










Curriculum Knowledge & Skills Progression

Religious Education

S. Clough, R. Storer, J. Blackholly Sept 2022

Hollinhey Golden Threads						
	God, the world, and self What do people believe about God, the world & the self?	Authority Who/what do people follow? Why? How do people interact with sources of authority?	Personal Belief How do my personal beliefs affect the way life is lived?	Marking life's journey How does my worldview affect how I mark life's journey?	Religious/Non-religious Worldview in the wider world How does my worldview relate to the wider world?	Belonging What does it mean to belong to a Religious/ Non-religious community?
						
EYFS	What is special to me. Looking after the world	Stories from sacred texts	What is special to me.	Welcoming babies When we die	Caring for the planet	Special People Special Places Celebrations
Year 1	Beliefs about God Creation beliefs	Authority of stories	Right and wrong	Life & Death	Worship- different traditions	Celebration Special Places Special Leaders
Year 2	Beliefs about God	Authority of stories Sacred texts	Puzzling questions Right and wrong	Welcoming babies Marking key events	Big questions	Special Leaders Celebrations
Year 3	Beliefs about God Beliefs about self-identity	Authority of stories	Worship Identity	Life & Death Resurrection freedom	What it means to be religious/non-religious	Is belonging important? Celebration
Year 4	God, philosophy What makes you you? Stewardship of the earth	Authority of sacred texts/secular teaching in people's lives. Textual analysis	How beliefs shape lives & change over time. My own personal beliefs	Love Salvation	Peace Ethics/world Climate change Poverty Charity/justice	Special Leaders Contributions of religious groups to society eg sacred
Year 5	Light/Darkness Ideas about God & self	Sources of authority in lives: sacred texts	Creation What is truth? Happiness	Pilgrimage Dress/food	Arts Science/Creation universe	Religious community
Year 6	Beliefs of God, self, philosophy, changed over time	Sources of authority Prayer Textual analysis	My own personal beliefs	Suffering Life & Death Salvation	Peace & Conflict Media Faith	Idea of community across world, unity Diversity, globalisation

Hollinhey EYFS



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Cross religious	Christianity	Christianity	Christianity	Cross religious	Cross religious
Golden Thread	Belonging Marking Life's journey	God, the World and self Authority	Belonging	Belonging Authority	Belonging Wider world Personal belief	Belonging Wider World Personal belief
Key Questions	What makes people special? What do religious people learn from stories?		How do celebrations bring Christians together in different ways?		Who and what is special to me? Why should we look after the world?	
Possible Enquiry Questions	Why are people special? Why am I special? How did my family get ready to welcome me? How has school welcomed me? How do Christians /Jews/other groups have special ways of welcoming babies? What does it mean to be religious?	Why do Christians perform special nativity plays at Christmas?	How do people describe God? How do Christians describe God?	Which times are special for Christians? Easter theme	Why do Christians go to church? Why is the church special for Christians? Why are other places special for believers?	How do Christians, Jews & Muslims say we should look after the world?
Key objectives	Talk about how there are different ways people welcome a new baby. Begin to show curiosity and ask questions about birth rites of passage including Christian	The Bible is a special book for Christians. Learn key elements of the Christmas story. Identify reasons why Christians perform	Simple understanding of what God is like for many people Talk about some believe in God some do not	Talk about how Christians celebrate. (Easter theme) Discuss how I celebrate a special event	Talk about how Christians meet in a special place called a church. Discuss what happens in different churches & in other places of worship.	Talk about the Christian, Jewish, Muslim view of creation. Understand we need to care for the world

	baptism. Understanding the World: People Culture & Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	nativity plays at Christmas. Understand Jesus is a special kind of king to Christians.	Learn key elements of a Bible story with God in. Identify what Christians believe God is like Understand God is like a shepherd who goes after those who are lost.			
Key stage statement	1,7	2,3,4	1,6 and 8	5,6 and 8	3,7 and 8	1
EYFS Learning Goals Links	Understanding the world; people and communities, the world. 9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society. 10. ELG: Understanding the World: People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					



