



## Progression of RE

	KNOWLEDGE	OUTCOMES
Year 1	<b>Unit: Christianity - God/ Belonging</b> <i>Is everybody special?</i>	<b>All children can ... (WTS)</b> <ul style="list-style-type: none"> <li>recognise the stories of the Lost Coin &amp; Lost Sheep</li> <li>identify different groups that people can belong to and the reasons why people choose to join.</li> <li>explain that baptism is a Christian ceremony to show belonging and they will recognise the key features of the baptism ceremony.</li> <li>talk about their own experiences of belonging.</li> </ul> <b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>retell, simply, the parables of the Lost Coin and the Lost Sheep</li> <li>recognise that parables are stories with meaning</li> <li>recognise the sacrament of baptism as a ceremony of belonging</li> <li>describe the key events of the ceremony</li> <li>explain the basic meaning of the baptism symbols</li> <li>recognise that these stories and the ceremony are Christian and can identify that other religions may have different ways of expressing belonging</li> <li>recall the Golden Rule and identify some ways in which these ideas are connected</li> <li>show some understanding of the concept of community and belonging.</li> </ul> <b>Some children can ... (GDS)</b> <ul style="list-style-type: none"> <li>use the correct terminology for baptism and be confident of the meaning of the symbols.</li> <li>compare the advantages and disadvantages of belonging to a group.</li> <li>create their own ceremony for joining a group and explain the significance of the ceremony for joiners and the reasons why people would join.</li> </ul>
	<b>Pupils will be able to...</b> <ul style="list-style-type: none"> <li>retell, simply, the parables of the Lost Coin and the Lost Sheep</li> <li>recognise that parables are stories with meaning</li> <li>recognise the sacrament of baptism as a ceremony of belonging</li> <li>describe the key events of the ceremony</li> <li>know the basic meaning of the baptism symbols</li> <li>know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging</li> <li>recall the Golden Rule and be able to identify some ways in which these ideas are connected</li> <li>begin to understand the concept of community and belonging.</li> </ul>	
Year 1	<b>Unit: Christianity, Judaism – Harvest/ Sukkot/ Christmas/ Celebration</b> <i>Should we celebrate Harvest or Christmas?</i>	<b>All children can... (WTS)</b> <ul style="list-style-type: none"> <li>recognise the 3 festivals and link them to the correct religion</li> <li>talk about the key features and link artefacts to the correct festival</li> <li>show understanding that all people celebrate, and can explain some reasons people give for celebrating</li> </ul> <b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>recall that the celebration of Harvest is a fairly new Christian festival, focused on thanksgiving for the food that we have and showing concern for the wider world where there is not enough food.</li> <li>explain that giving thanks for things is a shared human experience</li> <li>recall the basic stories of Cain and Abel and Noah</li> <li>recall the basic story of the Exodus</li> </ul>
	<b>Prior knowledge</b>	
	<b>Pupils will</b> <ul style="list-style-type: none"> <li>know that the celebration of Harvest is a fairly new Christian festival, focused on thanksgiving for the food that we have and showing concern for the wider world where there is not enough food.</li> <li>learn that giving thanks for things is a shared human experience</li> </ul>	



	<ul style="list-style-type: none"> <li>• learn the basic stories of Cain and Abel and Noah</li> <li>• learn the basic story of the Exodus</li> <li>• describe the key features of Sukkot and the key features of Christmas as understood by Christians</li> <li>• know that the 4 spices are symbolic but may not remember all the details.</li> <li>• know that Christmas is a Christian festival, and that Sukkot is a Jewish festival.</li> <li>• know that Jewish people do not celebrate Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the key features of Sukkot and the key features of Christmas as understood by Christians</li> <li>• recall that the 4 spices are symbolic but may not remember all the details.</li> <li>• explain that Christmas is a Christian festival, and that Sukkot is a Jewish festival.</li> <li>• explain that Jewish people do not celebrate Christmas.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• make links between the festivals and the biblical material, showing an understanding of the key beliefs that these festivals demonstrate and suggest meaning for the symbols</li> <li>• explain why people celebrate and they will know why Jewish people do not celebrate Christmas.</li> </ul>
<p><b>Unit: Christianity, Judaism – Creation</b> <i>Does Creation help people understand God?</i></p>		<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• recall the Creation story and that God say that it was good.</li> <li>• understand that Christians and Jews believe that God made humans.</li> <li>• explain why this story is important for some Christians and Jews</li> </ul>
<p><b>Prior knowledge</b></p>		
	<p><b>Pupils will</b></p> <ul style="list-style-type: none"> <li>• learn the Creation story from Genesis 1 and be able to retell it simply</li> <li>• know the Phrase “And God saw that it was good” and know that most Christians believe that this teaches them that God is Creator</li> <li>• know that many of the other attributes of God – power, might, love, kindness e.g. are also shown by the story of creation.</li> <li>• understand that Christians believe that the created world reflects the glory of God and they will know one or two phrases from the Psalms that show that.</li> <li>• be able to comment on the beauty of the world and begin to make a connection between that and Christian views of God.</li> <li>• know that Christians and Jews believe that God made humankind and that he made them able to create as well and has a special relationship with them.</li> </ul>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• retell, simply, the Creation story from Genesis 1</li> <li>• recall the Phrase “And God saw that it was good” and show awareness that most Christians believe that this teaches them that God is Creator</li> <li>• recognise that many of the other attributes of God – power, might, love, kindness e.g. are also shown by the story of creation</li> <li>• explain that Christians believe that the created world reflects the glory of God and they know one or two phrases from the Psalms that show that.</li> <li>• comment on the beauty of the world and begin to make a connection between that and Christian views of God.</li> <li>• Explain that Christians and Jews believe that God made humankind and that he made them able to create as well and has a special relationship with them.</li> </ul> <p><b>Some children can ...(GDS)</b></p> <ul style="list-style-type: none"> <li>• make the connection between belief in God as creator and Christian ideas about caring for the world.</li> <li>• recall a wider range of passages that show God’s glory in creation</li> <li>• show an awareness that not everyone believes the same things about creation.</li> <li>• recall some other passages that show that God cares for his creation (e.g. the bit about two sparrows Matthew 10:29/Luke 12:6 or the lilies of the field Matthew 6:28/Luke 12:27)</li> </ul>



<p><b>Unit: Christianity – Jesus/ Leaders/ Rabbi/ Vicars</b> <i>Should everyone follow Jesus?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recall the story of Palm Sunday and identify the characters in the story that followed Jesus.</li> <li>identify some reasons why people followed Jesus.</li> <li>explain that some people today still follow Jesus and how they show that they follow him. In particular, they will identify church leaders and Christians as people who follow Jesus.</li> <li>identify that some people (especially Jewish people) do not follow Jesus and can suggest some reasons why.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>recall the story of the crowds following Jesus on Palm Sunday at his entry into Jerusalem</li> <li>recall the stories of two or three of the disciples and why they followed Jesus, especially in the calling of the first disciples.</li> <li>Explain that the teaching of Jesus encouraged the crowd to follow him but that his teaching also made some people dislike him.</li> <li>identify the types of people that followed and those that wanted to kill him.</li> <li>show an outline understanding of the rest of the Easter story – last supper, trial &amp; crucifixion.</li> <li>identify other leaders in the Easter story – e.g. the High Priest.</li> <li>explain that many people follow Jesus today.</li> <li>explore the life of someone who follows Jesus and the difference that it makes.</li> <li>establish that there are lots of different leaders.</li> <li>identify at least 6 qualities that make a good leader.</li> <li>identify some people who are leaders today in the world and in their own communities.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>recall the details of the Easter Story and the reasons why people followed Jesus.</li> <li>make links between the lives of Christian leaders today and Jesus.</li> <li>identify qualities that many leaders have in common.</li> <li>create a blueprint for a good leader and use that to answer the big question.</li> </ul>
<p><b>Prior knowledge</b></p>	
<p>Pupils will:</p> <ul style="list-style-type: none"> <li>know the story of the crowds following Jesus on Palm Sunday at his entry into Jerusalem</li> <li>learn the stories of the two or three of the disciples and why they followed Jesus, especially in the calling of the first disciples.</li> <li>know that the teaching of Jesus encouraged the crowd to follow him but that his teaching also made some people dislike him.</li> <li>identify the types of people that followed and those that wanted to kill him.</li> <li>develop an outline understanding of the rest of the Easter story – last supper, trial &amp; crucifixion.</li> <li>identify other leaders in the Easter story – e.g. the High Priest.</li> <li>know that many people follow Jesus today.</li> <li>explore the life of someone who follows Jesus and the difference that it makes.</li> <li>establish that there are lots of different leaders.</li> <li>identify at least 6 qualities that make a good leader.</li> <li>identify some people who are leaders today in the world and in their own communities.</li> </ul>	
<p><b>Unit: Christianity, Judaism – Old Testament/ Moral Stories</b> <i>Are some stories more important than others?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>talk about what they like or dislike about the stories they have heard.</li> <li>begin to talk about whether the story has a meaning for them.</li> <li>begin to identify that some stories are part of a religious tradition and that others are not.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>recognise which of the stories they have heard have a religious significance and can say one thing that they or others learn from the story.</li> </ul>
<p><b>Prior knowledge</b></p>	
<p>Pupils will:</p> <ul style="list-style-type: none"> <li>recognise which of the stories they have heard have a religious significance and will</li> </ul>	



	<p>be able to say one thing that they or others learn from the story.</p> <ul style="list-style-type: none"> <li>be able to identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.</li> </ul>	<ul style="list-style-type: none"> <li>identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>retell or reorder the events of more than one story, and say which ones are more important.</li> <li>show understanding that different people think different stories are important and give reasons why.</li> <li>talk about the meanings of one or more stories</li> </ul>
	<p><b>Unit: Judaism – Synagogue/ Community/ Symbols</b> <i>Do we need special shared places?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recognise some of the artefacts found in a synagogue and identify them with Jewish beliefs.</li> <li>begin to talk about some of the ways in which a synagogue is used, but they may confuse it with a special place of their own.</li> </ul>
	<p><b>Prior Knowledge:</b></p> <p>Knowledge of place of worship (church or mosque)</p>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>recognise a synagogue and be able to identify the key features and how they are used.</li> <li>talk about how the synagogue is important to Jewish people and compare it to a place that is special to them or others.</li> <li>begin to say what is similar about another place of worship if they are familiar with one (church, synagogue, mandir or Gurdwara e.g.)</li> </ul>
	<p>Pupils will</p> <ul style="list-style-type: none"> <li>recognise a synagogue and be able to identify the key features and how they are used.</li> <li>be able to talk about how the synagogue is important to Jewish people and compare it to a place that is special to them or others.</li> <li>If they are familiar with another place of worship (church, synagogue, mandir or Gurdwara e.g.) they may be able to say what is similar.</li> </ul>	<p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>talk about why the synagogue is important to Jewish people and suggest which roles and features are most important.</li> <li>talk about how the synagogue helps Jewish people in their beliefs and belonging.</li> </ul>



	KNOWLEDGE	OUTCOMES
Year 2	<b>Unit: Christianity, Judaism – Moses, Old Testament</b> <i>Who should you follow?</i>	<b>All children can ... (WTS)</b> <ul style="list-style-type: none"> <li>recognise that some people are leaders, and some are followers.</li> <li>identify some reasons why leaders are needed.</li> <li>identify a specific religious leader and know a key event in the life of that person</li> </ul>
	<b>Prior knowledge</b> Knowledge and understanding of leaders and leaderships, priests and rabbis	
	Pupils will ... <ul style="list-style-type: none"> <li>recall the key leaders for Jews and Christians</li> <li>say what makes Moses and/or Joshua a good leader and recount some of the key events that demonstrate their leadership skills.</li> <li>refer back to what they have learned of Jesus as a leader and know that many religious leaders believe that they in turn are led by God</li> <li>talk about the pillar of fire by night and the cloud by day as the people were led through the dessert.</li> <li>explain the need for leaders to have followers and they will know the difference between leaders and followers.</li> <li>know the key events of the Exodus.</li> <li>identify some of the features that characterise a good leader</li> <li>recognise some current leaders and can compare their leadership to that of the historical leaders of the faith</li> </ul>	<b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>Recall the key leaders for Jews and Christians</li> <li>say what makes Moses and/or Joshua a good leader and recount some of the key events that demonstrate their leadership skills.</li> <li>refer back to what they have learned of Jesus as a leader and know that many religious leaders believe that they in turn are led by God</li> <li>talk about the pillar of fire by night and the cloud by day as the people were led through the dessert.</li> <li>explain the need for leaders to have followers and they will know the difference between leaders and followers.</li> <li>Recall the key events of the Exodus.</li> <li>identify some of the features that characterise a good leader</li> <li>recognise some current leaders and can compare their leadership to that of the historical leaders of the faith</li> </ul>
	<b>Unit: Christianity, Judaism – Symbols/ Christmas</b> <i>Do religious symbols mean the same to everyone?</i>	<b>All children can... (WTS)</b> <ul style="list-style-type: none"> <li>recognise a few symbols and their meanings.</li> <li>understand that symbols are worn to communicate meaning.</li> <li>link symbols to the correct religion.</li> </ul>
	<b>Prior knowledge</b>	
	Pupils will: <ul style="list-style-type: none"> <li>recognise a range of symbols and their meanings</li> <li>evaluate which symbols communicate meaning to outsiders and which are for insiders.</li> <li>know that some symbols have many meanings.</li> <li>know how the prayer artefacts are used by Jewish people and the impact that these items have.</li> </ul>	<b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>recognise a range of symbols and their meanings</li> <li>evaluate which symbols communicate meaning to outsiders and which are for insiders.</li> <li>Recognise that some symbols have many meanings.</li> <li>understand how the prayer artefacts are used by Jewish people and the impact that these items have.</li> <li>recall the colours of the church year.</li> <li>recognise a vicar and a Jewish person who are dressed traditionally.</li> <li>identify symbols specifically connected to Christmas and compare the way that they may be understood by Christians and non-Christians.</li> </ul>



<ul style="list-style-type: none"> <li>• know the colours of the church year.</li> <li>• recognise a vicar and a Jewish person who are dressed traditionally.</li> <li>• identify symbols specifically connected to Christmas and compare the way that they may be understood by Christians and non-Christians.</li> </ul>	<p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• recognise and describe a wide range of religious symbols and their varied interpretations.</li> <li>• say why symbols are used and compare and contrast symbols for effectiveness of communication.</li> </ul>
<p><b>Unit: Christianity, Judasim - New Year/ Rosh Hashanah</b> <i>Does everyone celebrate the New Year?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• recall the names of two new year celebrations.</li> <li>• Understand celebrations often are accompanied by special foods and will know the key foods that are linked with Rosh Hashanah</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• identify the key features of the festivals explored and know the differences and similarities</li> <li>• recall the story of the creation of Adam and Eve and the sacrifice of Isaac.</li> <li>• recognise the foods eaten by Jews at Rosh Hashanah and their significance.</li> <li>• understand the significance of the Shofar.</li> <li>• understand that the New Year celebrated in the UK is not a religious festival and they will be able to talk about how it is celebrated.</li> <li>• talk about why the New year is celebrated</li> </ul> <p><b>Some children can ...(GDS)</b></p> <ul style="list-style-type: none"> <li>• give more details about the festivals and make connections to other celebrations they are familiar with.</li> <li>• talk about the impact that the religious festivals have on the lives of believers and compare that with the non-religious new year in the UK.</li> </ul>
<p><b>Prior knowledge</b></p>	
<p>Pupils will ...</p> <ul style="list-style-type: none"> <li>• identify the key features of the festivals explored and know the differences and similarities</li> <li>• know the story of the creation of Adam and Eve and the sacrifice of Isaac.</li> <li>• recognise the foods eaten by Jews at Rosh Hashanah and their significance.</li> <li>• know the significance of the Shofar.</li> <li>• know that the New Year celebrated in the UK is not a religious festival and will be able to talk about how it is celebrated.</li> <li>• talk about why the New year is celebrated</li> </ul>	
<p><b>Unit: Christianity – Easter/ Holy week</b> <i>How should the Church celebrate Easter?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• understand simplified Holy Week events</li> <li>• link Lent to the temptations of Jesus, carnival, Baptism on Easter Sunday.</li> <li>• Identify symbols in church connected with Easter.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Recall the Easter Story and the key events of Holy Week – Palm Sunday, Foot washing and Passover Meal on the Thursday, Crucifixion and Resurrection.</li> <li>• Understand that the cross is significant for Christians because of the crucifixion and they will know how some of the other events of Holy Week are remembered by the church.</li> <li>• talk about which events are most significant for Christians and suggest some reasons why</li> <li>• make suggestions about other ways in which Easter could be celebrated.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• make deeper links between the life of the church and the events of Holy Week</li> </ul>
<p><b>Prior knowledge</b></p>	
<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• know the Easter Story and the key events of Holy Week – Palm Sunday, Foot washing and Passover Meal on the Thursday, Crucifixion and Resurrection.</li> <li>• know that the cross is significant for Christians because of the crucifixion and they will know how some of the other events of Holy Week are remembered by the church.</li> <li>• be able to talk about which events are most significant for Christians and suggest some reasons why</li> <li>• make suggestions about other ways in which Easter could be celebrated.</li> </ul>	



		<ul style="list-style-type: none"> <li>link artefacts and regular church practice to the Easter story.</li> <li>make suggestions about appropriate ways to celebrate Holy Week and Easter.</li> </ul>
	<p><b>Unit: Christianity, Judaism – Old Testament stories</b> <i>Can stories change people?</i></p> <p><b>Prior knowledge</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Retell, simply, the stories of Zacchaeus and Joseph, highlighting the parts of the story that show change in the characters and are meant to inspire change in the listener or reader.</li> <li>suggest reasons why Christians and Jews still read these stories and what they might learn from them.</li> <li>make suggestions as to why stories change people and whether all stories should have that aim.</li> </ul>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>identify either the story of Zacchaeus or of Joseph and identify one way in which either the characters or the listener/reader are intended to be changed.</li> <li>recognise some other stories that show people being changed.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>Retell, simply, the stories of Zacchaeus and Joseph, highlighting the parts of the story that show change in the characters and are meant to inspire change in the listener or reader.</li> <li>suggest reasons why Christians and Jews still read these stories and what they might learn from them.</li> <li>make suggestions as to why stories change people and whether all stories should have that aim.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>give more details about the stories of Zacchaeus and Joseph and have explored another story about people being changed.</li> <li>identify the types of change that these stories are meant to inspire.</li> <li>ask deep questions about how change affects people.</li> </ul>
	<p><b>Unit: Judaism - Shabbat</b> <i>How should you spend the weekend?</i></p> <p><b>Prior Knowledge:</b> Christianity – the Sabbath and the Creation story</p> <p>Pupils will</p> <ul style="list-style-type: none"> <li>know the key rules, rituals and practices associated with the Jewish Shabbat.</li> <li>know that there are many more rules than they know.</li> <li>be able to describe the key features of the Shabbat meal and the main artefacts associated with it.</li> <li>be able to make the link between Shabbat, the creation story and the Christian</li> </ul>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recall some of the rules surrounding Shabbat and know that they are different to the way that most people in England spend the weekend.</li> <li>recognise the key artefacts connected with Shabbat and know the role they play in the Friday night meal</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>recall the key rules, rituals and practices associated with the Jewish Shabbat.</li> <li>understand that there are many more rules than they know.</li> <li>describe the key features of the Shabbat meal and the main artefacts associated with it.</li> <li>make the link between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story.</li> <li>talk about why Shabbat is important for Jews.</li> </ul>



	<p>Sabbath, referring to the commandments and the creation story.</p> <ul style="list-style-type: none"><li>• be able to talk about why Shabbat is important for Jews.</li></ul>	<p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"><li>• compare and contrast the Jewish Shabbat with the traditional western weekend</li><li>• evaluate the significance of the event for Jewish believers and make links to Jewish beliefs about the holiness of God.</li><li>• link the artefacts to their meanings.</li><li>• understand that Shabbat is welcomed like a queen.</li></ul>
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	KNOWLEDGE	OUTCOMES
Year 3	<b>Unit: Christianity – Worship/ Communion</b> <i>Do Christians have to take communion?</i>	<b>All children can ... (WTS)</b> <ul style="list-style-type: none"> <li>recognise that communion is a Christian ritual</li> <li>recognise the artefacts and elements of communion</li> <li>explain that communion is one of the ways of showing belonging to a church.</li> <li>Share some other ways of showing Christian beliefs</li> </ul> <b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>recall the key features of the communion/Eucharist service and be able to link them to the Bible passage.</li> <li>recall the story of the Last Supper and link that also with the communion service.</li> <li>understand that Jesus taught his followers to behave in certain ways and can illustrate that with one or two verses or stories from the Bible.</li> <li>understand that baptism is another way of showing belonging to the church and will know the symbols connected with baptism.</li> <li>Understand that being part of a group requires commitment and suggest ways of showing it.</li> </ul> <b>Some children can ... (GDS)</b> <ul style="list-style-type: none"> <li>recognise the differences between communion in different denominations</li> <li>link Christian practice to a wider range of biblical verses and stories</li> <li>talk about the impact of belief and behaviour on the lives of individuals.</li> <li>describe different ways of showing commitment.</li> </ul>
	<b>Prior knowledge</b>	
	Pupils will ... <ul style="list-style-type: none"> <li>know the key features of the communion/Eucharist service and be able to link them to the Bible passage.</li> <li>know the story of the Last Supper and link that also with the communion service.</li> <li>know that Jesus taught his followers to behave in certain ways and they can illustrate that with one or two verses or stories from the Bible.</li> <li>know that baptism is another way of showing belonging to the church and will know the symbols connected with baptism.</li> <li>Know that being part of a group requires commitment and suggest ways of showing it.</li> </ul>	
Year 3	<b>Unit: Hindu, Christianity, Judaism – Advent/ Divali/ Chanukah</b> <i>Is light a good symbol for celebration?</i>	<b>All children can... (WTS)</b> <ul style="list-style-type: none"> <li>recognise the key elements of the festivals and the significant artefacts</li> <li>recognise the faith represented by each festival.</li> <li>Recall some reasons why Christians call Jesus the light of the world</li> </ul> <b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>correctly identify the three festivals and the appropriate faith</li> <li>recall the story behind each festival and be able to explain why light is a feature.</li> <li>understand the significance of light for life and its symbolic meaning as guide, revelation and understanding.</li> <li>describe the beliefs that each festival expresses and compare and contrast beliefs and practice.</li> <li>recognise the artefacts that link to the festivals and explain their significance.</li> </ul>
	<b>Prior knowledge</b>	
	All children will: <ul style="list-style-type: none"> <li>correctly identify the three festivals and the appropriate faith</li> <li>know the story behind each festival and be able to explain why light is a feature.</li> <li>understand the significance of light for life and its symbolic meaning as guide, revelation and understanding.</li> </ul>	



<ul style="list-style-type: none"> <li>• be able to describe the beliefs that each festival expresses and compare and contrast beliefs and practice.</li> <li>• know the artefacts that link to the festivals and their significance.</li> </ul>	<p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• explain the significance of each festival for the faith and describe how the practice of the festival expresses belief and commitment.</li> <li>• compare and contrast the way Christians prepare for Christmas with the secular preparations, giving reasons for differences</li> </ul>
<p><b>Unit: Judaism, Hindu – Belief/ Commandments</b> <i>Is a Jewish/ Hindu child free to choose how to live?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• recognise that Hindus have some rules or duties that they live by and that there are religious beliefs behind these practices.</li> <li>• describe two of the daily duties and talk about the differences they might make to daily life.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them.</li> <li>• identify the impact that these concepts have on the life of many Hindus</li> <li>• recall some Hindu stories that explore these issues e.g. the story of Shraavan; King Shibi and the Birds.</li> <li>• Recall the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life.</li> <li>• compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• give fuller explanations of the key concepts and the 5 duties.</li> <li>• appraise the value of living according to these and other rules.</li> <li>• give examples of appropriate and inappropriate behaviour, giving reasons for their ideas.</li> </ul>
<p><b>Prior knowledge</b></p>	
<p><b>Pupils will</b></p> <ul style="list-style-type: none"> <li>• recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them.</li> <li>• identify the impact that these concepts have on the life of many Hindus</li> <li>• have encountered some Hindu stories that explore these issues e.g. the story of Shraavan; King Shibi and the Birds.</li> <li>• have explored the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life.</li> <li>• compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.</li> </ul>	
<p><b>Unit: Judaism, Christianity - Freedom</b> <i>Does Easter make sense without Passover?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• Recall the narratives of Passover and the Last Supper identifying the main details of each.</li> <li>• understand that the Christian celebration of communion is linked to both these stories and be able to identify some of the links.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• recall the key events surrounding the Passover meal in Holy Week; washing the feet, sharing the</li> </ul>
<p><b>Prior knowledge</b> Initial understanding of Passover, Easter and Communion</p>	



	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>know the key events surrounding the Passover meal in Holy Week; washing the feet, sharing the bread and wine; the symbols as Jesus explains them and what the outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial crucifixion and resurrection.</li> <li>know why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today.</li> <li>know the central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angle of Death).</li> <li>recognise that there are Bible passages that link the two events and be able to evaluate the links between the two stories.</li> <li>be able to describe the link between these two stories and the Christian celebration of communion or Eucharist.</li> </ul>	<p>bread and wine; the symbols as Jesus explains them and what the outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial crucifixion and resurrection.</p> <ul style="list-style-type: none"> <li>explain why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today.</li> <li>recall the central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angle of Death).</li> <li>recognise that there are Bible passages that link the two events and be able to evaluate the links between the two stories.</li> <li>describe the link between these two stories and the Christian celebration of communion or Eucharist.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>understand the significance of the celebrations of Passover and Communion for Jews and Christians and decide whether the links make either or both more significance.</li> <li>look for ways that Christians could celebrate the Passover and reasons why they might want to do so.</li> </ul>
<p><b>Unit: Christinaity - Authority</b> <i>Does Jesus have authority over everyone?</i></p>		<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recognise the authority of Jesus in a small range of stories, and be able to talk about why Christians trust and obey Jesus, referring to those stories.</li> <li>recognise that other people may have different views.</li> <li>identify people who have authority for them.</li> </ul>
<p><b>Prior knowledge</b></p>		
	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>know the chosen stories that show Jesus exerting authority.</li> <li>be able to name a range of people who have authority in their lives and know the concepts of trust and obedience that accompany a recognition of authority.</li> <li>know that Christians have other sources of authority and they will recognise that different people accept different sources of authority.</li> <li>be able to evaluate the authority of Jesus for Christians, themselves and others, and identify the sources of authority in their own lives</li> </ul>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>Recall the chosen stories that show Jesus exerting authority.</li> <li>name a range of people who have authority in their lives and know the concepts of trust and obedience that accompany a recognition of authority.</li> <li>Understand that Christians have other sources of authority and they will recognise that different people accept different sources of authority.</li> <li>evaluate the authority of Jesus for Christians, themselves and others, and identify the sources of authority in their own lives</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>identify the impact that the authority of Jesus had on the disciples at the time and has had since on Christians.</li> <li>evaluate the sources of authority in their own lives and identify some of the difficulties that people have in accepting the authority of Jesus.</li> </ul>



	<b>Unit: Christinaity – Truth/ Story</b> <i>Can made up stories tell the truth?</i>	<b>All children can... (WTS)</b> <ul style="list-style-type: none"> <li>retell at least one of the parables they have encountered.</li> <li>suggest a meaning for the parable.</li> <li>recognise that the Bible contains stories about Jesus and stories that Jesus told and they will be able to identify some of the differences.</li> </ul> <b>Most children can... (EXS)</b> <ul style="list-style-type: none"> <li>retell the parables they have heard and be able to suggest a range of meanings for the stories covered, especially focusing on what Christians might take from the story.</li> <li>show that they understand the difference between, truths, untruths and truth that is hidden behind story.</li> <li>make connections between the stories Jesus told and other stories they have read and the value of using story to tell truths, including those from other faiths.</li> </ul> <b>Some children can... (GDS)</b> <ul style="list-style-type: none"> <li>identify a wider range of stories that tell truths and be able to talk about the differences between them and true accounts.</li> <li>talk about the impact that these stories have on the listeners at the time and what Christians take from these tales today.</li> </ul>
	<b>Prior Knowledge:</b>	
	<b>Pupils will</b> <ul style="list-style-type: none"> <li>be able to retell the parables they have heard and be able to suggest a range of meanings for the stories covered, especially focusing on what Christians might take from the story.</li> <li>be able to show that they understand the difference between, truths, untruths and truth that is hidden behind story.</li> <li>make connections between the stories Jesus told and other stories they have read and the value of using story to tell truths, including those from other faiths.</li> </ul>	

	KNOWLEDGE	OUTCOMES
Year 4	<b>Unit: Hindu – Art/ Symbol/ God</b> <i>Do Murtis help Hindus understand God?</i>	<b>All children can ... (WTS)</b> <ul style="list-style-type: none"> <li>understand that Hindus believe that God has many different characteristics and that the Murtis reveal these in symbolic form.</li> <li>identify the three key deities and know a story about them.</li> </ul> <b>Most children can ... (EXS)</b> <ul style="list-style-type: none"> <li>recall the names of Brahma, Vishnu and Shiva and their consorts, describe the characteristics of these deities and draw conclusions about Hindu views of God</li> <li>recall the key stories connected with them (e.g. how Ganesh got his elephant head, Krishna and the butter, the creation of the Ganges) and what Hindus learn about God from the stories</li> <li>recognise some of the other symbols that are used for god – e.g. salt water, incense, pomegranate and aum/om.</li> </ul>
	<b>Prior knowledge</b> <i>Initial understanding of Hinduism</i>	
	<b>Pupils will be able to...</b> <ul style="list-style-type: none"> <li>recall the names of Brahma, Vishnu and Shiva and their consorts</li> <li>describe the characteristics of these deities and draw conclusions about Hindu views of God</li> <li>know the key stories connected with them (e.g. how Ganesh got his elephant head, Krishna and the butter, the creation of the Ganges) and what Hindus learn about God from the stories</li> </ul>	



	<ul style="list-style-type: none"> <li>recall some of the other symbols that area used for god – e.g. salt water, incense, pomegranate and aum/om.</li> <li>recall that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions.</li> </ul>	<ul style="list-style-type: none"> <li>understand that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>explain why different Murtis are the focus at different times</li> <li>compare and contrast the different views of god and show how the ideas impact on the lives of Hindus</li> <li>understand how Hindus worship and home and in the Mandir</li> </ul>
	<p><b>Unit: Christianity – Mary/ Worship</b> <i>Does the Christmas narrative need Mary?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>Mary as the mother of Jesus in artistic interpretations and be able to recount the key events of her role in the Christmas story</li> <li>Understand that there are prayers and festivals connected with Mary, but that not all Christians hold the same views.</li> </ul> <p><b>Most children can ... (EXS)</b></p> <ul style="list-style-type: none"> <li>understand that Mary is considered to be the mother of Jesus and that God was his father, although Mary was married to Joseph</li> <li>recall the key events from Luke’s gospel that involve Mary</li> <li>think about their significance to the Christmas narrative</li> <li>interpret some of the symbols usually connected with Mary</li> <li>understand that different denominations vary in their treatment of Mary and they will have considered their own response.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>explain which beliefs about Mary are consistent with Biblical material, and which come from different sources</li> <li>evaluate her contribution to the Christmas narrative and wider Christians belief</li> <li>compare the role of Mary to other female religious figures.</li> </ul>
	<p><b>Prior knowledge</b></p>	
	<p>All children will:</p> <ul style="list-style-type: none"> <li>know that Mary is considered to be the mother of Jesus and that God was his father, although Mary was married to Joseph</li> <li>know the key events from Luke’s gospel that involve Mary</li> <li>think about their significance to the Christmas narrative</li> <li>be able to interpret some of the symbols usually connected with Mary</li> <li>know that different denominations vary in their treatment of Mary and they will have considered their own response.</li> </ul>	
	<p><b>Unit: Hindu, Christinaity - Pilgrimage</b> <i>Is a holy journey necessary for believers?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>understand that a holiday and a pilgrimage are different and will be able to give a couple of reasons why people may choose to go on pilgrimage.</li> <li>suggest some activities that pilgrims might do.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>describe some of the differences between a pilgrimage and a holiday.</li> <li>Recall a range of places of pilgrimage for Christianity and Hinduism and be able to say why those particular places are focused upon.</li> </ul>
	<p><b>Prior knowledge</b></p>	
	<p>Pupils will</p> <ul style="list-style-type: none"> <li>describe some of the differences between a pilgrimage and a holiday.</li> <li>know about a range of places of pilgrimage for Christianity and Hinduism and be able to</li> </ul>	



<p>say why those particular places are focused upon.</p> <ul style="list-style-type: none"> <li>• know a range of reasons why people may choose to participate in a pilgrimage and describe the impact that the journey might have on a participant.</li> <li>• describe a typical pilgrimage, giving details of activities undertaken.</li> <li>• Encounter a story about a pilgrimage or interview someone who has made a journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand reasons why people may choose to participate in a pilgrimage and describe the impact that the journey might have on a participant.</li> <li>• describe a typical pilgrimage, giving details of activities undertaken.</li> <li>• Recall a story about a pilgrimage or interview someone who has made a journey.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• explain the differences between a pilgrimage and a holiday and the reasons for making a pilgrimage.</li> <li>• evaluate the reasons and relate the material to their own lives.</li> </ul>
<p><b>Unit: Christianity - Lent</b> <i>Should believers give things up?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• Understand that Lent are the days leading up to Easter and will be able to describe some reasons why people may choose to observe Lent.</li> <li>• talk about the kinds of sacrifices people may make and they will know the story of Jesus in the wilderness.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Understand that Lent and Advent are seasons in the church year that prepare believers for the feasts of Christmas and Easter</li> <li>• understand how Ash Wednesday may be celebrated and the significance of the symbolism.</li> <li>• Understand that Lent is traditionally a time for giving things up</li> <li>• understand that fasting is linked to penitence and that it is a way for Christians to put themselves right with God before Easter.</li> <li>• Recall the story of the temptations and be able to suggest meanings for the temptations and the way that Jesus rebuffs them.</li> <li>• link the story of the temptations to the practice of Lent.</li> <li>• recognise some people who have given things up for what they believe</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• evaluate which practices best reflect the theology of the story of Jesus in the wilderness and be able to support their responses with biblical material.</li> <li>• link the practice of fasting to other traditions of giving things up.</li> </ul>
<p><b>Prior knowledge</b> Prior knowledge of Christianity</p>	
<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• know that Lent and Advent are seasons in the church year that prepare believers for the feasts of Christmas and Easter.</li> <li>• know how Ash Wednesday may be celebrated and the significance of the symbolism.</li> <li>• know that Lent is traditionally a time for giving things up.</li> <li>• understand that fasting is linked to penitence and that it is a way for Christians to put themselves right with God before Easter.</li> <li>• know the story of the temptations and be able to suggest meanings for the temptations and the way that Jesus rebuffs them.</li> <li>• link the story of the temptations to the practice of Lent.</li> <li>• know about some people who have given things up for what they believe.</li> </ul>	
<p><b>Unit: Christianity - Miracles</b> <i>Did Jesus really do miracles?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• retell one of the miracles, suggesting a meaning for the event.</li> <li>• ask questions about the miracle and suggest reasons why people might or might not believe and what difference that might make.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• recount the miracles that have been studied and be able to talk about the impact of them on the crowds, the disciples and the teachers of the law and the Pharisees.</li> </ul>
<p><b>Prior knowledge</b> Who is Jesus?</p>	
<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• recount the miracles that have been studied and be able to talk about the impact of them on the crowds, the disciples</li> </ul>	



