

Skills & Knowledge Progression:

RELIGIOUS EDUCATION



While there is no programme of study for religious education in the National Curriculum it is a statutory requirement that all maintained schools make provision for a daily act of collective worship and teach religious education to children in every key stage.

As a Church of England voluntary controlled school in the Diocese of Canterbury we follow the Diocese of Canterbury programme of study for religious education: Understanding Christianity.

Through this our pupils learn about Christianity, other world religions and are able to make connections between what they learn, their own lives and what they know about the wider world.



Early Years Foundation Stage

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to demonstrate how the skills taught across EYFS feed into later learning.

As a school designated as having a religious character, we follow the curriculum developed by the Canterbury Diocese. Each local authority will have an agreed syllabus, so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into our Diocese syllabus.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception. The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

Three-Four year Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People and Communities	<ul style="list-style-type: none"> • 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.

MY LEARNING JOURNEY: RE

Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 1 God – What do Christians believe God is like?	I can identify what a parable is. I can tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father. I can give clear, simple accounts of what the story means to Christians. I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving: for example, by saying sorry, by seeing God as welcoming them back, by forgiving others. I can give an example of how Christians put their beliefs in practice in worship, by saying sorry to God, for example. I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	I know what a parable is. I know what the hidden means are in the parable of the Lost Son. I know that the group of people that believe in God are Christians. I know that the parable of the Lost Son encourages Christians to forgive, apologise and support others. I know that Christians worship God in churches. I know that the Bible contains the stories about God and Jesus, and that Christians follow them. I know how to link my learning about the parable of the Lost Son to my everyday experiences. I know that there are different types of prayer. Concept Vocabulary: parable, God, Bible, Christians, beliefs, worship, church, prayers, church, Key Vocabulary: forgiveness, greedy, apologising
TERM 2 Incarnation – Why does Christmas matter to Christians?	I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. I can recognise that stories of Jesus’ life come from the Gospels. I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. I can decide what they personally have to be thankful for at Christmas time.	I know that that Jesus is the son of God. I know that Jesus’ mother is called Mary. I know that they travelled to Bethlehem and that when Jesus was born, he had visitors including the 3 wise men and shepherds. I know that the stories of Jesus’ life can be found in the Gospels, in the Bible. I know that Jesus was a very important baby. Concept Vocabulary: thankful, Bible, Bethlehem, stable, manger, star, Gospel, Jesus, Mary, Joseph, God, son, celebrate Key Vocabulary: Gold, Frankincense, Myrrh, 3 wise men, shepherds, Angel Gabriel, Nativity, Advent, precious, welcome
TERM 3	I can tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news.	I know some of the stories from the Bible and what they teach us.

MY LEARNING JOURNEY: RE

Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
Gospel – What is the good news Jesus brings?	<p>I can live 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, exploring different ideas.</p>	<p>I know how the stories of Jesus’ life influence how Christians live their lives.</p> <p>I know that Good News means friendship, forgiveness and peace, and I know how to apply these concepts to my everyday life.</p> <p>I know that Jesus had 12 friends that were called his disciples.</p> <p>I know that there are different types of prayer and that we use some of the prayers at school.</p> <p>Concept Vocabulary: disciples, Jesus, Bible, Gospel, Good News, church, instructions, community</p> <p>Key Vocabulary: Mathew, friendship, forgiveness, peace, sharing, thankful</p>
TERM 4 Salvation – Why does Easter matter to Christians?	<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 recognise that Jesus gives instructions about how to behave.</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 has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>I know that the stories about Jesus’ life are teaching us how to behave and be good people.</p> <p>I know that Jesus died on the cross to save people.</p> <p>I know that the Easter story is one of great sadness but ends with happiness.</p> <p>I know where to find the Easter story in the Big Frieze.</p> <p>I know that when Jesus came back to life he went up to heaven.</p> <p>I know how to express my ideas of hope and heaven.</p> <p>I know that the Easter story talks about the new life of Jesus, the new life of the people he saved and the new life in Spring.</p> <p>Concept Vocabulary: Jesus, Bible, Easter, Christians, cross, hope, heaven, worship, Holy Week, Incarnation, worship, festival</p> <p>Key Vocabulary: New life, rescue, incarnation, salvation, crucifixion, sacrifice, risen, suffering, forgiveness, Lent</p>