Hollinhey Year 1

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Cross religious	Christianity	Free choice	Christianity	Judaism	Christianity
Golden Thread	God, the World & self Authority	Belonging God, the World & self Authority	Authority Personal belief	Belonging Authority Marking life's journey	Belonging Wider world	Belonging Wider world
Key Question	What do people believe about God? How are people special?	How do people celebrate special times?	How do people decide what is right and what is wrong?	Why do people mark Easter in different ways?	Why are some places more important to people than others?	What does it mean to belong? How do groups express this differently?
Possible Enquiry Questions	How do people describe God? What do Christians believe about God? What does the Bible say about creation? What do Jews & Christians believe about creation?	How and why do people celebrate Christmas? How do Christians celebrate Christmas? What can we learn that Christians believe about Jesus from the nativity story?	How do people decide what is right & wrong?	What happened when Jesus went to Jerusalem? How do Christians celebrate Easter in church? At home? What happens in church at Easter? Why was the empty tomb good news for Christians?	What can we find about Judaism by exploring a synagogue? Why is going to synagogue important to Jews? What is the role of the rabbi? Is it similar or different to other leaders of religious/non-religious worldviews?	What does it mean when someone belongs to a Christian community? What do Christians mean by the word 'church'? Belonging to other groups?

Key objectives	<p>Talk about how some believe in God.</p> <p>Recall/Retell a Bible/Torah story that describes God.</p> <p>Identify how Christians & Jews & others believe God is the creator.</p> <p>Explain Christians hold harvest festivals to say thank you to God for creation.</p> <p>Explain why Jews rest on the 7th day and call it Shabbat.</p>	<p>Recall the main events from 3 aspects of the Christmas Bible story linking these stories with Christianity.</p> <p>Talk about who Christians say Jesus is e.g. called the Son of God; God made man.</p> <p>Begin to show curiosity and ask questions about the Christmas story.</p>	<p>Talk about what it means to do right & do wrong.</p> <p>Explain how we know what to do</p> <p>Suggest what it means for a person to make a choice.</p> <p>I can offer ways to look after God's creation</p>	<p>Retell the Easter story.</p> <p>Describe what happened when Jesus went to Jerusalem.</p> <p>Explore modern Easter customs.</p>	<p>Recall the main activities that take place in a synagogue.</p> <p>Talk about how synagogues started historically.</p> <p>Begin to show curiosity and ask questions about the role of the rabbi and different types of synagogue.</p> <p>Label and know what areas of the synagogue are called and explain some key features</p>	<p>Talk about what it means to belong.</p> <p>Explain the word 'church'</p> <p>Suggest what it means for a Christian to belong to a church.</p>
Key stage statement	9 and 11	1,3,4 and 11	15 and 16	2 and 3	8,9 and 10	6 and 7
Prior learning	EYFS 1 and 6	EYFS 2,3,4	ELG 9	EYFS 5,6,8	ELG 10	EYFS 3,7,8

Hollinhey Year 2



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Christianity	Christianity	Judaism with links to Christianity	Cross religious	Cross religious	Cross religious
Golden Thread	Authority, Personal belief	Authority, Personal belief	Authority, God, the world and self	Authority, Personal belief	Authority, Wider world	Belonging Marking life's journey
Key Questions	Why are stories important in different ways? How can they be puzzling? What can people learn from them?		What might people learn from the story of Abraham?	How do people choose what is right and wrong?	Why are leaders, symbols, and artefacts important to people?	How do religious/ non-religious families show they belong?
Possible Enquiry Questions	What makes stories important to us? What is a sacred text? Why is the Bible important to Christians? What is the most important teaching of Jesus? What questions do religious stories/ideas make us ask?	What is incarnation? What does the visit of the magi from the East teach Christians about Jesus? What questions might the story of Christmas make you ask? How would we answer the questions?	Why is Abraham important to Jews and Christians? What could Jews learn about God from Abraham's story?	Why do some people choose to obey God? Why did some people not want to obey GOD? Why did Moses not want to do what God asked of him? Easter – What is puzzling about the story of Easter?	Who leads a Christian community? Who can lead a Jewish community? Do people follow other religious/ non-religious leaders? Why? How do different Christian/Jewish communities use artefacts?	How & why do people have special ways of welcoming babies? - (Jewsgirls; Hindus, Christians, & Humanists & if time allows other groups) What are the ways Humanists mark special events?
Key objectives	To explore the content of the Bible. To know how it is an important book for	Learn some facts about Jesus from the Christmas story. (eg where he was born; his birth was good	Learn about Abraham and the key events in his life. Raise difficult	Examine the story of Moses and consider what to it might mean to some people to obey God.	Identify key religious artefacts in Judaism/Christianity Explore the role of	Explain how different groups welcome babies. Consider if there is a right way to welcome

	<p>Christians.</p> <p>To think about how the bible impacts Christians lives today.</p>	<p>news; he is called saviour; the angels appeared to Mary & then the shepherds who were at first afraid).</p> <p>What the visit of the magi tells Christians about Jesus.</p> <p>Explain Jesus is considered a king by Christians & celebrated.</p>	<p>questions and suggest answers.</p> <p>Learn about the old covenant of God with his people.</p>	<p>Think about the values people hold.</p> <p>Recall and ponder the Easter story in more detail by raising questions the story presents.</p> <p>Make links with aspects of belief and practice at Easter time.</p>	<p>leaders of different religious communities</p>	<p>babies</p>
Key stage statement	5	3 and 4	12,13 and 15	3,8, 13 and 14	2 and 10	3,7,10 and 15
Prior learning	EYFS 3,6	EYFS 2,3,4	EYFS 6	EYFS 6	EYFS 7	EYFS 7

Hollinhey Year 3



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Islam	Christianity	Judaism	Christianity	Christianity and cross religious	Cross religious
Golden Thread	Wider world Authority	Authority Personal belief	Belonging Personal belief	Marking Life's journey Wider world	God the World & the Self Authority Personal belief	God the World & the Self Personal belief
Key Questions	Why is there diversity within beliefs?	How do people decide what they believe is right or wrong?	What does it mean to be a part of a religion or worldview?	How do people talk about life after death?	How do beliefs shape identity?	How do religious & non-religious people talk about God?
Enquiry Questions	<p>How do different Muslims express their different beliefs about God (Allah)?</p> <p>What does it mean to be religious?</p> <p>Why is Muhammad (PBUH) important to many Muslims in the UK?</p>	<p>Incarnation</p> <p>Is there a right way to welcome a new baby? (P4C)</p> <p>How important is it to people that people that they re-enact the nativity every year?</p> <p>Why do Christians call Jesus saviour at Christmas?</p>	<p>Are celebrations important to people?</p> <p>Do all Jewish groups mark important events in the same way?</p> <p>How and why do Jews celebrate? Is belonging to a community important to all Jews/Humanists?</p> <p>How and why is freedom linked to Passover? (P4C)</p>	<p>What can we learn about the resurrection from the arts?</p> <p>What difference does believing in the resurrection make?</p> <p>Why do Christians believe God rescued people?</p> <p>What do differing groups say?</p> <p>Can people come back to life?</p> <p>Is there life after</p>	<p>How do Christian/Humanist beliefs shape their identity?</p> <p>What do they do to show they belong?</p> <p>How do communities differ?</p> <p>Do all Christians need artefacts to worship God?</p> <p>Are you a Christian if you don't go to church?</p>	<p>How do Christians use symbols to describe God? (Briefly visit Trinity as this is revisited in Y4).</p> <p>Why is the concept of God important to Jews Christians & Muslims?</p> <p>What do others believe about God? eg. humanists, Buddhists, Hindus.</p> <p>What do humanists say?</p>