	<p>and the teachers of the law and the Pharisees.</p> <ul style="list-style-type: none"> <li>• give some interpretation of the miracles in theological terms and how that miracle may influence Christians today.</li> <li>• show that they know why some people do not believe and the implications of the truth or falsity of the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• give some interpretation of the miracles in theological terms and how that miracle may influence Christians today.</li> <li>• show that they know why some people do not believe and the implications of the truth or falsity of the accounts.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• make links between the miracles and the behaviour and beliefs of Christians.</li> <li>• explain the significance of the miracles and discuss the difference that believing in miracles makes to faith and belief.</li> <li>• talk about doubt and why many do not believe.</li> </ul>
	<p><b>Unit: Christianity, Hindu - Prayer</b> <i>Does prayer change things?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• talk about what prayer might mean to a Christian or a Hindu and suggest some reasons why they might choose to prayer.</li> <li>• show awareness of people who believe that prayer makes a difference and give some examples from the Bible.</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Use correct terms for different types of prayer and can identify those types in written or spoken prayers.</li> <li>• recount at least three tales from the bible and describe the impact that prayer has in these accounts and link them to some modern examples.</li> <li>• evaluate the significance of prayer in the lives of historic and contemporary Christians and make some comparisons with prayer in other faiths.</li> <li>• explain that not everyone prays or believes that prayer has any value.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• describe many different types of prayer and evaluate the impact of the belief in the power of prayer on individuals and communities.</li> <li>• make links to Biblical and contemporary material and be able to use this to inform their own views about prayer.</li> </ul>
	<p><b>Prior Knowledge:</b> Initial understanding of what prayer is and why/when it is used.</p>	
	<p><b>Pupils will</b></p> <ul style="list-style-type: none"> <li>• know the correct terms for different types of prayer and can identify those types in written or spoken prayers.</li> <li>• recount at least three tales from the bible and describe the impact that prayer has in these accounts and link them to some modern examples.</li> <li>• evaluate the significance of prayer in the lives of historic and contemporary Christians and make some comparisons with prayer in other faiths.</li> <li>• know that not everyone prays or believes that prayer has any value.</li> </ul>	
	<b>KNOWLEDGE</b>	<b>OUTCOMES</b>
Year 5	<p><b>Unit: Hindu – Islam – Muhammed (pbuh)/ God/ Allah/ Jibreel</b> <i>Do Muslims need the Qur'an?</i></p>	<p><b>All children can ... (WTS)</b></p> <ul style="list-style-type: none"> <li>• understand that the Qur'an is the sacred text of the Islamic faith</li> <li>• recall that followers of Islam are called Muslims; that God is known as Allah and identified by 99 names</li> <li>• recall that the Qur'an is written in Arabic and learned in Arabic</li> </ul>
	<p><b>Prior knowledge</b> Knowledge of sacred texts</p>	



	<p>Pupils will ...</p> <ul style="list-style-type: none"> <li>• know that people who learn the Qur'an by heart are called Hafiz</li> <li>• know that the Hadith is a different text, with different intentions and treated differently.</li> <li>• know how the Qur'an is treated and some of the key teachings.</li> <li>• evaluate the impact of the Qur'an on Muslim life and be able to link some Qur'anic teaching to Muslim practice</li> <li>• make links between the revelation of the Qur'an and the respect with which it is treated.</li> <li>• make comparisons with other sacred text they have encountered</li> </ul>	<ul style="list-style-type: none"> <li>• recall the story of the revelation</li> </ul> <p><b>Most children can ... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Recall that people who learn the Qur'an by heart are called Hafiz</li> <li>• understand that the Hadith is a different text, with different intentions and treated differently.</li> <li>• Understand how the Qur'an is treated and some of the key teachings.</li> <li>• evaluate the impact of the Qur'an on Muslim life and be able to link some Qur'anic teaching to Muslim practice</li> <li>• make links between the revelation of the Qur'an and the respect with which it is treated.</li> <li>• make comparisons with other sacred text they have encountered</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• recognise the differences between the Qur'an and the Hadith and evaluate the different impact of the two books on Muslim life</li> <li>• evaluate the impact of sacred texts on communities and individuals</li> <li>• recognise the challenges in following a sacred text.</li> </ul>
	<p><b>Unit: Christianity – Peace/ Christmas</b> <i>Does God communicate with man?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• understand that Christians believe that the birth of Jesus was foretold long before it happened and that God was directly involved in the narrative, communicating with many of the main characters in the nativity story</li> <li>• understand that angels are heavenly beings that bring God's word to people and that people acted on what they heard</li> </ul>
	<p><b>Prior knowledge</b></p>	<p><b>Most children can ... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Recall the specific prophecies that Christians link to the birth of Jesus and they will evaluate their contribution to understanding of the Christmas story</li> <li>• understand the ways that God communicates to people during the Christmas narrative and the impact of people's responses</li> <li>• recognise the different ways that Christians believe God communicates with them and the difference that makes to their lives</li> <li>• understand scriptures (the Bible and the Qur'an) as the words of God, but they will be aware of the differences between them.</li> </ul>
	<p>All children will:</p> <ul style="list-style-type: none"> <li>• know the specific prophecies that Christians link to the birth of Jesus and they will evaluate their contribution to understanding of the Christmas story</li> <li>• know the ways that God communicates to people during the Christmas narrative and the impact of people's responses</li> <li>• know the different ways that Christians believe God communicates with them and the difference that makes to their lives</li> <li>• understand scriptures (the Bible and the Qur'an) as the words of God, but they will be aware of the differences between them.</li> </ul>	<p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• explain that for Christians the prophecies of Jesus birth are an important part of the narrative</li> <li>• understand that Christians believe God still speaks to them today and they can compare and contrast Biblical prophecy with prayer and revelation.</li> </ul>
	<p><b>Unit: Islam – Sacred places/ Mosque</b> <i>Does the community of the Mosque help Muslims lead better lives?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• recall that the Mosque is the Islamic place of worship and be able to identify and describe some</li> </ul>



<p><b>Prior knowledge</b>          Knowledge of other places of worship – church, synagogue</p>	<p>of the key features, especially identifying the most important features and functions.</p> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>describe the key features of a mosque and be able to identify the key differences that they might find between a mosque and a church or a synagogue or a mandir.</li> </ul>
<p><b>Pupils will</b></p> <ul style="list-style-type: none"> <li>be able to describe the key features of a mosque and be able to identify the key differences that they might find between a mosque and a church or a synagogue or a mandir.</li> <li>know how a mosque is used by Muslims and be able to give reasons for the key features, referring to Islamic teaching where appropriate.</li> <li>know that the term Ummah applies to all Muslims and refers to the unity of Islam.</li> <li>evaluate the position of the Mosque in the life of a Muslim</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a mosque is used by Muslims and be able to give reasons for the key features, referring to Islamic teaching where appropriate.</li> <li>Understand that the term Ummah applies to all Muslims and refers to the unity of Islam.</li> <li>evaluate the position of the Mosque in the life of a Muslim</li> </ul> <p><b>Some children can...(GDS)</b></p> <ul style="list-style-type: none"> <li>identify the importance a devout Muslim may place on the mosque and the significance of the mosque for the Ummah and identity of the Muslim community.</li> <li>evaluate the significance of the Ummah in the life of a Muslim</li> </ul>
<p><b>Unit: Christianity – Sacrifice/ Sin/ Redemption</b>  <i>Was the death of Jesus a worthwhile sacrifice?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recall the story of the death of Christ and recognise that the event is significant for Christians.</li> <li>recognise some of the links to old Testament stories and they will be able to suggest reasons why the story is significant for Christians</li> </ul>
<p><b>Prior knowledge</b>          Prior knowledge of Christianity and Judaism (Passover)</p>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>understand that Christians believe that Christ died for a purpose and that He gave his life for others.</li> <li>see the links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement.</li> <li>Understand that Jesus had the freedom not to die but chose to and that the words of forgiveness spoken on the cross can be understood to apply to all humans.</li> <li>Recall the words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs.</li> </ul>
<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>know that Christians believe that Christ died for a purpose and that He gave his life for others.</li> <li>see the links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement.</li> <li>know that Jesus had the freedom not to die but chose to and that the words of forgiveness spoken on the cross can be understood to apply to all humans.</li> <li>know the words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs.</li> </ul>	<p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>explain how the celebration of Easter reflects Christian understanding of the death of Jesus and suggest reasons why Christians believe that the death of Jesus was necessary.</li> <li>discuss the impact of the sacrifice of Jesus on believers and non-believers alike.</li> </ul>
<p><b>Unit: Christianity – Holy Spirit/ Inspiration</b>  <i>Are you inspired?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recall the story of Pentecost and be able to articulate some of the ways in which the Disciples are changed.</li> <li>Make links between Pentecost and some actions and beliefs of Christians today, particularly leaders.</li> <li>talk about what inspires them</li> </ul>
<p><b>Prior knowledge</b></p>	<p><b>Most children can... (EXS)</b></p>
<p><b>Pupils will:</b></p>	



	<ul style="list-style-type: none"> <li>• know how the disciples were changed at Pentecost and the teachings of the church and the beliefs that follow on from this.</li> <li>• be able to articulate the work of the Spirit as that of the third person of the Trinity and they will be able to explain how Christians believe that the Spirit influences them today.</li> <li>• know some of the Bible references that explain the character of the Holy Spirit and evaluate the role the Spirit play in the church today.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the disciples were changed at Pentecost and the teachings of the church and the beliefs that follow on from this.</li> <li>• articulate the work of the Spirit as that of the third person of the Trinity and they will be able to explain how Christians believe that the Spirit influences them today.</li> <li>• Recall some of the Bible references that explain the character of the Holy Spirit and evaluate the role the Spirit play in the church today.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• Recall a wider range of references to the work of the Spirit, and be able to evaluate the role of the Spirit in the lives of the disciples and the Church today.</li> <li>• make links between the Biblical material and the lives of Christians today.</li> <li>• recognise other sources of inspiration as well.</li> </ul>
	<p><b>Unit: Christianity, Islam – Charity/ Zakat</b>  <i>What's best for our world? Does religion help people decide?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• identify some of the needs of the world and identify some of the ways that charities try to address these needs.</li> <li>• understand that some people act from religious motives and be able to compare those to their own motives.</li> </ul>
	<p><b>Prior Knowledge:</b></p> <p>.</p>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• explain using some religious texts why Christians and Muslims give to other people and help those in need.</li> </ul>
	<p><b>Pupils will</b></p> <ul style="list-style-type: none"> <li>• be able to explain using some religious texts why Christians and Muslims give to other people and help those in need.</li> <li>• know about Zakat, and the motivation for Muslims to give to the needy.</li> <li>• identify some of the things that the world needs and identify ways in which charities, both religious and secular aim to meet those needs and the motivation for doing so.</li> <li>• know about the principle of tithing and discuss the implications for the giver and the receiver.</li> </ul>	<p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• use a wider range of religious texts to explain Christian and Muslim views on charity and be able to compare Zakat and tithing.</li> <li>• compare the contribution of different charities to the needs to the world and suggest other ways of responding.</li> </ul>

	<b>KNOWLEDGE</b>	<b>OUTCOMES</b>
Year 6	<p><b>Unit: Christianity - Saints</b>  <i>Are Saints encouraging role models?</i></p> <hr/> <p><b>Prior knowledge</b>            Knowledge of Christianity and faith, understanding of Jesus</p>	<p><b>All children can ... (WTS)</b></p> <ul style="list-style-type: none"> <li>• name a small range of saints and evaluate their contribution</li> <li>• recognise that some denominations value saints more highly than others</li> <li>• understand that many saints have chosen to die rather than renounce their faith</li> </ul>



<p>Pupils will</p> <ul style="list-style-type: none"> <li>• know the story of Stephen, the first Christian martyr and know a range of other saints</li> <li>• know some reasons why people may be called saints and evaluate their contribution</li> <li>• know about any local saints</li> <li>• know that people are still beatified today and be able to name some modern day saints</li> <li>• know that Jesus is not considered to be a saint, but the Son of God and discuss the difference</li> <li>• know that some other religions talk about saints and describe what that means for them.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that places are often named after saints</li> </ul> <p><b>Most children can ... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Recall the story of Stephen, the first Christian martyr and know a range of other saints</li> <li>• recall some reasons why people may be called saints and evaluate their contribution</li> <li>• recognise any local saints</li> <li>• understand that people are still beatified today and be able to name some modern day saints</li> <li>• understand that Jesus is not considered to be a saint, but the Son of God and discuss the difference</li> <li>• understand that some other religions talk about saints and describe what that means for them.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• understand and discuss questions of holiness, commitment and martyrdom</li> <li>• link their knowledge of saints to current affairs</li> <li>• recognise that religious persecution continues today and make links to ideas about tolerance and individual liberty</li> </ul>
<p><b>Unit: Christ/ Incarnation/ Emmanuel</b>  <i>Is "God made Man" a good way to understand the Christmas story?</i></p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• understand that the biblical version of the Christmas story is not quite the same as the Christmas card versions suggest</li> <li>• recognise the word incarnation and be able to say what Christians understand by it.</li> </ul>
<p><b>Prior knowledge</b>      Understanding of the Christmas story and Christian Faith, understanding of Hinduism</p>	<p><b>Most children can ... (EXS)</b></p> <ul style="list-style-type: none"> <li>• explain simply what is meant by Incarnation and why it is important to a Christian understanding of Christmas</li> </ul>
<p>All children will:</p> <ul style="list-style-type: none"> <li>• be able to explain simply what is meant by Incarnation and why it is important to a Christian understanding of Christmas</li> <li>• know that the celebration of Christmas needs to be understood in the light of what Jesus went on to do as an adult</li> <li>• be able to link Christian beliefs about Christmas and Jesus to bible texts</li> <li>• be able to evaluate Christmas celebrations in the light of what they have learned.</li> <li>• know that there are differences between the Christian view of incarnation and Hindu avatars.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that the celebration of Christmas needs to be understood in the light of what Jesus went on to do as an adult</li> <li>• link Christian beliefs about Christmas and Jesus to bible texts</li> <li>• evaluate Christmas celebrations in the light of what they have learned.</li> <li>• Understand that there are differences between the Christian view of incarnation and Hindu avatars.</li> </ul> <p><b>Some children can ... (GDS)</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are differences between the Biblical accounts of the Christmas story and know some reasons for this.</li> <li>• Understand that it can be read literally or symbolically and discuss the impact of this</li> <li>• put incarnation into a theological context</li> <li>• link beliefs to the celebration of Christmas.</li> </ul>
<p><b>Unit: Islam, Sikh – Awrah/Hijab/Khalsa/ 5Ks</b>  <i>Do clothes express belief?</i></p>	<p><b>All children can... (WTS)</b></p>