MY LEARNING JOURNEY: RE

Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 5 Judaism (Shabbat) - Who is Jewish and what do they believe?	I can talk about how the mezuzah in the home reminds Jewish people about God. I can make links between some Jewish teaching and how Jewish people live. I can talk about how Shabbat is a special day of the week for Jewish people. I can give some examples of what Jewish people might do to celebrate Shabbat. I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.	I know that Jewish people have lots of special objects in their homes which have different meanings. I know that names of the special objects including the Torah, Mezuzah, Kippot, Challah bread, Menorah, etc. I know the creation story is the first story in the Torah. I know that Kippot’s are only worn by men and boys during worship. I know that Jewish people worship God in the synagogue. I know that Jewish people put a Mezuzah in their doorway and that this contains a prayer called the Shema. I know that Jewish people welcome Shabbat on a Friday night and have a special meal. I know that the Star of David is the symbol for Judaism. Concept Vocabulary: Judaism, Jewish, Shabbat, synagogue, mezuzah, Torah, G_d Key Vocabulary: Hebrew, Shema prayer, bread, prophet, worship
TERM 6 Judaism (Hannukah) - Who is Jewish and what do they believe?	I can retell a story the story of Chanukah. I can suggest what this story shows Jewish people about God. I can talk about how Chanukah is a special time for Jewish people. I can talk about and suggest why the Synagogue is a special place for Jewish people. I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of	I know some of the ways Jewish people will rest on Shabbat. I know the story of Hanukah and how Jewish people celebrate it. I know the difference between the Menorah and the Hanukkiah. I know that the oil burning for 8 days is a symbol of hope. I know that the synagogue is a special place for Jews to worship God. I know who the Maccabees are and how they fought for their beliefs.

MY LEARNING JOURNEY: RE
Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
	their learning about why Jewish people choose to celebrate in these ways.	Concept Vocabulary: Judaism, Jewish, synagogue, worship, Hanukah, G_d, Key Vocabulary: Hanukkiah, Menorah, Torah, worship, prayer, celebrate
Greater Depth	I know how to make clear links with my learning and everyday life. I know the key vocabulary and can apply it to my ideas and explanations. I know how to find hidden meanings in the Bible texts and link them to my learning.	

MY LEARNING JOURNEY: RE

Year 2

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
TERM 1 Who made the world?	I can think, talk and ask questions about living in an amazing world. I can give at least one example of what Christians do to say thank you to God for the Creation. I can say what the story tells Christians about God, Creation and the world. I can retell the story of creation from Genesis 1:1 - 2.3 in my own words.	I know that Christians believe the world was built in seven days I know how we say thank you at harvest I know what happened on the seven days of creation Key Vocabulary: God, Creation, creator, genesis prayer, worship, universe, relationship, unique
TERM 2 (Universal) How should we care for others and the world and why does it matter?	I can give simple examples of how people are unique and valuable. I can describe how it feels when people are not kind. I can talk about issues of good and bad, right and wrong arising from stories. I can think of some ways Jewish people care for the world. I can describe how Mother Teresa/Dr Barnado have put their beliefs into action. I can share my own idea about what the creation story says about God.	I know some Bible stories and stories from other faith about caring for others and the world. I know what Christians believe about caring for people. I know about Tzedekah – the Jewish idea of charitable giving. I know what the Golden Rule is. I know that God created the world, and He explains how to treat it. Key Vocabulary: caring, Bible, unique, Good Samaritan, charity, Jewish, Torah, Sukkot, Golden rule
TERM 3 Humanism Who are Humanists and how do they live?	I can explain who Humanists are. I can describe what Humanists believe makes us special. I understand that there are different ways to be happy. I understand that different things make different people happy. I can explain the difference between reason and empathy. I can talk about what happens at a baby’s naming ceremony. I can describe how I celebrate special people in my life.	I know that the symbol for Humanism is The Happy Human and why Humanists chose this symbol. I know what makes me happy. I know what the golden rule is. I know that Humanists celebrate key moments in their lives. I know that God created the world and Key Vocabulary: non-religious worldview, science, golden rule, ceremony, humanist, humanism, happy human, evidence, curiosity, empathy
TERM 4 Term 4 Why does Easter matter to	I can recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible. I can tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).	I know the story of Holy week and how Jesus was arrested and why I know about what different ways Christians celebrate and their symbolism

