

RE Curriculum End Points

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Being special: where do we belong? I can talk about things that are special to me and why they value these things. I will learn about key religious symbols for Christians, Muslims and Hindus. I will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. I will find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. I will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p> <p>Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) I can retell the key events from the Christian Christmas story. I can tell you about the term incarnation (God come to earth as a human and as God). I will learn about the Christian belief that this happened in Jesus. I will learn about who Christians believe first visited Jesus in the stable and why.</p>	<p>Why is the word God so important to Christians? I can tell you that God created the heavens and the earth. I will learn the key events from the creation story found in Genesis 1. I will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. I will find out the story of Adam being tasked with naming animals. I will learn that many Christians try to treat God's name with respect. I will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p> <p>Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) I can recall the key events from Palm Sunday until Easter Day in the Christian Salvation story. I will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later.</p>	<p>Which places are special and why? I can reflect upon places that are special in my life. I can find out about places that are holy and important for many Christians and Muslims. I can label a Churches and Mosques showing their key features. I can visit a place of worship (Mosque or Church).</p> <p>Which stories are special and why? I can discuss stories that are special to me and give reasons for why they are special. I can listen to different religious worldviews and find out about why these might be special to a believer. I can learn key events and retell stories from different worldviews remembering</p>

	<p>I will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old.</p> <p>I will understand that some stories change over time and that it is important for believers to return to and study the original text.</p> <p>I can tell you that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>	<p>I will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.</p>	
Year 1	<p>What does it mean to belong to a faith community?</p> <p>I can name artefacts.</p> <p>I can use knowledge about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong.</p> <p>I can identify places of worship and symbols.</p> <p>I will consider where I belong and the communities to which they are a part of.</p> <p>Why does Christmas matter to Christians? Christianity</p> <p>I can talk about the key events from the Christmas story in more detail.</p> <p>I can find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious.</p> <p>I will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story</p>	<p>Who is Jewish and how do they live?</p> <p>I can identify the symbol of Judaism.</p> <p>I can identify the sacred text for Jewish people 'Torah'</p> <p>I can identify Jewish objects.</p> <p>I can identify why the Torah is special.</p> <p>I can learn about a Jewish leader 'Rabbi'.</p> <p>What do Christians believe God is like?</p> <p>I can explain who Jesus is.</p> <p>I can learn about the parables.</p> <p>I understand the story of Jonah and the big fish.</p>	<p>Who do Christians say made the world?</p> <p>I can recount the Christian creation story.</p> <p>I can recall the key events within the story and be able to retell it using key vocabulary.</p> <p>I will begin to understand that some Christians believe different things about creation.</p> <p>I will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world.</p> <p>I will also consider how Christians may act in response to creation and why they may choose to praise God for it.</p> <p>How should we care for the world and for others, and why does it matter? (THEMATIC)</p> <p>I will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people.</p>

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Year 2	<p>Who is Muslim and how do they live?</p> <p>I can recognise the words of the Shahadah and understand that it is very important for Muslims.</p> <p>I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>I can give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>I can give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>I can give examples of how Muslims put their beliefs about prayer into action.</p> <p>I can think and talk about and ask questions about Muslim beliefs and ways of living.</p> <p>I can talk about what I think is good for Muslims about prayer, respect, celebration</p>	<p>What is the good news that Christians say Jesus brings? Part 2</p> <p>I can tell stories from the Bible and recognise a link with the concept of 'Gospel or 'good news'</p> <p>I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>I can recognise that Jesus gives instructions to people about how to behave</p> <p>I can 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</p> <p>I can 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)</p> <p>I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Who is a Muslim and how do they live? Part 2</p> <p>I can talk about Muslim's key beliefs.</p> <p>I can discuss the 99 names of Allah.</p> <p>I can read stories about the Prophet and find out about what these teach Muslims today about ways of living.</p> <p>I will learn about the five pillars of Islam and how these impact upon the lives of believers.</p> <p>I can learn about the importance of prayer and what it means for Muslims all over the world.</p> <p>What makes some places sacred to believers?</p> <p>I can find out about various places of worship and why they are important to many believers.</p> <p>I can focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions.</p> <p>I can consider the similarities that all places of worship have and how they support their local communities in practical ways</p>

	<p>and self-control, giving a good reason for my ideas.</p> <p>I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p>Why does Christmas matter to Christians?</p> <p>I can recognise that stories of Jesus' life come from the Gospels.</p> <p>I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>I can decide what I personally have to be thankful for, giving a reason for my ideas.</p>	<p>Why does Easter matter to Christians?</p> <p>I can recognise that Incarnation and Salvation are part of a big story' of the Bible</p> <p>I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>I can 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.</p>	
Year 3	<p>What do many Christians learn from the Creation Story?</p> <p>I can say where Creation belongs in the 'Big Story' of the Bible.</p> <p>I can name different stories of the Bible.</p> <p>I can explain key elements of Bible stories</p> <p>I can give examples of how Christians uphold the Christian beliefs</p> <p>I can make connections between Christians beliefs and how to look after the world</p>	<p>How do festivals and worship show what matters to a Muslim?</p> <p>I can identify some beliefs about God in Islam</p> <p>I can make links between beliefs about God and Ibadah</p> <p>I can explain links between prayer, fasting, celebrating and the intention to live out the five pillars of Islam</p> <p>I can raise questions and suggest answers about the value of submission and self-control</p>	<p>What kind of world did Jesus want?</p> <p>I will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus.</p> <p>I can learn about the calling of the first disciples and how Christians today try to follow Jesus.</p> <p>I can find out about Jesus' actions towards other people and what example these set for the actions of Christians today.</p>

	<p>I can recognise different denominations of Christianity I can order the 5 parts of the 'Big Story'</p> <p>What is it like for someone to follow God? I can identify stories from the Old Testament I can say what emotions characters from the stories are feeling I can explain the terms 'righteous' and 'covenant' mean I can discuss and given examples of covenants I can give examples of the promises that Christians make to God I can identify main events in a Bible story</p>	<p>to Muslims, and whether there are benefits for people who are not Muslims I can 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> <p>How do festivals and family show what matters to Jews? I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people I can offer informed suggestions about the meaning of the Exodus story for Jews today I can 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) I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities I can 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. I can 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</p>	<p>I can learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. I can learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.</p> <p>How and why do people try to make the world a better place? I can find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. I can consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. I can consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. I can find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. I can raise questions about caring for the world and consider the responsibility that everyone must care for the world.</p>
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Year 4	<p>What is the trinity and why is it important for Christians? I will learn about about the baptism of Jesus and where this is found in the Bible. I will study the text in detail and find out about what it means for Christians today. I will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. I will find out about infant and believer’s baptism in the church and what this means for Christians today.</p> <p>What do Hindus believe God is like? I can identify Hindu Dharma. I can act as a philosopher considering how Hindus might see the world. I will begin to understand the concepts of Brahman to build up understanding. I will use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p>What does it mean to be a Hindu in Britain today? I can identify the diversity in Hindu Dharma. I can identify and name Hinduism symbols. I can describe the concept of Dharma in Hinduism. I can explain what Ramayana is.</p> <p>Why do Christians call the day Jesus died ‘Good Friday’? I can explain why Easter is so important for Christians. I can talk about the Last Supper I can talk about trial and Crucifixion and resurrection. I can talk about Holy Communion. I can sequence the events in the Easter story. I can think about things I could sacrifice for others.</p>	<p>For Christians, when Jesus left what was the impact of Pentecost? I will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. I will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. I can make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. I will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</p> <p>How and why do people mark the significant events of life? (THEMATIC) I will learn about the beliefs of people from different worldviews surrounding commitment and promises. I will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. I will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. I will learn about several rites of passage and use my knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.</p>

<p>Year 5</p>	<p>What does it mean if Christians believe God is Holy and loving? I can learn about what Christians believe God is like. I can explore key texts from the Bible, using ways of knowing that theologians use. I can study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. I can use key vocabulary such as ‘omnipotent, omniscient and eternal’ to describe the Christian view of God. I can link my learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. I can explain that for most Christians, getting to know God is like getting to know a person.</p> <p>What does it mean to be a Muslim in Britain today? I can learn about Muslim beliefs about God, the Prophet and the Holy Qur’an. I will find out about Muslim sources of authority and how they guide daily living for believers. I will learn about ibadah and links to the Five Pillars, festivals, and places of worship. I can learn about submission, obedience, generosity, self-control and worship; making</p>	<p>Why do Christians believe that Jesus was the Messiah? I can explain what the bible says about Jesus being the Messiah. I can consider where incarnation fits into the Big Story of the Bible. I can list qualities a saviour would need. I know who the prophets were and what they said about Jesus being the Messiah. I can understand why people wanted a saviour.</p> <p>Why is the Torah so important to Jews? I can explain what the Torah is. I can explain how the Seder meal has changed. I can describe content seen inside the Holy Book.</p>	<p>Christians and how to live: what would Jesus do? I will learn about the four gospels, noting some of the similarities and differences between them. I will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus’ teaching. I will learn about the differences between Jesus’ direct teaching and his teaching through parables and other stories that he told. I will talk about the meanings of different biblical texts and what they mean for Christians today. I will focus on what Christians believe the ‘good news’ of Jesus is, giving examples of the example of Jesus’ behaviour that Christians try to follow. I will also spend time discussing how Christian communities today act and how this is based on Jesus’ teachings.</p> <p>What matters most to Humanists and Christians? I will learn about actions, sources of authority, values, religious and nonreligious worldviews. I will make links with sources of authority that tell people how to be good. I will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. I will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>
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	<p>clear links to how these are lived out in the lives of Muslims today. I will spend time finding out about the lived experience of Muslims in Britain today.</p>		
Year 6	<p>Creation and science, conflicting or complimentary? I will find out about the importance of creation within the 'Big Story' of the Bible. I will study Genesis 1 and find out about how different Christians may interpret this text in different ways. I will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. I will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. I will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. I can understand that whilst some people see science and religion as opposites, others do not.</p> <p>How can following God bring freedom and justice? (Why do some people believe in God and some people not?)</p>	<p>Why do Hindus want to be good? I understand Samsarah. I can draw a diagram to show Samsarah. I understand Karma and its implications. I can give 5 examples of things Hindus do to show ahimsa.</p> <p>What difference does the resurrection make to Christians? I know who wrote the Gospels. I understand how the Gospels are different. I can discuss the Gospel of Luke. I can use evidence to explain theories and ideas.</p>	<p>For Christians, what kind of king in Jesus? I will find out about the story of the Exodus, sequencing key events and considering different interpretations. I can make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. I will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. I will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p> <p>Y6 Summer: Why do some people believe in God and some people not? I will build on my understanding of the idea of God from some of the systematic units. I will examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. I will examine the idea of God using a psychological and theological lens before offering reasons for why people may choose not to believe or to believe in God.</p>

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