<p><b>Prior knowledge</b></p>		<ul style="list-style-type: none"> <li>recognise the 5Ks and be able to give a simple explanation of their meanings, linked to some Sikh beliefs.</li> <li>Understand that many Sikhs choose to wear the 5Ks in order to show their identity and they will be able to discuss the impact on young Sikhs.</li> <li>Recall a range of religious dress codes and suggest meanings for the items</li> </ul>
	<p><b>Pupils will</b></p> <ul style="list-style-type: none"> <li>know the names of the 5Ks, their significance in terms of symbolic and practical application</li> <li>have investigated how the wearing of the 5Ks make young Sikh people feel and whether there are other ways that they could express their beliefs.</li> <li>know some of the ways in which other faiths express their beliefs, both with regards to clothing and behaviour</li> <li>recognise the religious significance behind a range of dress codes and will be able to link specific passages from the Qur'an to the dress.</li> <li>know some reasons why people choose to follow dress codes and evaluate appropriately.</li> <li>be able to show the impact that following a dress code has on the life of a believer.</li> <li>discuss the sense of identity created by clothing.</li> </ul>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>name the 5Ks and recognise their significance in terms of symbolic and practical application</li> <li>investigate how the wearing of the 5Ks make young Sikh people feel and whether there are other ways that they could express their beliefs.</li> <li>Recognise some of the ways in which other faiths express their beliefs, both with regards to clothing and behaviour</li> <li>recognise the religious significance behind a range of dress codes and will be able to link specific passages from the Qur'an to the dress.</li> <li>understand some reasons why people choose to follow dress codes and evaluate appropriately.</li> <li>show the impact that following a dress code has on the life of a believer. discuss the sense of identity created by clothing.</li> </ul> <p><b>Some children can...(GDS)</b></p> <ul style="list-style-type: none"> <li>discuss the implications of dressing differently from those around you, recognising the advantages and the disadvantages.</li> <li>evaluate the merits of displaying beliefs in clothing or in other forms.</li> <li>Recognise the significance of a range of dress codes and make links to specific passages and beliefs.</li> <li>Show awareness of the differences between the dress codes of individuals and of the dangers of stereotyping.</li> <li>use their knowledge to design appropriate dress codes for other groups of people.</li> </ul>
<p><b>Unit: Christianity – Eternal Life</b> <i>Is the resurrection important to Christians?</i></p>		
	<p><b>Prior knowledge</b> Prior knowledge of the Easter Story and Easter celebrations (Christianity)</p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>recall the story of the death and resurrection of Jesus and be able to identify some reasons why this is important to Christians.</li> <li>understand not everyone thinks the same and they will be able to explore what difference this may make.</li> </ul>



	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• be able to make links between the narrative of the resurrection and Christian beliefs about life after death and the significance of the resurrection for understanding the nature of Jesus.</li> <li>• know how Easter Sunday is celebrated and the reason for the joy of the event.</li> <li>• be able to explain how a Christian understanding of the resurrection might influence the way that Christians respond to death.</li> <li>• be able to explain why many Christians believe that Jesus resurrection is important..</li> </ul>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• make links between the narrative of the resurrection and Christian beliefs about life after death and the significance of the resurrection for understanding the nature of Jesus.</li> <li>• Recall how Easter Sunday is celebrated and the reason for the joy of the event.</li> <li>• explain how a Christian understanding of the resurrection might influence the way that Christians respond to death.</li> <li>• explain why many Christians believe that Jesus resurrection is important.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• be clear about the difference between Resurrection and reincarnation and some of the other misconceptions.</li> <li>• evaluate the significance of believing in a bodily resurrection as opposed to a spiritual resurrection.</li> <li>• compare Christian views about death with those of another faith or non-religious worldview.</li> </ul>
	<p><b>Unit: Christianity, Islam, Hindu</b> <i>Can we know what God is like?</i></p>	
	<p><b>Prior knowledge</b> Some initial understanding of God in Christianity and Muslim faith</p>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between Christian and Muslim beliefs about God and know that both faiths believe that some of their knowledge comes from their sacred texts.</li> <li>• Understand that faith requires believing in things that are unseen.</li> </ul>
	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• know the key beliefs about God expressed by Muslims and Christians and will know the source of some of these beliefs.</li> <li>• know the significance of the Shahadah and be able to compare the beliefs of Muslims and Christians about God.</li> <li>• be able to form some conclusions about the differences that the beliefs make to the lives of followers.</li> <li>• know some of the ways in which Muslims and Christians seek to know God and express their beliefs – in art, calligraphy and by their lives.</li> <li>• understand the role of prayer, worship and revelation in getting to know God</li> </ul>	<p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>• Recall the key beliefs about God expressed by Muslims and Christians and will know the source of some of these beliefs.</li> <li>• understand the significance of the Shahadah and be able to compare the beliefs of Muslims and Christians about God.</li> <li>• form some conclusions about the differences that the beliefs make to the lives of followers.</li> <li>• recognise some of the ways in which Muslims and Christians seek to know God and express their beliefs – in art, calligraphy and by their lives.</li> <li>• understand the role of prayer, worship and revelation in getting to know God</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>• make additional connections between the beliefs and practices in both faiths.</li> <li>• compare and contrast the beliefs, drawing on other religious and non-religious views that they have encountered.</li> <li>• make suggestions about the significance of the 99 names of Allah and his character.</li> </ul>



	<p><b>Unit: Multi faith – Creation/ Care for World</b>  <i>Does it matter what people believe about Creation?</i></p> <p><b>Prior Knowledge:</b>          Knowledge of creation stories from different religions</p> <p>Pupils will</p> <ul style="list-style-type: none"> <li>know a variety of creation accounts and be able to compare and contrast at least two of them, focusing particularly on what a believer might learn from these accounts and how they might impact their views about the world.</li> <li>be able to use other religious texts to inform their responses to environmental issues, comparing their responses with those of believers in other faiths or none.</li> </ul>	<p><b>All children can... (WTS)</b></p> <ul style="list-style-type: none"> <li>identify some similarities between different creation accounts and show how these stories might influence believers to behave.</li> <li>identify some environmental issues and talk about what might motivate people to set out to solve them</li> </ul> <p><b>Most children can... (EXS)</b></p> <ul style="list-style-type: none"> <li>Recall a variety of creation accounts and be able to compare and contrast at least two of them, focusing particularly on what a believer might learn from these accounts and how they might impact their views about the world.</li> <li>use other religious texts to inform their responses to environmental issues, comparing their responses with those of believers in other faiths or none.</li> </ul> <p><b>Some children can... (GDS)</b></p> <ul style="list-style-type: none"> <li>suggest reasons for some of the similarities and differences between creation accounts, and compare them to scientific views.</li> <li>talk about the challenges faced by those who chose to read texts literally and by those who dismiss them.</li> <li>use religious material to create responses to environmental issues and compare the responses of adherents to different faiths.</li> </ul>
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