MY LEARNING JOURNEY: RE

Year 2

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
Christians? (Digging Deeper)	I can give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. I can think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	I know the cross is a bridge between God and forgiveness of our sins I know the resurrection symbolises new life I know Jesus is the saviour of our sins. Key Vocabulary: Salvation, The Last Supper, Forgiveness, forget, church, lent, purple, white gold, resurrection, joy prayer, worship, Incarnation, Holy Week, festival, cross, crucifix, suffering
TERM 5 Term 5 Who is a Muslim and what do they believe?	I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. I can re-tell a story about the life of the Prophet Muhammad. I can recognise some objects used by Muslims and suggest why they are important I can ask some questions about God that are hard to answer and offer some ideas of their own. I can find out about and respond with ideas to examples of cooperation between people who are different.	I know that the stories of the Prophet PBUH teach Muslims how to live I know different stories about the Prophet Muhammed PBUH and what they mean. I know why a mosque is a special place to Muslims. Key Vocabulary: Allah, Mosque, Qur'an, belief, pillars, Mecca, Muslim, Islam, Prophet Muhammad (pbuh), worship – ibadah, prayer - salah
TERM 6 Term 6 Who is a Muslim and what do they believe?	I can make links between what the Holy Qur'an says and how Muslims behave. I can identify some ways Muslims pray, worship and celebrate. I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. I can ask some questions about God that are hard to answer and offer some ideas of my own.	I know how Muslims pray I know what parts of the Muslim calendar are celebrated and why Key Vocabulary: Allah, Prophet Muhammed (pbuh), Mosque, Qur'an, belief, pillars, Mecca, celebration, Eid, prayer, worship – ibadah, Islam, Qur'an
Greater Depth	Make links between what is taught and what we believe. Respond thoughtfully. Express own ideas about something in light of their learning. Suggest their own ideas and meanings. Identify some similarities and differences.	

MY LEARNING JOURNEY: RE

Year 3

Topic	“I CAN”	“I KNOW”
TERM 1 PEOPLE OF GOD What is it like to follow God?	I can make clear links between the story of Noah and the idea of covenant. I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. I can make links between the story of Noah and how we live in school and the wider world.	I know the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. I know the People of God try to live in the way God wants, following his commands and worshipping him. Christians believe he promises to stay with them and these Bible stories show how God keeps his promises. Key Vocabulary: Promises, agreements, covenant, vows, faith, trust
TERM 2 INCARNATION What is the Trinity?	I can identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. I can offer suggestions about what texts about baptism and Trinity might mean. I can give examples of what these texts mean to some Christians today. I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	I know Christians believe God is Trinity: Father, Son and Holy Spirit. I know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. I know Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. I know Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. I know Christian's worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. I know Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.

MY LEARNING JOURNEY: RE

Year 3

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
		Key Vocabulary: Trinity, Incarnation, incarnate, baptise, God the Father, God the Son, God the Holy Spirit, Gospels, The Grace
TERM 3 SIKHI What is important for Sikh people?	I can explain who Sikhs are. I can recognise symbols and images linked to the Sikh faith. I can describe what Sikhs believe about God. I can explain what Khalsa is and when and how it began. I can explain what the 5 K’s are and why they are important to Khalsa Sikh’s.	I know that Guru Nanak was the founder of Sikhi and that he is not worshipped as a god. I know that guru means ‘teacher’ I understand that equality is important in Sikh society. I know that it is important for Sikh’s to belong to a community of believers called the Khalsa. Key Vocabulary: Sikhi, Sikh, Guru Nanak, Guru, Guru Granth Sahib, Gurdwara, Mool Mantra, Amrit, Khalsa, 5Ks, seva, langar, waheguru, khanda, karma, paat, kirtan, Vaisakhi
TERM 4 SIKHI How do Sikh people worship and celebrate?	I can describe Sikh worship and suggest the significance of each part of it. I can describe different events that happen in a Gurdwara. I can suggest reasons how and why the Gurdwara is an important place for its local community. I can describe how Sikhs put the teachings of the Guru Granth Sahib into practice. I can describe what happens in the Langar. I can make clear links between the teachings of Guru Granth Sahib and seva.	I know Sikhs worship at any time or day, at home or in the Gurdwara. I know Sikhs are expected to pray three times a day, meditate and recite words from the holy scriptures. I know Sikh people respect and regard The Guru Granth Sahib as a living Guru. I know the Gurdwara is a place that is open to everyone I know all Sikhs are encouraged to perform seva (selfless service)