				death?		Do they all agree? Does the idea of God make sense?
Key objectives	<p>To understand that not all Muslims have the same view of God.</p> <p>To study the life of a particular Muslim & to be able to express their view about God.</p> <p>To explain Muhammad (PBUH) is important to the majority of Muslims.</p>	<p>Explore the ideas of infant and believers baptism.</p> <p>Understand the many different ways religious/non-religious people welcome babies. Consider: Is there a right way to do so?</p> <p>Think about and draw conclusions about the importance of the nativity repeated each year.</p> <p>Explain how many Christians see Jesus as saviour and relate this to texts studied.</p>	<p>Recall the events of a bar or bat mitzvah?</p> <p>Explain why certain religions celebrate coming of age. Explain why Passover / Pesach is an important festival in the Jewish calendar.</p> <p>Recall the events of the Passover festival including the elements of the Seder plate. Explain how the Passover festival symbolises the Jewish ideas of freedom and the covenant with God.</p>	<p>To examine resurrection in the arts over history.</p> <p>To consider what most Christians believe about the resurrection and what difference that makes.</p> <p>To examine why most Christians believe God sent Jesus as a saviour to rescue people.</p> <p>To look at differences in opinion.</p> <p>To consider what I believe about life after death.</p>	<p>I can identify reasons that the disciples followed Jesus.</p> <p>I can recall ways in which people show their Christian faith in daily life.</p> <p>I can explain how Jesus' message of love and forgiveness is shown through Bible stories and how this impacts a Christian's life today.</p>	<p>To explore the Christians, Jewish and Muslim understanding of God.</p> <p>To compare differences & similarities.</p> <p>To understand the impact of the fall in Christian thinking.</p> <p>To make links with other views about God in Buddhism, Humanism, and other non-religious worldviews.</p>
Key stage statement	24,25 and 26	19, 22, 35,	30,31 and 37	19 and 20	23	17,19 and 38
Prior learning	Yr1/2: 15, 16.	Yr1/2: 1,3,4	Yr1/2: 8,14	Yr1/2: 3,5.	Yr1/2:2,5,8	Yr1/2: 11,13

Hollinhey Year 4



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Christianity	Christianity	Islam	Judaism	Cross religious	Cross religious
Golden Thread	Personal belief Authority Marking life's journey	God, the World & Self	Wider world	Wider world Personal belief Authority	Personal belief Wider world God, the World & Self Authority	God the World & Self. Personal belief Wider world
Key Questions	How do beliefs shape people's lives? How have they changed over time?	What do different Christians believe God is like? Why do some people not believe in God?	How have religious people contributed to local and global society?	Where do religious ideas come from?	What kind of world do we want to live in? What impact can I have?	
Possible Enquiry Questions	How do beliefs shape people's lives? How do they differ? What does it mean to a Christian to live according to what the Bible says? What do other religions/nonreligious groups say you should believe? Does love really exist & can it change the world?	What does Christian art teach about the Trinity? Why is Jesus seen as King, Saviour, and brother? Why do Christians say 'Father, Son & Holy Spirit'? What do humanist philosophers say about God? What do I think?	Is Muhammad important to all Muslims? How have Muslims contributed to local & world history? (historical question). How do other religious groups contribute to society? (sociological)	What makes something sacred/holy for some people? How does following a set of rules make you a good person? How and why is the TORAH important to Jews? Where do we get our beliefs from? 'Nobody stands nowhere' What makes you, you? How do I know what to believe?	How do people of religious/nonreligious worldviews respond to world poverty? Is it always right to give to charity? P4C Aid agencies: How & why do people within religions/ worldviews (use 3 traditions) work for justice and equality? (anthropology)	How does having a religious/nonreligious worldview affect the way we should care for the planet? What is my response? Why is attention to community and equality of all humans important to Sikhs?
Key objectives	To explore how the Bible is used in the local church by	To explore the Christian view of God.	Recognise the Qur'an and identify it with Islam.	Explain what it means to make a covenant and refer to the	Describe how people of religious/non-religious worldviews	Describe how people of religious/non-religious worldviews

