most important to Christians • Use evidence to discuss how Christians have followed the teaching of Jesus • Research and explain how Christians have followed Jesus teaching and live a Christ-like life • Justify their opinions using evidence 	<p>Matthew 22:36-40 Matthew 7:24–27 Matthew 5-7 http://www.christianaid.org.uk/our-work/what-we-do http://www.biblegateway.com/passage/?search=Matthew+7%3A24-27&version=NCV https://www.leprosymission.org.uk/about-us-and-leprosy/</p>
	<p>Why do Christians believe that Jesus was the Messiah?</p> <ul style="list-style-type: none"> • Know that Adam and Eve disobeying God is known as the Fall • Know God will send a messiah to bring the people back to him • Know Christians say Jesus is a saviour • Know Jesus is God in human form • Know incarnation is God in the flesh • Know Immanuel is Hebrew meaning God 	<p>Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah</p>	<ul style="list-style-type: none"> • Identify qualities a saviour would need • Explain why prophecies do or do not link to Jesus • Devise questions to ask someone from a biblical story • Analyse passages from the Bible • Explain how Jesus does or does not fit the mould of a saviour using evidence • Analyse data to see how Christians support their communities 	<p>The Fall Isaiah 9:5-6 Isaiah 7:14 Micah 5:2 Isaiah 11:1-5 Matthew Chapter 1 & 2 https://charity-gifts.christianaid.org.uk/</p>
	<p>Why do Hindus want to be good?</p>	<p>Dharma Samsara Reincarnation Atman Duty Karma</p>	<ul style="list-style-type: none"> • Create analogies to explain understanding of Hinduism • Retell key Hindu stories • Define key terms or theories in Hinduism 	<p>The Man in the Wall: Adapted from Book 11, chapter 5 of the Mahabharata, Exploring Primary RE</p>

	<ul style="list-style-type: none"> Know that Brahman is the source of everything Know that reincarnation is the belief that Atman moves from one living creature to another Know the life cycle is called Samsara Know the karma is the law of cause and effect Know that Moksha is the release from Samsara 	Moksha Brahman Ahimsa Deity	<ul style="list-style-type: none"> Describe what Hindus mean by the phrase what goes around comes around Describe and explain the 5 daily duties and make links to their own life Explore Hindu charities, make links to Christian charities Explain why Hindus want to be good. 	
	What difference does the resurrection make to Christians? <ul style="list-style-type: none"> Know that Easter is a special time for Christians Know that Jesus was crucified on Good Friday and resurrected on Easter Sunday Know that accounts of Easter are in the Gospels Know the birth of Jesus is called incarnation Know that Christians have a funeral when someone dies Know that Christians believe they have eternal life with God because of Jesus sacrifice 	Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal life Incarnation Funeral	<ul style="list-style-type: none"> Analyse sources and comment on their reliability Ask questions about a religious event Explain and interpret sources Identify similarities and differences between how Easter is celebrated Use evidence for a structured debate on religion Select a verse from the bible to deliver a message 	https://request.org.uk/festivals/holy-week-and-easter/good-friday/ https://request.org.uk/festivals/holy-week-and-easter/why-is-the-resurrection-so-important-to-christians/ https://request.org.uk/resource/life/beliefs/funerals/
	For Christians, what kind of king is Jesus?	Parable Kingdom Salvation Forgiving Unforgiving Banquet Biblical	<ul style="list-style-type: none"> Analyse and interpret a parable from the Bible Explain understanding of parables by putting these into their own words Make links between charities and Jesus 	The Parable of the Unforgiving Servant Luke 14:12-24 Matthew 18:21-35 http://www.biblegateway.com/passage/?search=

	<ul style="list-style-type: none"> • Know that Christians believe they will have salvation if they act as Jesus wants them to • Know that Jesus told parables (stories) • Know that Christians follow what Jesus has told them • Know that forgiving is at the heart of the Kingdom of God 	Inheritance Social Unjust	<ul style="list-style-type: none"> • Make links between what Christians do and the information in the parables • Discuss how Christians should act based on evidence 	Matthew+18%3A21-35&version=GNT Matthew 13:44 Matthew 13:33
	Why do some people believe in God and some not? How does faith help people when life gets hard? <ul style="list-style-type: none"> • Know that an atheist does not believe in God • Know that a theist believes in God • Know a Humanist seeks natural explanations • Know a theologian uses religions texts to prove the existence of God • Know that psychology is the study of the mind 	Theist Atheist Psychology Evidence Psychologist Agnostic Humanist Philosophy Reason Theologian	<ul style="list-style-type: none"> • Use data to ask questions and develop answers about religion • Summarise finding based on the evidence studied • Explain why people hold different beliefs • Interpret a text and what it tells us about God • Pupils can reflect on their own beliefs and what evidence they have drawn on to make those decisions 	Introducing PHILOSOPHY REtoday Services http://www.ons.gov.uk/datasets/TS031/editions/2021/versions/1