MY LEARNING JOURNEY: RE

Year 3

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
		<p>I know Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.</p> <p>Key Vocabulary: Sikhi, Sikh, Guru Nanak, Guru, Guru Granth Sahib, Gurdwara, Mool Mantra, Amrit, Khalsa, 5Ks, seva, langar, waheguru, khanda, karma, paat, kirtan, Vaisakhi.</p>
<p>TERM 5</p> <p>KINGDOM OF GOD</p> <p>When Jesus left what was the impact of the Pentecost?</p>	<p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>I can offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>I can give examples of what Pentecost means to some Christians now.</p> <p>I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>I know Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’).</p> <p>I know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>I know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God.</p> <p>I know Christians celebrate Pentecost as the beginning of the Church.</p> <p>Key Vocabulary: Pentecost, Holy Spirit, Kingdom, anxieties, worries, bereaved, King, comforter, Fruits of the Spirit, virtues, parish, fellowship, invisible, Father, Son</p>
<p>TERM 6</p> <p>HUMANISM</p>	<p>I can explain what makes someone a Humanist.</p> <p>I can describe what Humanists believe makes us special.</p>	<p>I know that Humanists do not have a place of worship.</p> <p>I know that Humanists care about the environment and want to protect it.</p> <p>I know that relationships are really important to Humanists.</p>

MY LEARNING JOURNEY: RE
Year 3

Topic	"I CAN"	"I KNOW"
Who are Humanists and what do they value?	<p>These are all the skills I have learnt</p> <p>I understand that Humanists celebrate humanity's achievements</p> <p>I can name some of the shared values Humanists hold.</p> <p>I understand that there are different ways to be happy and I know what makes me happy.</p> <p>I can talk about what happens at a Humanist wedding.</p> <p>I can identify some similarities and differences between Christian wedding and a Humanist wedding.</p>	<p>This is all the knowledge I have learnt</p> <p>I know that Humanists believe there is only one life, and they try to be happy now.</p> <p>I know that Humanists celebrate key moments in their lives.</p> <p>Key Vocabulary: special, celebrate, Golden Rule, Humanist, wedding, reason, empathy, happiness, Humanism, atheism, agnostic, science, evidence, curiosity, happy human, celebrant, non-religious worldview</p>
Greater Depth	<p>Identify some similarities and differences. Discuss and present their own ideas about why they think something. Make connections between key concepts and the big story of the Bible. Consider and evaluate. Suggest how and why.</p>	

MY LEARNING JOURNEY: RE

Year 4

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
TERM 1 CREATION What do Christians learn from the Creation story?	<p>I can place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.</p> <p>I can make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>I can describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p> <p>I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>I know that Christians believe that God the Creator cares for the creation, including human beings.</p> <p>I know that Christians believe the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> <p>I know that Christians believe God made our wonderful world and so we should look after it.</p> <p>Concept Vocabulary: Creation Key Vocabulary: God, Creator, Bible, relationship, Ten Commandments, Genesis 1, The Fall</p>
TERM 2 INCARNATION What is the Trinity? (Digging Deeper)	<p>I can identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.</p> <p>I can offer suggestions about what texts about baptism and Trinity might mean.</p> <p>I can give examples of what these texts mean to some Christians today.</p> <p>I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>I know that Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>I know that Christians believe the Father creates; the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>I know that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</p> <p>I know that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>I know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Concept Vocabulary: Incarnation, incarnate, The ‘Word’ Key Vocabulary: Gospels, Trinity, Father, Son, Holy Spirit, power, creator, betrayal denial</p>

MY LEARNING JOURNEY: RE

Year 4

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
TERM 3 GOSPEL What kind of a world did Jesus want?	<p>I can identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus.</p> <p>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</p> <p>I can offer suggestions about what Jesus’ actions towards the leper might mean for a Christian.</p> <p>I can make simple links between Bible texts and the concept of ‘Gospel’ (good news).</p> <p>I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching.</p> <p>I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>I know that Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p> <p>I know that Jesus shows love and forgiveness to unlikely people.</p> <p>I know Christians try to be like Jesus – they want to know him better and better.</p> <p>I know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>Concept Vocabulary: Gospel Key Vocabulary: parable, Jesus, disciples, forgiveness, justice, neighbour, social justice</p>
TERM 4 SALVATION Why do Christians call the day Jesus died ‘Good Friday’? (Digging Deeper)	<p>I can offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean.</p> <p>I can give examples of what the texts studied mean to some Christians.</p> <p>I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p>I know Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection</p> <p>I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</p> <p>I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>I know Christians remember and celebrate Jesus’ last week, death and resurrection.</p> <p>Concept Vocabulary: Salvation Key Vocabulary: betrayal, trust, denial, Gospel, Christians, prayer, serving, celebrating, resurrection, sharing, Maundy Thursday, Last Supper, Holy Communion, Passover, crucifixion, ritual, death</p>
TERM 5	I can explain what Hindus believe and think about God; and what this looks like in everyday life.	I know that Hindus believe in one ultimate God, Brahman. He is expressed and understood through many deities.

MY LEARNING JOURNEY: RE
Year 4

Topic	"I CAN"	"I KNOW"
HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)	These are all the skills I have learnt I can explain what Hindus believe about God and how the world was created. I can explain the samsara cycle using technical vocabulary. I can describe what the dharma at each stage of life does to help Hindus to be good people. I can make links between the story of Rama and Sita and how it teaches Hindus about dharma and karma.	This is all the knowledge I have learnt I know that Hindus worship at home and at the Mandir (temple). I know that Hindus believe that life is a cycle of birth, death and re-birth. I know how the dharma at each stage of life helps Hindus to be good. I know the story of Rama and Sita and what it teaches Hindus about dharma and karma. Concept Vocabulary: reincarnation, Hindu dharma, Key Vocabulary: Brahman, moksha, karma, atman, artha, kama, dharma, samsara, puja, aarti, mandir, Hindu, Diwali, sewa, aum, murti, deity
TERM 6 HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2)		
Greater Depth	Identify some similarities and differences. Discuss and present their own ideas about why they think something. Express their own understanding. Make connections between key concepts and the big story of the Bible. Consider and evaluate. Suggest their own ideas.	

MY LEARNING JOURNEY: RE

Year 5

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
TERM 1 GOD What does it mean if God is holy and loving?	I can identify some different types of biblical texts, using technical terms accurately. I can explain connections between biblical texts and Christian ideas of God, using theological terms. I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. I can 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.	I know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. I know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. I know that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. I know that Christians believe getting to know God is like getting to know a person rather than learning information. Concept Vocabulary: God, loving, holy Key Vocabulary: omnipotent, omniscient, omnipresent, eternal, forgiving, sin, grace, injustice, confessional, holiness
TERM 2 INCARNATION Was Jesus the Messiah?	I can explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. I can identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. I can show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.	I know that Jesus was Jewish. I know that Christians believe Jesus is God in the flesh. I know they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. I know that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation) Concept Vocabulary: Incarnation, Jews, Gentiles Key Vocabulary: saviour, messiah, prophecy, trinity, anointed, transformation, transfiguration

MY LEARNING JOURNEY: RE

Year 5

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
	I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference might it make in people’s lives.	
TERM 3 PEOPLE OF GOD How can following God bring freedom and justice?	I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	I know that the Old Testament pieces together the story of the People of God. I know that the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. I know that Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Concept Vocabulary: People of God, Exodus, freedom, justice Key Vocabulary: Israelites, prophets, ten commandments, theological, slavery, obedience, salvation, covenant, Christian church, injustice, mission, nomads
TERM 4 SALVATION What did Jesus do to save human beings?	I can outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. I can explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. I can suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts.	I know that Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. I know that the Gospels give accounts of Jesus’ death and resurrection. I know that the New Testament says that Jesus’ death was somehow ‘for us.’

MY LEARNING JOURNEY: RE

Year 5

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
	<p>I can make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</p> <p>I can show how Christians put their beliefs into practice.</p> <p>I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>I know that Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>I know that Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</p> <p>I know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith</p> <p>Concept Vocabulary: Salvation</p> <p>Key Vocabulary: forgiveness, sins, relationship, good, evil, Pesach, eucharist, mass, victory</p>
<p>TERM 5</p> <p>JUDAISM</p> <p>What does it mean to be Jewish in Britain today?</p>	<p>I can make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p> <p>I can give examples of Jewish festivals and describe how they impact Jewish people today.</p> <p>I can explain the meaning and significance of Jewish rituals and practices.</p> <p>I can comment thoughtfully on how the role of women varies within Judaism.</p> <p>I can answer the key question from different perspectives, including my own.</p>	<p>I know that Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray.</p> <p>I know that Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others.</p> <p>I know that Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. I know that Jewish people celebrate Pesach each year to remember God’s rescue and faithfulness to the Israelites.</p> <p>I know that Tzedakah means ‘healing the world’ which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.</p>

MY LEARNING JOURNEY: RE
Year 5

Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
		Concept Vocabulary: Judaism, Jewish, faith Key Vocabulary: Talmud, Rosh Hashanah, Yom Kippur, Pesach, Seder, Fast, Shofar
TERM 6 ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. I can give examples of how each pillar might affect the life of a Muslim. I can make connections between the key functions of the mosque and the beliefs of Muslims. I can describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience. I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.	I know the importance of the prophet Muhamad to the Islamic faith. I know the names of the 5 pillars and what they represent. I know how Muslim people use the 5 pillars in their life journey. I know who Muslims turn to for help and guidance. I know some of the daily practices and rituals carried out by Muslims. Concept Vocabulary: Islam, Muslim, faith Key Vocabulary: Shahaddah, Salah, Sawm, Hajj, Muhamad, Allah, Qu 'ran, mosque
Greater Depth	Explain how they disagree and interpret things differently. Explain the links between 2 or more things & give reasons why. Enquire into... using evidence & examples. Interpret a range of texts/sources/pictures/views etc. Investigate & explain, expressing their own ideas. Examine the title question from different perspectives including their own. Apply their ideas. Consider & evaluate.	

MY LEARNING JOURNEY: RE

Year 6

Topic	"I CAN"	"I KNOW"
	These are all the skills I have learnt	This is all the knowledge I have learnt
TERM 1 CREATION Creation and science: conflicting or complementary?	<p>I can outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>I can identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>I can take 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>I can make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>I can show understanding of why many Christians find science and faith go together.</p> <p>I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>I know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>I know there are many scientists, throughout history and now, who are Christians.</p> <p>I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p>Concept Vocabulary: Creation Key Vocabulary: interpretation, Genesis 1, complementary, conflict, controversy, scientific, purpose, justify, Creator, Christian, wonder, majesty, cosmology, evolution</p>
TERM 2 GOSPEL What would Jesus do?	<p>I can identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>I can take account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p>	<p>I know the good news is not just about setting an example for good behaviour and challenging behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>I know that Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>I know that Christians believe that they should bring this good news to life in the world in different ways, within their church</p>

MY LEARNING JOURNEY: RE

Year 6

Topic	"I CAN"	"I KNOW"
	These are all the skills I have learnt	This is all the knowledge I have learnt
	I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	family, in their personal lives, with family, with their neighbours, in the local, national and global community Concept Vocabulary: Gospel Key Vocabulary: parable, narrative, connections, forgiveness, peace, scriptures, neighbour, sermon, commandments, miracle, transformation
TERM 3 HUMANISM What does it mean to be a Humanist in Britain today?	<p>I can explain what makes someone a humanist.</p> <p>I understand that humanists believe science is the best method to understand the universe.</p> <p>I understand that atheism is no belief in a god or gods.</p> <p>I can explain that humanists believe that you can be good and live a happy life without the need for a god or gods.</p> <p>I understand that humanists can experience spiritual moments, however not all humans would describe an experience as spiritual.</p> <p>I understand that for humanists, spiritual moments are not connected to god or gods or the supernatural.</p>	<p>I know that most humanists believe human beings evolved over time.</p> <p>I know that humanists adapt or change their beliefs when faced with new evidence.</p> <p>I know that humanists believe there is no persuasive evidence for the existence of a god or gods.</p> <p>I know that being agnostic means that you are unsure and cannot know whether there is a god or gods exist.</p> <p>I know that for humanists, nature and the world around them can be a source of excitement and beauty.</p> <p>I know that humanists believe science helps reveal and enhance nature's hidden beauty.</p> <p>Key Vocabulary: special, celebrate, Golden Rule, Humanist, wedding, reason, empathy, happiness, Humanism, atheism, agnostic, science, evidence, curiosity, happy human, celebrant, non-religious worldview, spiritual</p>

MY LEARNING JOURNEY: RE

Year 6

Topic	“I CAN”	“I KNOW”
	These are all the skills I have learnt	This is all the knowledge I have learnt
TERM 4 ISLAM What does it mean to be a Muslim in Britain today? (part 2)	<p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.</p> <p>I can identify and explain connections between the key functions of the Mosque and the beliefs of Muslims.</p> <p>I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life. I can offer my views and ideas on the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim.</p> <p>I can describe and reflect on the significance of the Holy Qur’an to Muslims.</p> <p>I can explain what different people think it means to be a Muslim.</p> <p>I can answer the key question from different perspectives, including my own.</p>	<p>I know the five pillars of Islam are practised by Muslims, including Muslims living in Britain today.</p> <p>I know Muslims believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer.</p> <p>I know Muslims believe that it is their duty to perform hajj to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able.</p> <p>I know the five pillars of Islam are both valuable and challenging for Muslims and that they make a difference to individuals but also to the whole of the Muslim community.</p> <p>Concept Vocabulary: Islam, Muslim, Key Vocabulary: Holy Qur’an, sawm, hajj, five pillars, Ramadan, Mecca, ummah, pilgrimage, tawhid, shariah</p>
TERM 5 UNIVERSAL What can be done to reduce racism? Can religion help?	<p>I can describe how sacred texts carry messages about racial justice</p> <p>I can consider questions about why racism happens and how it can be reduced, giving reasons for their ideas</p> <p>I can explain links between different cases of racism using key words including ‘stereotype’ and ‘prejudice.’</p> <p>I can express thoughtful views about how racism can be reduced, including within religions.</p> <p>I can describe the stories of the two statues in Bristol</p>	<p>Concept Vocabulary: racism Key Vocabulary: stereotype, prejudice, equality, slavery</p>

MY LEARNING JOURNEY: RE
Year 6

Topic	"I CAN"	"I KNOW"
	<p>These are all the skills I have learnt</p> <p>I can consider texts and ideas about racism, equality and memorialisation, thinking about what justice requires.</p> <p>I can explain links and contrasts between the two stories and the contributions they made to the history of Bristol, of slavery and of Christianity.</p> <p>I can describe the meaning and importance of Acts 10 for Christians today</p> <p>Explain links between the Biblical story and the Christian community today</p> <p>Express thoughtful views about ways in which a community such as a church can be a place of welcome for everyone, including people from minority ethnic communities</p>	<p>This is all the knowledge I have learnt</p>
<p>TERM 6</p> <p>KINGDOM OF GOD</p> <p>What kind of king is Jesus?</p>	<p>I can explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>I know Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>I know the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>I know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> <p>Concept Vocabulary: Kingdom of God Key Vocabulary: unjust</p>

MY LEARNING JOURNEY: RE
Year 6

Topic	"I CAN" These are all the skills I have learnt	"I KNOW" This is all the knowledge I have learnt
Greater Depth	Explain how they disagree and interpret things differently. Explain the links between 2 or more things & give reasons why. Enquire into... using evidence & examples. Interpret a range of texts/sources/pictures/views etc. Investigate & explain...expressing their own ideas. Examine the title question from different perspectives including their own. Apply their ideas. Consider & evaluate.	