	<p>Christians for guidance, devotion, and inspiration and to compare how the question of belief is approached differently within other religions/ non-religious groups.</p> <p>To describe and explain how Christians live their life as disciples.</p> <p>To make links between: New Testament Bible stories/beliefs and church worship.</p> <p>To explore the idea of the Golden rule across religious and non-religious belief systems.</p>	<p>To compare and contrast the idea of the Trinity with other religious/non-religious worldviews.</p>	<p>Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</p> <p>Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr).</p> <p>Recognise some Muslims who have contributed to historical achievement. Identify the contribution of religious groups in society.</p>	<p>covenants that God made with Noah and Abraham.</p> <p>Understand that Jewish people are still waiting for the fulfilment of the promise of the Messiah. (Christians believe that Jesus was the fulfilment of this promise).</p> <p>Know that Jews believe the Torah is inspired by God, it is stored and used respectfully, but Jewish people do not call all revealed writing, "The Torah."</p> <p>Describe how Moses received the 10 Commandments, very important Jewish Laws (Mitzvot) and that Christians also live according to the principles within the 10 Commandments.</p> <p>Referring to stories of</p>	<p>across 3 traditions respond to world poverty.</p> <p>Identify what motivates people to give to charity To consider the complexity of giving to charity and how sometimes it raises puzzling questions.</p> <p>To consider whether it is always right to give to charity.</p>	<p>across 3 traditions respond to caring for the planet.</p> <p>Identify what motivates people to be involved in climate change action.</p> <p>To consider the complexity of caring for the earth and how sometimes it raises puzzling questions.</p> <p>To understand how important equality is to Sikhs and how they might respond to caring for the planet</p>
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				Moses and Joseph and other OT characters, explain why God might be God described as Sustainer, Guide and Protector.		
Key stage statement	21,23	17,18,38	27, 28	32,33,34,36,37	9,29,39,40	39,40
Prior learning	Yr.1/2:5,8	Yr1/2: 1,3,4,15	Yr. 1/2: 15,16	Yr. 1/2: 8.9	Yr.1/2: 8,15,16,	Yr. 1/2: 13,15

Hollinhey Year 5



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Hinduism	Christianity	Islam	Cross religious	Christianity / free choice	Cross religious
Golden Thread	God, World, Self	Authority Personal Belief	Personal Beliefs Authority,	Wider world	Authority	Marking life's journey Wider world Marking life's journey
Key Questions	How do Hindus make sense of their world? Why is light important?	How do people use sources of authority to determine beliefs?	How can other people's beliefs inspire our lives?	How have expressions of belief influenced art and music?	What do people believe about the origins of the world?	Are journeys important? Is life a journey?
Possible Enquiry Questions	Is the idea of one God important in Hindu Dharma? Why is Rama important to Hindus? How & why do some Hindus celebrate? Why is the idea of light & darkness important in other faiths? Where do these ideas about come from?	What is truth? How does the Bible help Christians to live? What was important to some about the teaching of Jesus? Eg Sermon on mount. Are sources for sacred texts reliable? (compare with Hindu texts)	Why is Muhammad (pbuh) important to Muslim people? Why are there so many prophets in Islam? What do Muslims believe about the origins and authority of the Qur'an? What do Muslims believe about angels? Why do Muslims believe that Allah is immanent? How is this reflected in their daily life? How do Muslims submit to Allah? Why does Allah allow Muslims to do wrong? Are Angels real? Are we alone in the universe?	How have religious/non-religious worldviews influenced art and music historically? Now? How have expressions of worship changed over time? Does worship make people happy? What do humanists say makes you happy?	Does Science prove Genesis is false? (wrong)	What does pilgrimage teach religious people? Do nonreligious people express similar ideas? What influences how religious /non-religious people live e.g., dress, go on pilgrimage, eat, social media etc?

Key objectives	<p>To be able to describe various forms of worship that happen in the Hindu Temple and at home, including puja</p> <p>To be able to identify key Hindu symbols and their meaning eg Aum, Swastika</p> <p>To be able to outline some of the stories of Vishnu, Rama and Sita</p> <p>To be able to explain how the stories of Vishnu, Rama and Sita are significant for most Hindus</p> <p>To be able to describe how some Hindus may celebrate Diwali and Holi</p> <p>To be able to suggest why some Hindus may celebrate Diwali and Holi</p>	<p>Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth.</p> <p>Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom.</p>	<p>To begin to understand why the Qur'an is important to many Muslims.</p> <p>To Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>To understand almost all Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</p> <p>To begin to describe how many Muslim worship shows devotion to Allah making reference to life at home and in the mosque</p>	<p>To be able to describe what people can learn from Jesus' baptism story about how Christians view the different roles of God.</p> <p>To be able to describe the roles of the Father, the Son and Holy Spirit.</p> <p>To be able to describe how the Holy Spirit is involved in believers' and infant baptism.</p> <p>To be able to describe 3 examples where the Holy Spirit is expressed in symbolic form in art.</p> <p>To be able to make links with the Easter story texts</p>	<p>To understand that many Christians believe that the God made the world.</p> <p>To identify theories of evolution which are related to the origin of the world.</p> <p>To compare and contrast poetic language in the Genesis accounts of creation with accounts of evolution.</p> <p>To recognise some of the beliefs about the beginning of the world that many Christians believe.</p>	<p>To understand that a Pilgrimage is a sacred journey undertaken for spiritual purposes.</p> <p>To explore and investigate the places pilgrims visit and the reasons why.</p> <p>To understand how a journey/pilgrimage affects lives and a relationship with God.</p> <p>To investigate and explore why particular journeys (not called pilgrimage) might have a special significance for us</p>
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				and what Christians do to celebrate at Easter.		
Key stage statement	58, 59. 60, 61	47	50,51,52,55,56	41,44,49	69,70	66,67
Prior learning	Yr.3/4 -35,38	Yr. 3/4 -23,	Yr.3/4 -25,26	Yr. 3/4 -20,21,27,31	Yr.3/4 – 39, 40	Yr.3/4 - 27,30,33,39,40

Hollinhey Year 6



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Area of study	Hinduism	Christianity	Islam	Christian	Cross religious	Cross religious
Golden Thread	God the world and self Personal belief Authority	Authority Marking life's journey	Personal belief Belonging	Personal belief Authority	God the world self Personal Belief Wider world Belonging	God the world self Personal Belief. Wider world Belonging
Key Questions	How do we show respect for living things?	How religious/ non-religious people explain suffering?	How do my personal beliefs affect the way life is lived?	What difference does the resurrection make for Christians?	What does it mean to be human? How do beliefs shape a person's identity?	
Possible Enquiry Questions	How and why do most Hindus show respect for living things? How do ideas differ between groups? Does believing in God make sense? What is philosophy in religion/worldviews? Does faith make belief stronger?	Is believing in God in hard times giving people false hope? How does the bible describe Jesus as messiah? Is believing Jesus was the messiah reasonable? Why is there suffering in the world? How do differing views attempt to explain it?	What does it mean to be a Muslim in the UK today? How do Muslims show the idea of one community across the world? How do other people express community? Is prayer a unifying factor? Isn't everyone in the world connected anyway? Discuss	Why is the resurrection story different and similar in the gospel stories? Where are the signs of salvation in churches? Do you need to believe that the resurrection really happened to be a Christian? What happens when you die?	How easy is it to be religious? What does it mean to be part of a diverse UK & global religious/non-religious community? How do religions bring both peace & conflict? How do religious/non-religious groups contribute to society? Does the media impact people's worldviews? How do people decide what to believe?	Heroes of faith? Past & Present? Impact? Who are heroes? Are heroes saints? What makes a hero? What impact did heroes leave on the world?
Key objectives	To be able to analyse what most Hindus believe about reincarnation, vegetarianism and	Explore the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.	To connect Islamic belief with specific lives of Muslims & to see diversity	Examine Two of the Christian resurrection stories. Understand there are	To define what a worldview is. To explore what influences	To explore the role of heroes and saints in different faiths.

	<p>caring for the environment</p> <p>To be able to explain the Hindu idea of 'Karma' and how actions have consequences</p> <p>To understand how the majority of Hindus may welcome a child.</p> <p>To understand how some Hindus view the idea of family</p> <p>To be able to compare and contrast Hindu values with other religions and non-religious viewpoints previously studied</p>	<p>Understand why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.</p> <p>Explore the Old Testament prophecies speak about Jesus.</p> <p>Investigate lines of enquiry that explain the idea of suffering from religious/non-religious viewpoints.</p> <p>Suggest own ideas about suffering.</p>	<p>To explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>To identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;</p> <p>To describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque To analyse how the main features of a mosque explain Muslim key beliefs</p>	<p>different perspectives on the same story.</p> <p>Identify similarities and differences between the stories.</p> <p>Learn about ways people can interpret the resurrection story, ie literally and metaphorically.</p> <p>Consider if you need to believe in the resurrection to be a Christian.</p> <p>Think about what happens when you die</p>	<p>religious/non-religious worldview, how they can change over time depending on different influences eg society.</p> <p>To explain what some, many, most adherents believe about birth customs, marriage, peace, and conflict.</p> <p>To consider my own worldview.</p>	<p>To explore what motivates them to act as they do.</p> <p>To measure the impact of their life and actions on society in relation to anti racism</p>
Key stage statement	61,63,65	41,42,43,46	53,54,55,57	45, 48,	62,64,68	68,69,70
Prior learning	Yr.3/4 -35,39,40	Y3/4:17,18	Yr.3/4 -24,25,27,28	Y3/4 29	Yr3/4	Y3/4 39, 40.

End of Key Stage Statements

By the end of Foundation Stage (EYFS) it is expected pupils will be able to:

Content: Christianity 'I can'.....
1. (A) Talk about how Christians describe God eg as creator.
2. (B) Talk about who Christians say Jesus is eg say why they think he might be special.
3. (C) Explain the Bible is the Christian's holy book.
4. (D) Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.
5. (E) Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.
6. (F) Understand that the Bible tells stories that help Christians think about God and Jesus.
7. (G) Talk about things some Christians do in church.
8. (H) Begin to show curiosity and ask questions about Christian stories.
9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society.
10. ELG: Understanding the World: People Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

By the end of Key Stage 1 (Yr.1 and 2) it is expected pupils will be able to:

Essential Content: Christianity 'I can'
1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas.
2. Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.
3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. <i>(Use examples from different church traditions).</i>
4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form.
5. Explain that the Bible is the Christian holy book (for most Christians) and identify different kinds of genre/writing.
6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. <i>(Use examples from different traditions).</i>
7. Describe at least three things a minister/church leader might do. <i>(Use examples from different traditions).</i>
Essential Content: Judaism 'I can'
8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal. <i>(Use different interpretations/views)</i>
9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.
10. Describe at least three things a Rabbi might do eg take part in a naming ceremony.
Cross Religious/Non-Religious Viewpoints 'I can'
11. Talk about stories in the Bible that describe what God is like for Christians, Jews, and Muslims. For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost.
12. Explain why Abraham is important to both Jewish and Christian traditions <i>(NB he is also important to Muslims)</i> . For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. <i>(Use examples from different traditions).</i>
13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories.
14. Explain three reasons why Moses found it difficult to obey God at first and the 10 Commandments he was

given later in life.
15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (<i>Use examples from different traditions/worldviews</i>).

By the end of Lower Key Stage 2 (Y3/4) it is expected pupils will be able to:

Essential Content: Christianity
17. Explain that most Christians see God as ‘three in one,’ (Father, Son and Holy Spirit known as the Trinity). <i>(Use examples from different traditions).</i>
18. Explain what Christians can learn about Jesus from the nativity stories, e.g. ‘God with us ‘Emmanuel’.
19. Describe and suggest reasons why most Christians call Jesus ‘Saviour’ using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.
20. Explain with reference to the creative arts how God has a salvation plan for humans.
21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. <i>(Use examples from different traditions).</i> Compare and contrast different Christian places of worship.
22. Compare and contrast ‘infant’ and ‘believers’ baptism’, suggesting why they are important to most Christians.
23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’). <i>(Use examples from different traditions).</i>
Essential Content: Islam
24. Explain how Muslims describe Allah, eg using 99 names.
25. Know Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God). <i>(Use examples from different traditions).</i>
26. Recall five key facts about the story of the ‘Night of Power’ - Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’.
27. Recognise a Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of ‘Allah’ (God). <i>(Use examples from different traditions).</i>
28. Make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. <i>(Use examples from different traditions).</i> Compare different mosques.
29. Explain how Muslims organisations help people in need.

Essential Content: Judaism
30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. <i>(Use examples from different traditions).</i>
31. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
32. Explain two key aspects of the 'covenant' God made with the Jews. Make reference to key texts e.g. Abraham.
33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.
34. Identify ways in which the Jews show respect for the Torah. <i>(Use examples from different traditions).</i>
Cross Religious/Non-Religious Viewpoints
35. Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.
36. Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. <i>(Use examples from different traditions).</i>
37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.
38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. <i>(Use examples from different traditions).</i>
39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. <i>(Use examples from different viewpoints).</i> Identify the impact for religious/non-religious groups on society past and present.
40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.

By the end of Upper Key Stage 2 (Yr.5/6) it is expected pupils will be able to:

Essential Content: Christianity
41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in some Christian views of God. <i>(Use examples from different Christian viewpoints)</i>
42. Describe why many Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. <i>(Use examples from different viewpoints)</i>
43. Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus.
44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). <i>(Use examples from different viewpoints)</i>
45. Suggest answers to questions that the resurrection of Jesus might raise.
46. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. <i>(Use different views)</i>
47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. <i>(Use examples from different viewpoints)</i>
48. Describe how signs of salvation in churches reinforce the Christian idea of forgiveness. <i>(Use examples from different traditions and viewpoints)</i>
49. Analyse how diverse expressions of Christian worship can reinforce faith and belief.
Essential Content: Islam
50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions)</i> .
51. Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet.
52. Understand many Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable most Muslims to have peace with God. <i>(Use examples from different traditions eg Sunni and Shi'ite)</i> .
54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death.
55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. <i>(Use examples from different traditions)</i> .
56. Explain why the Qur'an is so important to Muslims. <i>(use key texts to explain ideas)</i>
57. Analyse how main features of a mosque explain Muslim key beliefs. <i>(Use examples from different traditions)</i> .

Essential Content: Hindu Dharma
58. Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja.
59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindu.
60. Identify key Hindu Dharma symbols and explain their meaning, eg Aum, Swastika.
61. Describe how and suggest why many Hindus celebrate Diwali and Holi. (<i>Use examples from different traditions</i>).
62. Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.
63. Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment.
64. Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. (<i>Use examples from different traditions</i>).
65. Explain the Hindu Dharma idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. (<i>Use examples from different traditions</i>).
Cross Religious/ /Non-Religious Viewpoints
66. Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God.(<i>eg Atheism/Agnosticism</i>)
67. Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. (<i>Use examples from different traditions</i>).
68. Compare and contrast what motivates people of a religious faith (eg Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact UK and the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.
69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (eg examine role of art and music in religious expression or life after death.),
70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage.