

RE Year B KS1 and KS2

KS1			
	Making sense of beliefs	Understanding the impact	Making connections
<p>What do Christians believe God is like?</p> <p>GOD</p>	<p>identify what a parable is tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father give clear, simple accounts of what the story means to Christians</p>	<p>give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God)</p>	<p>think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas give a reason for the ideas they have and the connections they make</p>
<p>Who is a Muslim? What do they believe and how do they live?</p>	<p>recognise the words of the Shahadah and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean give examples of how stories about the Prophet Muhammad show what Muslims believe about him</p>	<p>give examples of how Muslims use the Shahadah to show what matters to them give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads)</p>	<p>think, talk about and ask questions about Muslim beliefs and ways of living talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</p>
<p>How and why do we celebrate significant times?</p>	<p>recognise a special time pupils celebrate and explain simply what celebration means</p>	<p>give simple examples of the ways a festival makes a difference, e.g. to emotions, to</p>	<p>think, talk and ask good questions about big days in different religions</p>

	<p>identify and name at least three different religious festivals, giving two facts about each one</p> <p>identify a belief that connects to a festival, e.g. 'they do it because they believe ...'</p>	<p>families</p> <p>talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences</p> <p>notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness</p>	<p>talk about links between how people celebrate today and old stories</p> <p>notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</p>
<p>Why does Easter matter to Christians?</p> <p>SALVATION</p> <p>RE trip</p> <p>St Albans Abbey (Cathedral)</p> <p>Easter Trail</p>	<p>recognise that incarnation and salvation are part of a 'big story' of the Bible</p> <p>tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</p> <p>recognise that Jesus gives instructions about how to behave</p>	<p>give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>	<p>think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</p>
<p>How do we show we care for others? Why does it matter?</p>	<p>identify a story or text that says something about each person being unique and valuable</p> <p>give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p>	<p>give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>give examples of how religious teaching encourages care for other people</p>	<p>think, talk and ask questions about what difference believing in God makes to how people treat each other</p> <p>give good reasons why everyone (religious and non-religious) should care for others</p>

<p>Who is an inspiring person</p> <p>RE day</p> <p>PEOPLE OF GOD</p>	<p>identify at least three people from religions who are admired as good followers of God</p> <p>describe stories that are told by and about special people in two religions</p> <p>identify a belief about a religious leader</p>	<p>understand why some people inspire others</p> <p>identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves</p> <p>give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'</p>	<p>think, talk and ask good questions about leadership and inspiration</p> <p>notice and find out about the different ways leaders are admired in different religions</p> <p>talk about links between the work and the question: who inspires me?</p>
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KS2			
	Making sense of beliefs	Understanding the impact	Making connections
<p>Where, how and why do people worship?</p>	<p>identify and describe how key actions, features and artefacts help people worship in different religions</p> <p>explain the meanings of examples of texts that believers use in worship</p> <p>consider questions about the belief that worship can bring peace, comfort or challenge</p>	<p>make simple connections between sacred texts and the ways believers worship today</p> <p>describe how people show devotion in different religions</p>	<p>raise questions about why believers value worship</p> <p>express their own ideas about the meaning and value of worship</p> <p>give good reasons for their views about worship and prayer</p>
<p>How is faith expressed in Sikh communities and traditions?</p>	<p>identify and describe key Sikh beliefs and values including Waheguru and Sewa</p> <p>explain examples of texts such</p>	<p>make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left</p>	<p>raise questions about what it means to live a good life and examine Sikh answers</p> <p>make links between their own</p>

	as the Mool Mantar consider questions about the belief that all humans are equal to God	out' describe how people show their Sikh identity in dress, behaviour and value	ideas and values and those held dear in Sikh communities give good reasons for their views about the importance of values such as equality, community, tradition and respect
How do festivals and worship show what matters to Muslims?	identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)	give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas
Why do Christians call the day Jesus died 'Good Friday'? SALVATION RE trip Bedford Faith Tour	recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week	make simple links between the Gospel accounts and how Christians mark the Easter events in their communities describe how Christians show their beliefs about Jesus in worship in different ways	raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions

<p>For Christians, what was the impact of Pentecost?</p> <p>KINGDOM OF GOD</p>	<p>make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth offer informed suggestions about what the events of Pentecost in Acts 2 might mean give examples of what Pentecost means to some Christians now</p>	<p>make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now describe how Christians show their beliefs about the Holy Spirit in worship</p>	<p>make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</p>
<p>Why do some people think life is like a journey? How and why do people mark the significant events of life?</p> <p>RE day</p> <p>PEOPLE OF GOD</p>	<p>identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p>describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)</p>	<p>raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones make links between ideas of love, commitment and promises in religious and non-religious ceremonies give good reasons why they think ceremonies of commitment are or are not valuable today</p>