



RE Progression of Knowledge and Skills EYFS – Year 6



EYFS

Unit F4

Being special: Where do we belong?

Making sense of beliefs	Retell religious stories
Understanding the impact	Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity.
Making connections	Make connections between religious stories and personal experiences. Share and record occasions when things have happened in their lives that made them feel special.
Vocabulary	Muslims, Hindus, Christians, Jesus, baptism, welcome, love, special, Raksha Bandhan, rakhi
Diversity/ Links	Share with the children that not all Christians believe in infant baptism.

Unit F2

Why is Christmas special for Christians?

Making sense of beliefs	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories.
Understanding the impact	Recall simply what happens at a traditional Christian festival (Christmas).
Making connections	Talk about people who are special to them. Say what makes their family and friends special to them. Make connections with personal experiences.
Vocabulary	Christmas, God, Jesus, Mary, Joseph, incarnation, shepherds, angels, star, magi, manger
Diversity/ Links	Note that Christians in different parts of the world may celebrate Christmas in different ways.



Unit F6 Which stories are special and why?

Making sense of beliefs	Talk about some religious stories. Recognise some religious words, e.g. about God. Identify a sacred text e.g. Bible, Torah
Understanding the impact	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 Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc
Making connections	• Identify some of their own feelings in the stories they hear
Vocabulary	Christian, Bible , Muslim, Qur'an , Jewish , Torah , believer , text , stories
Diversity/ Links	

F3 Why is Easter special for Christians?

Making sense of beliefs	Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians.
Understanding the impact	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. Talk about some ways Christians remember these stories at Easter.
Making connections	Make connections with ideas of new life in nature.
Vocabulary	Jesus, God, Easter , Hosanna , Salvation , palm , donkey , Good Friday , Sunday , disciples
Diversity/ Links	El Salvador Cross



Knowledge and Skills – Religious Education



F5 Which places are special and why?







Making sense of beliefs	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.
Understanding the impact	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.
Making connections	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.
Vocabulary	Christian, church , vicar , bible, Muslim, mosque , Qur'an, Imam
Diversity/ Links	Not all churches are the same. Look at photos/ visit St Martin's and Desford Free church. What is the same? What is different?



Knowledge and Skills – Religious Education









Year 1

 Unit 1.1 What do Christians believe God is like?	 What is the parable of the Lost Son?	  What does the parable of The Lost Son teach Christians about God?	 What is the story of Jonah and the Whale?	 How does their belief in God make a difference to how some Christians live?
Making sense of beliefs	Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Tell the story of Jonah and the Whale from the Bible simply and recognise a link with the Christian idea of God being loving and forgiving.			
Understanding the impact	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)			
Making connections	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.			
Vocabulary	• Forgiving • Prodigal • Worship • Nineveh • loving • Father • Parable • Jonah • God • Holy			
Diversity/ Links				



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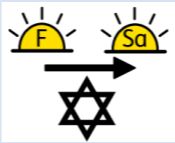




 Unit 1.3 RE Theme Day Why is Christmas important to Christians?	 Who do Christians believe Jesus is?	 What is the Christian story of the first Christmas?	 What is Advent?	 What do some people say thank you for at Christmas?	 How might Christians celebrate Christmas?	
Making sense of beliefs	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians					
Understanding the impact	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas					
Making connections	Think, talk and ask questions about Christmas for people who are Christians and for people who are not.					
Vocabulary	Christmas, celebration , Jesus, Mary, Joseph, shepherds, advent , incarnation, birth					
Diversity/ Links	Christian Christmas celebrations in different counties e.g. Coptic Orthodox Christians in Egypt.					



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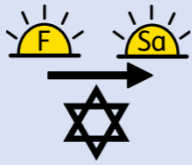





 <p>Unit 1.7a Who is Jewish and how do they live?</p>	 <p>What objects are special to Jewish people?</p>	 <p>What is a Mezuzah and why are they important to Jewish people?</p>	 <p>How and why do Jewish people celebrate Shabbat?</p>	 <p>What does the story of David and Goliath teach Jewish people about God</p>	 <p>What does the story of Chanukah make us think about?</p>
<p>Making sense of beliefs</p>	<p>Know that the Shema is a special prayer for Jewish people (and is written inside a Mezuzah). Retell simply some Jewish stories. Give examples of how Jewish stories remind Jews about what God is like. Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>				
<p>Understanding the impact</p>	<p>Know that Jewish people put a Mezuzah on the doorposts of their houses. Know that Jewish people believe there is one God. Know one thing the story of David and Goliath teaches Jews about God. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p>				
<p>Making connections</p>	<p>Give an example of words that are important to me and say why. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p>				
<p>Vocabulary</p>	<p>Jewish, Shema, Mezuzah, Torah, Synagogue, Star of David, menorah</p>				
<p>Diversity/ Links</p>					



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 <p>Unit 1.7b RE Theme Day How and why do Jewish people celebrate special times?</p>	 <p>What is Shabbat? How do Jewish people celebrate Shabbat?</p>	 <p>What is Sukkot and how do Jewish people celebrate it?</p>	 <p>What is the story of Hanukkah?</p>	 <p>How do Jewish people celebrate Hanukkah?</p>
<p>Making sense of beliefs</p>	<p>Retell simply a Jewish story. Give an example of how a Jewish story reminds Jews about what God is like.</p>			
<p>Understanding the impact</p>	<p>Give examples of how Jewish people celebrate special times e.g. Shabbat, Sukkot, Hanukkah.</p>			
<p>Making connections</p>	<p>Give an example of a time that you say thank you, praise or remember important events or people.</p>			
<p>Vocabulary</p>	<p>Shabbat, Sukkot, Hanukkah, hanukkah, dreidel, latkes, doughnuts</p>			
<p>Diversity/ Links</p>	<p>e.g. include examples of Hanukkah celebrations in Latin America.</p>			



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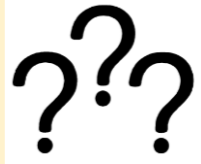


 <p>Unit 1.10 What does it mean to belong to a faith community?</p>	 <p>Do we all belong to something?</p>	 <p>How do Christians show that they belong?</p>	 <p>How do Jewish people show that they belong?</p>	 <p>How do Christians welcome a new baby?</p>	 <p>How do some people show they belong to one another?</p>	 <p>What matters about being part of a community?</p>
<p>Making sense of beliefs</p>	<p>Recognise that loving others is important in lots of communities</p>					
<p>Understanding the impact</p>	<p>Know what happens at a traditional Christian infant baptism, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p>					
<p>Making connections</p>	<p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. Recognise some symbols of belonging for Christians and for Jews and think about why these symbols matter to believers. Talk about some ways they celebrated when a baby was born in their family, comparing this with what they have learned in RE.</p>					
<p>Vocabulary</p>	<p>Community, faith, baptism, ichthus, shabbat, wedding</p>					
<p>Diversity/ Links</p>	<p>Some Christian groups often baptise babies, with parents and godparents making promises to bring the child up in the Christian faith (e.g. St Martin's Church, Desford) Other Christian groups emphasise 'believer's baptism' and only baptise older children and adults who can talk about their own Christian faith themselves (e.g. Desford Free Church).</p>					



Knowledge and Skills – Religious Education









 Unit 1.2 RE Theme Day Who do Christians say made the world?	 What is the Christian story of creation?	 What might Christians who believe in a creator God, say and do?	 What questions would you like to ask about the world?
Making sense of beliefs	Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world		
Understanding the impact	Give at least one example of what Christians do to say ‘thank you’ to God for Creation		
Making connections	Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.		
Vocabulary	God, creation , believe , bible, world , harvest , praise , thanks , Genesis		
Diversity/ Links	Some Christians believe that the creation story is an account of what actually happened. Other Christians believe that it is just a story with the main emphasis being that ‘God’ created the world. A Rocha International e.g. Philippines, South Africa		



Knowledge and Skills – Religious Education









Year 2/3

 Unit L2.1 What do Christians learn from the creation story?	 What does the story of creation tell Christians about God and the world?	 What in the world might Christians thank God for?	 How do some Christians try to look after the world? Should we all help to look after the world?	 How does the Bible explain why things go wrong in the world?	 How and why might Christians say sorry and ask forgiveness from God?
Making sense of beliefs	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				
Understanding the impact	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				
Making connections	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today				
Vocabulary	Creation, Genesis, steward , temptation , The Fall , responsibility , sin ,				
Diversity/ Links	Pope Francis, Cafod				



Knowledge and Skills – Religious Education









 <p>Unit 1.6a RE Theme Day Who is Muslim and how do they live?</p>	 <p>What do Muslims think about God?</p>	 <p>Who was the Prophet Muhammad and why is he important to Muslims?</p>	 <p>What do Muslims learn from the story of the tiny ants?</p>	 <p>What do Muslims learn from the story of The Camel?</p>	 <p>How do the stories of Prophet Muhammed inspire Muslims to behave?</p>
<p>Making sense of beliefs</p>	<p>Talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah. Recognise the words of the Shahadah and that it is very important for Muslims Say who Muhammad is, why Muslims put PBUH after his name, and why they believe he is so important. Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p>				
<p>Understanding the impact</p>	<p>Recognise that and say why Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like Give examples of how Muslims use the Shahadah to show what matters to them Give at least one example of how a story of the Prophet shows a Muslim how to behave, to guide their beliefs and actions</p>				
<p>Making connections</p>	<p>Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what I think is good about the example of the Prophet from what I have learned, giving a good reason for my ideas.</p>				
<p>Vocabulary</p>	<p>Muslim, Islam, Tawhid, Shahadah, Qu'ran, Allah, prophet, ibadah, Ramadan</p>				
<p>Diversity/ Links</p>					



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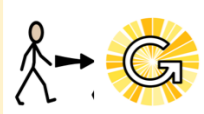



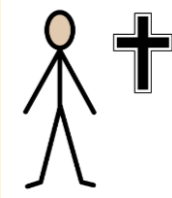


 Unit L2.9 How do festivals and worship show what matters to Muslims?	 What do we already know about Islam?	 What does the opening chapter of the Qur'an teach Muslims about God?	 Why does prayer matter to Muslims?	 Why is the mosque a special place for Muslims?	 Why do Muslims celebrate at the end of Ramadan?
Making sense of beliefs	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 worshipping; how Muslims submit to God)				
Understanding the impact	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)				
Making connections	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.				
Vocabulary	Prophet, Muhammed, Qur'an, Allah, fasting , Tawhid, Salah , Ramadan, Sawm , Eid , ibadah				
Diversity/ Links					



Knowledge and Skills – Religious Education









 <p>Unit L2.2. RE Theme Day What is it like for someone to follow God?</p>	 <p>What is the story of Noah and the flood?</p>	 <p>What rules and promises were in God's covenant with Noah?</p>	 <p>Who makes promises or covenants today?</p>	 <p>What is it like for Christians to follow God?</p>
<p>Making sense of beliefs</p>	<p>Make clear links between the story of Noah and the idea of covenant</p>			
<p>Understanding the impact</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p>			
<p>Making connections</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>			
<p>Vocabulary</p>	<p>Bible, Old Testament, Noah, promise, covenant, ark, vow, righteous</p>			
<p>Diversity/ Links</p>				



Knowledge and Skills – Religious Education



 Unit L2.4 What kind of world did Jesus want?	 Why did Matthew include the story of Jesus calling his first disciples in his gospel?	 What does the story of the healing of the person with leprosy tell Christians about the kind of world Jesus wants?	 What does the story of the Good Samaritan tell Christians about how he wants them to behave?	 How are churches trying to make the world more like Jesus wanted?	 What kind of world would you like to see?
Making sense of beliefs	Identify texts that come from 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				
Understanding the impact	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways				
Making connections	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.				
Vocabulary	Gospel, covenant, leprosy , Samaritan, disciple				
Diversity/ Links	www.openhandsleicester.org.uk ; Trussell Trust food banks				



Knowledge and Skills – Religious Education









<p>Unit L2.12 RE Theme Day How and why do people try to make the world a better place?</p>	<p>What's wrong with the world?</p>	<p>How can the golden rule help people to make the world a better place?</p>	<p>How do people try to make the world a better place? Looking at Christian, Jewish, Muslim and non-religious ideas.</p>
<p>Making sense of beliefs</p>	<p>Identify what different religions and worldviews say about what is wrong with the world Make links between ideas about the 'Golden Rule' and different religious beliefs Make links between Jewish beliefs and how people try to make the world a better place. Identify Mother Teresa as an inspirational person who followed her Christian beliefs. Explain what Zakat is, giving some examples Make links between non-religious ideas and ways in which nonreligious people try to make the world a better place</p>		
<p>Understanding the impact</p>	<p>Describe simply different ideas about what is wrong with the world Make simple links between teachings about how to live and ways in which people try to make the world a better place Describe some examples of how people try to live to make the world a better place Describe examples of how nonreligious people practise charity</p>		
<p>Making connections</p>	<p>Raise questions and suggest answers about why the world is not always a good place Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Raise questions and suggest answers about how being generous to the poor makes the world better Express their own ideas about the kinds of guidelines/rules for life that can make the world a better place.</p>		
<p>Vocabulary</p>	<p>Christian, Jewish, Muslim, Humanist, Golden Rule, stewardship, Zakat, tikkun olam</p>		
<p>Diversity</p>	<p>Islamic Relief</p>		



Knowledge and Skills – Religious Education





Year 4

 Unit L2.8 What does it mean to be a Hindu in Britain today?	 How do Hindus show their faith at home?	 How do Hindus show their faith when they're together?	 What is Diwali?	 How do Hindus celebrate Diwali together?	 What is it like to be a Hindu in Britain today?
Making sense of beliefs	Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)				
Understanding the impact	Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)				
Making connections	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.				
Vocabulary	Hindu, Puja , shrine , deity, Dharma, Mandir				
Diversity/ Links	Introduce the term 'pluralist', reminding pupils there are many different ways in which Hindu people live out their religious worldview; there is plenty of diversity within Hindu Dharma, it is not a 'one size fits all' religious worldview.				



Knowledge and Skills – Religious Education



 Unit L2.7 RE Theme Day What do Hindus believe God is like?	 What do Hindu symbols show about belief in Brahman?	 How many Gods are there in popular Hinduism?	 What do Hindu deities show about Brahman?	 How might the idea of Brahman being in everything affect the actions of a Hindu?		
Making sense of beliefs	Make clear links between the story of Svetaketu and what Hindus believe about Brahman. Talk about Hindu ideas of God being everywhere and in everything. Identify some Hindu deities and say how they help Hindus describe God Offer informed suggestions about what Hindu murtis express about God Spot and explain features of images of Brahma, Vishnu and Shiva that show their links with creation, preservation and destruction Make clear links between the story of Diwali and what Hindus believe about God					
Understanding the impact	Make simple links between beliefs about God and how Hindus live					
Making connections	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.					
Vocabulary	Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma, murti, Trimurti, Diwali, Ramayana, Rama, Sita					
Diversity/ Links	Hindu Mandir visit					



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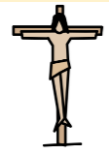

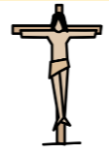


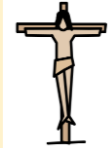


<p>RE Unit L2.11 How and why do people mark the significant events of life?</p>	<p>What does the idea of the journey of life mean to us?</p>	<p>What is the significance of baptism to Christians?</p>	<p>How do Jewish people mark becoming an adult?</p>	<p>What ceremonies do Hindus mark in the journey of life?</p>	<p>Why do people choose to get married?</p>	<p>Are all journeys similar?</p>
<p>Making sense of beliefs</p>	<p>Identify some beliefs about love, commitment and promises in Christianity, Judaism and Hinduism and describe what they mean Identify some beliefs about commitment and promises shown in Christian baptism and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for Jewish people today. Identify some beliefs about love, commitment and promises in some Hindu communities and describe what they mean. Offer informed suggestions about the meaning and importance of marriage ceremonies today.</p>					
<p>Understanding the impact</p>	<p>Make simple links between beliefs about love and commitment and how some Christians, Jews and Hindus live Describe what happens in baptism, a ceremony of commitment for Christians and say what the ritual means Describe what happens in ceremonies of commitment in Judaism – Bar Mitzvah and Bat Mitzvah - saying what these rituals mean Describe what happens in sacred thread ceremonies and say what these rituals mean to some Hindu people</p>					
<p>Making connections</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a 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.</p>					
<p>Vocabulary</p>	<p>Significant, ceremony, commitment, marriage, Bar Mitzvah, Bat Mitzvah, sacred thread, baptism</p>					
<p>Diversity/ Links</p>						



Knowledge and Skills – Religious Education



 <p>Unit L2.5 RE Theme Day Why do Christians call the day Jesus died 'Good Friday'?</p>	 <p>What do Christians believe happened on Palm Sunday?</p>	 <p>What do Christians believe happened on Good Friday?</p>	 <p>What do Christians believe happened on Easter Sunday?</p>	 <p>How do Christians celebrate Easter?</p>	 <p>If Jesus died on the Friday of Holy week, why do Christians call it 'good'?</p>
<p>Making sense of beliefs</p>	<p>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</p>				
<p>Understanding the impact</p>	<p>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</p>				
<p>Making connections</p>	<p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>				
<p>Vocabulary</p>	<p>Salvation, crucifixion, resurrection, Holy Week, Calvary, sin, forgiveness, Palm Sunday, Good Friday, Easter Sunday, disciples</p>				
<p>Diversity/ Links</p>	<p>St Martin's Church, Desford Free Church</p>				



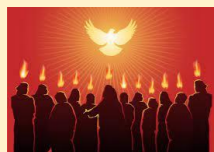
Knowledge and Skills – Religious Education



 <p>Unit L2.3 What is the trinity and why is it important for Christians?</p>	 <p>What does the story of Jesus' baptism show Christians about the Trinity/God?</p>	 <p>How can a picture of Jesus' baptism show the Trinity?</p>	 <p>How is the Christian belief of the trinity shown in baptism services today?</p>
<p>Making sense of beliefs</p>	<p>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</p>		
<p>Understanding the impact</p>	<p>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</p>		
<p>Making connections</p>	<p>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.</p>		
<p>Vocabulary</p>	<p>Trinity, Father, Jesus, Holy Spirit, Messiah, John the Baptist, scripture, denomination, infant baptism, believer's baptism</p>		
<p>Diversity/ Links</p>	<p>St Martin's Desford (Anglican), Desford Free Church Include images of people from a variety of different cultures and backgrounds being baptised.</p>		



Knowledge and Skills – Religious Education



Unit L2.6
RE Theme
Day
For Christians,
what was the
impact of
Pentecost?



What is the Christian story of Pentecost?



Who or what do Christians believe the Holy Spirit is?
What difference does the Holy Spirit make to many Christians?

Making sense
of beliefs

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.

Understanding
the impact

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.

Making
connections

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.

Vocabulary

Acts, apostles, disciples, Holy Spirit, Trinity, baptised, Pentecost

Diversity








Some Christian denominations (e.g. Pentecostal churches) place far more emphasis on the role of the Holy Spirit than others. Many Christians believe that the Holy Spirit is active and helps Christians today whereas some Christians focus more on the work of the Holy Spirit in biblical times.



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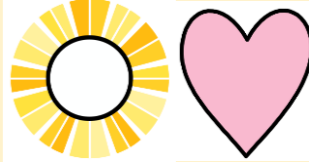
Year 5

 <p>Unit U2.8 What does it mean to be a Muslim in Britain today?</p>	 <p>Who is Muslim in our region?</p>	 <p>What helps Muslims through the journey of life?</p>	 <p>Why is charity important to Muslims? How is it important to you?</p>	 <p>Why do Muslims go on a pilgrimage?</p>	 <p>Where do Muslims get guidance for living?</p>	 <p>What does it mean to be a Muslim in Britain today?</p>
<p>Making sense of beliefs</p>	<p>Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on zakat). Describe three things Muslims do on Hajj and why they matter to Muslims. Know key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority</p>					
<p>Understanding the impact</p>	<p>Make clear connections between Muslim beliefs and ibadah. Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Name the Five Pillars using technical vocabulary and explain how the Five Pillars express ibadah for Muslims. Describe some ways in which Muslims perform Shahadah and why it is important. Connect what Muslims do on Hajj to the Prophet Muhammad. Explain what benefits Muslims gain from Hajj rituals. Outline three teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice.</p>					
<p>Making connections</p>	<p>Name two of the main branches of Islam. Talk about how many Muslims there are in our region, the UK and the world. Give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today. Explain how Hajj practices help Muslims to show unity, equality, purity, and self-control. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>					
<p>Vocabulary</p>	<p>Muslim, ibadah, Ramadan, Shahadah, submission, salah, sawm, Zakah, hajj, pilgrimage</p>					
<p>Diversity/ Links</p>	<p>Not all Muslims practice their beliefs in the same way. Most Muslims in Britain follow either the Sunni or Shi'a tradition.</p>					



Knowledge and Skills – Religious Education


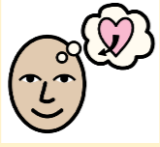



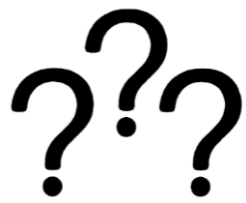


 Unit U2.1 RE Theme Day What does it mean for Christians to believe that God is holy and loving?	 What words do Christians connect to the idea of God?	 What does the Bible say God is like?	 How can ideas about God be expressed in art?	 How do some Christians respond to a holy and loving God?	 How do churches and cathedrals reflect Christian ideas about God?	 What does it mean if Christians believe God is holy and loving?
Making sense of beliefs	Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms					
Understanding the impact	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					
Making connections	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.					
Vocabulary	Holy, loving, omniscient , omnipresent , omnipotent , eternal, believer, testament					
Diversity/ Links	Churches and cathedrals from different denominations and parts of the world					



Knowledge and Skills – Religious Education




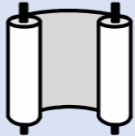




 Unit U2.3 Why do Christians believe that Jesus is the Messiah?	 Why did the People of God hope for a Saviour?	 What kind of rescuer/ Messiah were people expecting?	 Was Jesus the hoped-for Messiah? What do the Gospel texts say?	 How are Christian beliefs about Jesus shown in the ways they celebrate Christmas?	 How important in the world today is the idea of 'Jesus as Messiah'?
Making sense of beliefs	Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms				
Understanding the impact	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible				
Making connections	Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.				
Vocabulary	Messiah , incarnation, saviour, Immanuel , prophecy , prophet , gospel, theological				
Diversity/ Links	Urban Outreach Christmas Dinner on Jesus				



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 Unit U2.9 RE Theme Day Why is the Torah important to Jewish people?	 What can we find out about Jewish communities in the Midlands and further afield?	 What do Jews believe about God?	 What is a Sefer Torah? How is it used?	 Are there any particular laws that Jewish people need to follow?	 What happens during worship at a synagogue?
Making sense of beliefs	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 Explain what the Shema means for Jews				
Understanding the impact	Make clear connections between Jewish beliefs about the Torah and how Jews 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; use of Mezuzah)				
Making connections	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Give examples of how traditions and rituals around the Torah might or might not be important today to Jewish people and to other people Explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today Consider and way up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.				
Vocabulary	Torah, Sefer Torah , synagogue, orthodox, progressive, Pesach, Shema, kosher , kashrut				
Diversity/ Links	Compare Orthodox and Progressive Jewish practice.				



Knowledge and Skills – Religious Education






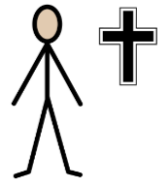


<p>Unit U2.10 What matters most to Humanists and Christians?</p>	<p>Rules: do we need them? Who breaks them?</p>	<p>Who is a Humanist? What codes for living do non-religious people use?</p>	<p>What values matter most to Christians?</p>	<p>Can we create a code for living that will help the world?</p>
<p>Making sense of beliefs</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist ideals and values.) 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')</p>			
<p>Understanding the impact</p>	<p>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 Suggest reasons why fairness, justice, forgiveness and freedom matter in our world today. Explore and explain similarities and differences between how Humanists and Christians live.</p>			
<p>Making connections</p>	<p>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. Ask some questions about whether and when rules should be left behind, or even broken. Respond with reasons to questions such as, What matters most? Rules, values, love or kindness?</p>			
<p>Vocabulary</p>	<p>Christian, Humanist, Humanism, worldview, non-religious, authority, moral, belief, values, Golden rule.</p>			
<p>Diversity</p>	<p>Humanism is just one non-religious worldview. There are many others.</p>			



Knowledge and Skills – Religious Education



 Unit U2.4 RE Theme Day How do Christians decide how to live? 'What would Jesus do?'	 How do the two greatest commandments help Christians decide how to live?	 How does the story of the wise and foolish builders help Christians decide how to live?	 How does the Sermon on the mount help Christians decide how to live?	 Who is the healing of the Centurion's servant 'good news' for?	 How might Jesus' words show in a Christian's life?
Making sense of beliefs	Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts				
Understanding the impact	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives				
Making connections	Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.				
Vocabulary	Gospel, theology, interpretation , parable, commandment, leprosy , miracle , justice				
Diversity/ Links	www.openhandsleicester.org.uk www.christianaid.org.uk/our-work/what-we-do				



Knowledge and Skills – Religious Education



Year 6						
 Unit U2.7 Why do Hindus try to be good?	 What is Brahman?	 What can we learn about Atman through a Hindu story?	 Why is Atman important?	 How does dharma affect the way someone may live their life?	 What is ahimsa and how does it affect the lives of Hindu people?	 Why do Hindus want to be good?
Making sense of beliefs	Identify and explain Hindu beliefs of Brahman, dharma, karma, samsara and moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.					
Understanding the impact	Make clear connections between Hindu beliefs about Brahman, atman, dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways.					
Making connections	Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.					
Vocabulary	Dharma, samsara , reincarnation , atman, duty , karma, moksha , Brahman, ahimsa , deity					
Links/ Diversity	Mahatma Gandhi					



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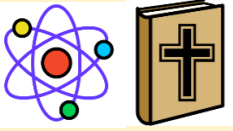

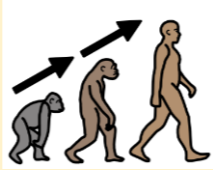
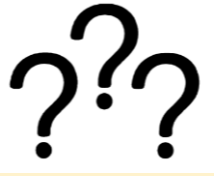
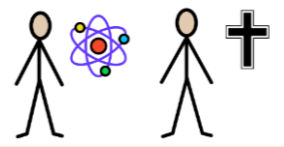
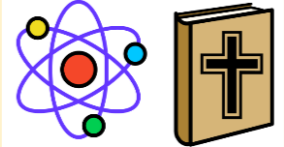


<p>Unit U2.11 RE Theme Day Why do some people believe in God and some people not?</p>	<p>How many people believe in God?</p>	<p>Is God real? What do people think?</p>	<p>Why do people believe or not believe in God?</p>	<p>What do people say about science and believing in God?</p>	<p>What impact does belief in God have on how people think and live?</p>
<p>Making sense of beliefs</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God</p>				
<p>Understanding the impact</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live Give an example of what difference it makes for someone to believe in God or not to believe in God Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>				
<p>Making connections</p>	<p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. Express some of my own ideas about the connections between science, faith and God.</p>				
<p>Vocabulary</p>	<p>Theist, atheist, psychology, agnostic, humanist, philosophy, evidence, reason, theologian</p>				
<p>Diversity/ Links</p>	<p>Note that different people of the same religion do not always have exactly the same views</p>				



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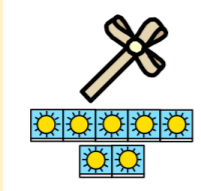
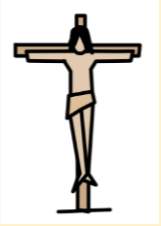






 <p>Unit U2.2 Creation and science: conflicting or complementary?</p>	 <p>What genre is the Christian creation story?</p>	 <p>What does science say about the beginning of the universe and the development of humans?</p>	 <p>What questions do you have about the beginning of the world?</p>	 <p>Are there people who are both a Christian and a scientist?</p>	 <p>Creation and science: conflicting or complementary. What do you think?</p>
<p>Making sense of beliefs</p>	<p>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</p>				
<p>Understanding the impact</p>	<p>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</p>				
<p>Making connections</p>	<p>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.</p>				
<p>Vocabulary</p>	<p>Genesis, science, Big Bang Theory, complementary, conflicting, creation, literal, interpretation, theory</p>				
<p>Diversity/ Links</p>	<p>Jennifer Wiseman Stephen Hawking</p>				



Knowledge and Skills – Religious Education





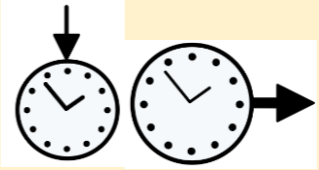



 Unit U2.5 RE Theme Day What do Christians believe Jesus did to 'save' people?	 What happened in Holy Week?	 Who was responsible for Jesus' death?	 What do Christians mean when they say Jesus' death was a sacrifice?	 How and why do different Christians celebrate communion?	 What is a martyr?	 Is the idea of sacrifice a good one for the world today?
Making sense of beliefs	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice					
Understanding the impact	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways					
Making connections	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.					
Vocabulary	Incarnation, sacrifice , salvation, Holy Communion , The Lord's Supper , martyr					
Diversity/ Links	Different denominations within the Christian Church have different approaches to Holy Communion. E.g. some see it as a symbol, others see it more literally. Martin Luther King Jr Esther John					



Knowledge and Skills – Religious Education



 <p>Unit U2.6 For Christians, what kind of king is Jesus?</p>	 <p>In Jesus' parables, who is invited into God's kingdom?</p>	 <p>According to Jesus' teachings, how important is forgiveness in God's kingdom?</p>	 <p>How do some Christians try to make the world more like God's kingdom?</p>	 <p>How do Christians see God's kingdom as being now and in the future?</p>	 <p>For Christians, what are the features of God's kingdom and Jesus' kingship?</p>
<p>Making sense of beliefs</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p>				
<p>Understanding the impact</p>	<p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways.</p>				
<p>Making connections</p>	<p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today.</p>				
<p>Vocabulary</p>	<p>Parable, kingdom, salvation, forgiving, unforgiving, banquet, biblical, inheritance, social, unjust</p>				
<p>Diversity/ Links</p>	<p>Christian Aid</p>				



Knowledge and Skills – Religious Education



<p>Unit U2.12 RE Theme Day How does faith help people when life gets hard?</p>	<p>What is life like? (Ups and Downs)</p>	<p>?</p> <p>What questions have you got about what happens when we die?</p>	<p>What is Christian teaching about life after death? How do Christians mark when someone dies?</p>	<p>What is reincarnation?</p>	<p>What do people who don't believe in God think happens when we die? What do I think?</p>
<p>Making sense of beliefs</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in Christian and Hindu traditions, comparing and explaining for similarities and differences. Describe and explain how Christians mark a person's death at a funeral Identify non-religious beliefs about life after death</p>				
<p>Understanding the impact</p>	<p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Make clear connections between non-religious beliefs about death and how they respond to life. Explain how life raises some difficult questions for people, whether religious or not Explain how a funeral can help people during a difficult time after someone dies. Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</p>				
<p>Making connections</p>	<p>Talk about the value of gratitude in the lives of people, whether believers and non-religious, including my own views Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insight</p>				
<p>Vocabulary</p>	<p>funeral, heaven, reincarnation, karma, eulogy</p>				
<p>Diversity</p>					