

RE Year A KS1 and KS2

KS1			
	Making sense of beliefs	Understanding the impact	Making connections
<p>What makes some places significant?</p>	<p>recognise that there are special places where people go to worship, and talk about what people do there identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p>	<p>give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe give simple examples of how people worship at a church, mosque or synagogue talk about why some people like to belong to a sacred building or a community</p>	<p>think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p>
<p>Why does Christmas matter to Christians?</p> <p>INCARNATION</p>	<p>recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p>	<p>give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p>	<p>think, talk and ask questions about Christmas for people who are Christians and for people who are not decide what they personally have to be thankful for, giving a reason for their ideas</p>
<p>Who is Jewish? What do they believe and how do they live?</p>	<p>recognise the words of the Shema as a Jewish prayer retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) give examples of how the</p>	<p>give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) make links between Jewish ideas of God found in the</p>	<p>ask some questions about what Jewish people celebrate and why talk about what they think is good about reflecting, thanking, praising and</p>

	<p>stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah</p>	<p>stories of the Torah and how people live give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p>	<p>remembering for Jewish people give a good reason for their ideas about whether any of these things are good for them too</p>
<p>What can we learn from sacred books and stories?</p>	<p>identify a belief about God linked to what a holy book says recognise that sacred texts contain stories which are special to many people and should be treated with respect identify at least three symbols of respect used by members of a religion when they use their holy book</p>	<p>recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say give simple examples of 'hidden messages' in faith stories, or wise sayings</p>	<p>talk about what they like in the stories from sacred texts that they hear think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories ask and suggest answers to questions arising from their learning about holy books</p>
<p>What is the "good news" Christians believe Jesus brings?</p> <p>GOSPEL</p>	<p>tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians recognise that Jesus instructs people about how to behave</p>	<p>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 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>think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</p>

<p>How do we show care for the Earth?</p> <p>RE day CREATION</p>	<p>identify a story or text that says something about the beautiful Earth</p> <p>give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation)</p> <p>give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>give an example of how people can show that they care for the Earth, making a link to a creation story</p> <p>give examples of how Christians and Jews can show care for the Earth</p> <p>say why Christians and Jews might look after the natural world</p>	<p>think, talk and ask questions about what difference believing in God makes to how people treat the natural world</p> <p>give good reasons why everyone (religious and non-religious) should look after the natural world</p>
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KS2			
	Making sense of beliefs	Understanding the impact	Making connections
<p>What kind of world did Jesus want?</p> <p>GOSPEL</p>	<p>identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>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>suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p>	<p>give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p>	<p>make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas</p>
<p>How and why do people try to make the world a better place?</p>	<p>identify some beliefs about why the world is not always a</p>	<p>make simple links between teachings about how to live</p>	<p>raise questions and suggest answers about why the world</p>

	<p>good place (e.g. Christian ideas of sin)</p> <p>make links between religious beliefs and teachings and why people try to live and make the world a better place</p>	<p>and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek)</p> <p>describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>identify some differences in how people put their beliefs into action</p>	<p>is not always a good place, and the best ways of making it better</p> <p>make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</p>
<p>How do festivals and family life show what matters to Jewish people?</p>	<p>identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>offer informed suggestions about the meaning of the Exodus story for Jews today</p>	<p>make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p>	<p>raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</p>
<p>What are the deeper meanings of the festivals?</p>	<p>identify and describe how festivals from at least three religions are celebrated, using the right words</p> <p>explain examples of texts and stories which lie behind the festivals in terms of the values</p>	<p>make simple connections between sacred texts and the practice of religious festivals today</p> <p>describe how people show devotion to God and commitment to key values in</p>	<p>raise questions about what is worth celebrating and why, suggesting answers of their own with reasons</p> <p>make links between different religions, which all celebrate the triumph of goodness over</p>

	and beliefs they show consider questions about the belief that God is at work in human life, and stories which show this should be celebrated	their festivals identify similarities, differences and generalities in relation to the festivals they study	evil
What is the 'Trinity' and why is it important for Christians? TRINITY	recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today	describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
How is faith expressed in Hindu communities and traditions? RE day CREATION/FALL	identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	describe how Hindus show their faith within their families in Britain today (e.g. home puja) describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas