



RE Stage 1

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Topic: Where do we belong? | Topic: Which times are special and why? <i>Birthdays</i> | Topic: Which people are special and why? | Topic: Which stories are special and why? | Topic: What places are special and why? | Topic: What is special about the world? |
| Coverage: | Coverage: Belonging to family and school Christianity- infant baptism/ dedication | Coverage: Christmas Celebrations | Coverage: Friendships Judaism- stories from old testament about friendship | Coverage: Favourite stories Stories from different faiths (including the Easter Story) | Coverage: Feeling safe Places of worship | Coverage: Outside world/ growing things Looking after the World |
| Knowledge: | Knowledge: I know the family that I belong to. I know the school that I belong to. I know the Christian celebrations when a new baby arrives on to a family. I know this is a christening. | Knowledge: I know the items used to celebrate birthdays. I know the main characters in the Christmas story. I know the Christmas story. I know artefacts Christians use to celebrate Christmas. | Knowledge: I know someone who is special to me. I know who is special in school and my community. I know Moses as an important person. I know the story of Moses and parting the sea. | Knowledge: I know a children's Bible and know that it is special. I know the story of Jesus calming the sea. I know the Easter story. | Knowledge: I know photos of familiar places. I know and can sort pictures of churches. I know what a visit to a church looks like. I know the key features of a church. | Knowledge: I know items from nature. I know how to match and sort items from nature. I know how to plant seeds. I know how to match times on a nature trail. I know how to take care of plants with support. |
| Skills: | Skills: I can make my family with photos. I can add myself to the school family. I can explore the artefacts related to a christening/ blessing/ dedication. | Skills: I can take part on activities to celebrate birthdays. I can take part on activities to celebrate Christmas. I can explore items related to the Christian Christmas celebration. | Skills: I can choose someone to help me. I can link special people to their role. | Skills: I can choose a book that is special to me. I can listen to a sensory story. I can communicate my feelings. | Skills: I can use photos to find places in school. I can go to safe place. I can choose pictures/ photos of places I find safe/ special. I can recognise that other places are special. I can explore the inside of a church. | Skills: I can explore forest school area. I can observe the process of seeds growing. I can use photos/ symbols to take part in a nature trail. I can follow directions to care for plants. |
| Assessment: | Assessment: Emerging: I know who is part of my family. Expected: I can experience the celebrations of a new baby to the family. Exceeding: I can explore the artefacts related to a christening/ blessing/ dedication. | Assessment: Emerging: I can take part on activities to celebrate birthdays. Expected: I can experience Christmas celebrations. Exceeding: I can explore items related to the Christian Christmas celebration. | Assessment: Emerging: I can recognise photos of my family. Expected: I can choose someone who is special to me. Exceeding: I can link special people to their role. | Assessment: Emerging: I can choose a book that I like. Expected: I can explore religious story books. Exceeding: I can treat religious books with care. | Assessment: Emerging: I can recognise photos of familiar places. Expected: I can choose pictures/ photos of places I find safe/ special. Exceeding: I can explore the inside of a church. | Assessment: Emerging: I can explore Forest school and experience nature. Expected: I can use photos/ symbols to take part in a nature trail. Exceeding: I can follow directions to care for plants. |

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| | Prepares for Stage 2 Who is a Christian and what do they believe? Who is a Muslim and what do they believe? Who is a Jew and what do they believe? | Prepares for Stage 2 How and why do we celebrate special and sacred times? | Prepares for Stage 2 Who is a Christian and what do they believe? Who is a Muslim and what do they believe? Who is a Jew and what do they believe? | Prepares for Stage what does it mean to belong to a community? | Prepares for Stage 2 What makes places sacred? | Prepares for Stage 2 How should we care for others and the worlds and why does it matter? |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Topic: Where do we belong? | Topic: Which stories are special and why? | Topic: Which people are special and why? | Topic: Which times are special and why? | Topic: What places are special and why? | Topic: What is special about the world? |
| Coverage: | Coverage: Belonging to family and school Islam- Aqiqh ceremony | Coverage: Favourite stories Stories from different faiths Christmas Story | Coverage: Friendships Islam – stories of religious leaders Prophet Muhammad | Coverage: Birthdays Range of festivals | Coverage: Feeling safe Places of worship | Coverage: Outside world/ growing things Creation Story |
| Knowledge: | Knowledge: I know the family that I belong to. I know the school that I belong to. I know the Muslim celebrations when a new baby arrives on to a family. I know this called aqiqah. | Knowledge: I know what a Qur'an stand is and can watch the Qur'an being placed on it. I know the story of David and Goliath. I know the story of Jesus birth. | Knowledge: I know someone who is special to me. I know who is special in school and my community. I know Muhammad as an important person. I know stories about Muhamad. | Knowledge: I know the items used to celebrate birthdays. I know the main characters in the Easter story. I know the Easter story. I know artefacts Easter use to celebrate | Knowledge: I know photos of familiar places. I know what a mosque is and can sort pictures of mosques. I know what a visit to a mosque looks like. I know how to match the key features of a mosque. | Knowledge: I know items from nature. I know how to match and sort items from nature. I know how to plant seeds. I know the creation story. |
| Skills: | Skills: I can make my family with photos. I can add myself to the school family. I can explore the artefacts related to the Muslim aqiqah ceremony. | Skills: I can choose a book that is special to me. I can handle the Qur'an with care. I can listen to a sensory story. I can communicate my feelings. | Skills: I can choose someone to help me. I can link special people to their role. | Skills: I can take part on activities to celebrate birthdays. I can take part on activities to celebrate Easter. I can explore items related to the Easter celebration | Skills: I can use photos to find places in school. I can go to safe place. I can choose pictures/ photos of places I find safe/ special. I can recognise that other places are special. I can explore artefacts found inside of a mosque. | Skills: I can explore forest school area. I can observe the process of seeds growing. I can use photos/ symbols to take part in a naturel trail. I can follow directions to care for plants. |
| Assessment: | Assessment: Emerging: I know who is part of my family. Expected: I can experience the celebrations of a new baby to the family. Exceeding: I can explore the artefacts related to the Muslim aqiqah ceremony. | Assessment: Emerging: I can choose a book that I like. Expected: I can explore religious story books. Exceeding: I can treat religious books with care. | Assessment: Emerging: I can recognise photos of my family. Expected: I can choose someone who is special to me. Exceeding: I can link special people to their role. | Assessment: Emerging: I can take part on activities to celebrate birthdays. Expected: I can experience Easter celebrations. Exceeding: I can explore items related to the Christian Easter celebration. | Assessment: Emerging: I can recognise photos of familiar places. Expected: I can choose pictures/ photos of places I find safe/ special. Exceeding: I can explore the inside of a church. | Assessment: Emerging: I can explore Forest school and experience nature. Expected: I can use photos/ symbols to take part in a naturel trail. Exceeding: I can follow directions to care for plants. |
| | Prepares for Stage 2 what does it mean to belong to a community? | Prepares for Stage 2 what does it mean to belong to a community? | Prepares for Stage 2 Who is a Christian and what do they believe? Who is a Muslim and what do they believe? Who is a Jew and what do they believe? | Prepares for Stage 2 How and why do we celebrate special and sacred times? | Prepares for Stage 2 What makes places sacred? | Prepares for Stage 2 How should we care for others and the worlds and why does it matter? |

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Topic: Which times are special and why? | Topic: Which people are special and why? | Topic: Which stories are special and why? | Topic: Where do we belong? <i>Belonging to family and</i> | Topic: What places are special and why? | Topic: What is special about the world? |
| Coverage: | Coverage: <i>Birthdays, new beginnings Sukkoth Jewish harvest festivals, Diwali</i> | Coverage: <i>Friendships Christianity Story of Jesus birth, other religious figures</i> | Coverage: <i>Favourite stories Stories from different faiths</i> | Coverage: <i>school Christianity- Jesus believing that children are special</i> | Coverage: <i>Feeling safe Places of worship</i> | Coverage: <i>Outside world/ growing things Muhammad and the Ant</i> |
| Knowledge: | Knowledge: I know the items used to celebrate harvest. I can link Sukkot with harvest. I can experience the Sukkot celebration. I can recognise artefacts Jews use to celebrate Sukkot. | Knowledge: I know someone who is special to me. I know who is special in school and my community. I know Jesus as an important person. I know the story of Jesus' birth. | Knowledge: I know what a children's Bible is and know that it is special. I know what a Qur'an stand is and can watch the Qur'an being placed on it. I know the story of Jonah and the Whale. | Knowledge: I know the family that I belong to. I know the school that I belong to. I know the story of Jesus blessing the children. | Knowledge: I know photos of familiar places. I know and can sort pictures of mosques. I know what a visit to a synagogue looks like. I know how to match the key features of a synagogue. | Knowledge: I know items from nature. I know how to match and sort items from nature. I know how to plant seeds. I know how to match items on a nature trail. I know how to take care of plants with support. I know the story of Muhammad and the Ant. |
| Skills: | Skills: I can take part on activities to celebrate harvest. I can take part on activities to celebrate Sukkot. I can explore items related to the Jews Sukkot celebration. | Skills: I can choose someone to help me. I can link special people to their role. | Skills: I can choose a book that is special to me. I can listen to a sensory story. I can communicate my feelings. I can treat a religious book with care. | Skills: I can make my family with photos. I can add myself to the school family. I can take enjoyment from listening to a religious story. I can show pleasure in response to an enjoyable experiences. | Skills: I can use photos to find places in school. I can go to safe place. I can choose pictures/ photos of places I find safe/ special. I can recognise that other places are special. I can explore the artefacts found inside of a synagogue. | Skills: I can explore forest school area. I can observe the process of seeds growing. I can use photos/ symbols to take part in a nature trail. I can follow directions to care for plants. |
| Assessment: | Assessment: Emerging: I can take part on activities to celebrate harvest. Expected: I can experience Sukkot celebrations. Exceeding: I can explore items related to the Jews Sukkot celebration. | Assessment: Emerging: I can recognise photos of my family. Expected: I can choose someone who is special to me. Exceeding: I can link special people to their role. | Assessment: Emerging: I can choose a book that I like. Expected: I can explore religious story books. Exceeding: I can treat religious books with care. | Assessment: Emerging: I know who is part of my family. Expected: I can show enjoyment linked to listening to a religious story. Exceeding: I can express my feelings in relation to an experience. | Assessment: Emerging: I can recognise photos of familiar places. Expected: I can choose pictures/ photos of places I find safe/ special. Exceeding: I can explore the inside of a church. | Assessment: Emerging: I can explore Forest school and experience nature. Expected: I can use photos/ symbols to take part in a nature trail. Exceeding: I can follow directions to care for plants. |
| | Prepares for Stage 2 How and why do we celebrate special and sacred times? | Prepares for Stage 2 Who is a Christian and what do they believe? Who is a Muslim and what do they believe? Who is a Jew and what do they believe? | Prepares for Stage what does it mean to belong to a community? | Prepares for Stage what does it mean to belong to a community? | Prepares for Stage 2 What makes places sacred? | Prepares for Stage 2 How should we care for others and the worlds and why does it matter? |



RE Stage 2

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|---|--|---|---|---|---|
| | Builds on Stage 1 What times are special and why? | Builds on Stage 1 What times are special and why? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 what is special about the world? | Builds on Stage 1 what is special about the world? |
| | Topic: How and why do we celebrate specials and sacred times? <i>(Expressing)</i> | Topic: How and why do we celebrate specials and sacred times? <i>(Expressing)</i> | Topic: Who is a Christian and what do they believe? <i>(Believing)</i> | Topic: Who is a Christian and what do they believe? <i>(Believing)</i> | Topic: How should we care for others and the world and why does it matter? <i>(Living)</i> | Topic: How should we care for others and the world and why does it matter? <i>(Living)</i> |
| Coverage: | Coverage: Theme: Sukkot (reliance on God)- Jewish festival | Coverage: Theme: Christmas celebrations | Coverage: Theme: Miracles of Jesus | Coverage: Theme: Easter celebrations | Coverage: Theme: Story of creation | Coverage: Theme: Religions that follow the 'Golden Rule' |
| ENGAGEMENT PATHWAY Knowledge: | Knowledge: I know objects that are used to celebrate Sukkot. I know how to experience the Jewish festival Sukkot. | Knowledge: I know objects that are used to celebrate Christmas. I know what the Christmas story is. I know of the story of Jesus' birth. | Knowledge: I know that Jesus is an important person. I know of stories about Jesus and the miracles Jesus did. I know what some Christian symbols look like. | Knowledge: I know the items used to celebrate Easter. I know the main characters in the Easter story. I know artefacts Christians used to celebrate the festival of Easter. | Knowledge: I know of the creation story. I know of some characters from the creation story. | Knowledge: I know of the Golden Rule. I know of some important people who lived by the Golden Rule. I know of some stories that are about the Golden Rule. |
| Skills: | Skills: I can recognise objects used in the celebration of Sukkot. I can explore the artefacts related to the Jewish festival of Sukkot. | Skills: I can recognise objects used in the celebration of Christmas. I can explore the artefacts related to Christmas. I can listen to a sensory story. | Skills: I can explore Christian symbols. I can listen to sensory stories. I can link special people to their role. | Skills: I can take part in activities to celebrate Easter. I can explore items related to the Christian festival, Easter. | Skills: I can explore ways that I can care for the world. I can explore ways in which Christians care for the world. | Skills: I can explore ways of being kind to others. I can carry out acts of kindness for others. |
| Knowledge: | Knowledge: I know what Jews do to celebrate Sukkot. I know the stories associated with Sukkot. I know the importance of Sukkot to Jews. | Knowledge: I know Christmas as a Christian festival. I know the Christmas story. I know some of the special celebrations associated with Christmas. | Knowledge: I know some of the things Christian believe that God can do. I know some Christian symbols. I know what I miracle is. I know a simple miracle that Jesus did. | Knowledge: I know some of the things Christian believe that God can do. I know some Christian Easter symbols. I know the names of the characters in the Easter story. I know the Easter story. | Knowledge: I know that Christians believe that God created the Earth. I know the story of creation. I know the Christians look after the world because the believe God made it. | Knowledge: I know the Golden Rule, 'Treat other people as you would like to be treated.' I know what the rule means. I know Mother Teresa and Dr Barnardo as people who lived by the Golden Rule. I know stories that demonstrate the Golden Rule. |
| Skills: | Skills: I can explore some of the rituals associate with Sukkot. | Skills: I can experience a Christmas service. | Skills: I can talk about/ explore the idea of God. | Skills: I can talk about/ explore the idea of God. | Skills: I can express my ideas about creation. | Skills: I can create a picture that demonstrates the Golden Rule. |

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| | I can reflect on the significance of Sukkot. | I can plan part of Christmas celebration. I can reflect on the importance of Jesus' birth. | I can sort some Christian symbols. I can reflect on the miracles of Jesus and how people may have felt | I can sort some Christian symbols. I can reflect on what the Easter story means to Christians. | I can give example of how to care for the world. I can reflect on caring for the world as an expression of faith. I can explore ways in which Christians look after the world today. | I can reflect on what Mother Teresa and Dr Barnardo as a demonstration of the Golden Rule. I can reflect on what the Golden Rule would look like in School. |
| Assessment: | Assessment: Emerging: I can retell what Jews do to celebrate Sukkot. Expected: I can retell the stories associated with Sukkot. Exceeding: I can reflect on the significance of Sukkot. | Assessment: Emerging: I can name Christmas as a Christian festival. Expected: I can retell the Christmas story. Exceeding: I can reflect on the importance of Jesus' birth. | Assessment: Emerging: I can recognise that some symbols are linked to Christians. Expected: I can retell a miracle of Jesus. Exceeding: I can reflect on the miracle and how people may have felt. | Assessment: Emerging: I can recognise some Christian Easter symbols. Expected: I can retell the Easter story. Exceeding: I can reflect on what the Easter story means to Christians. | Assessment: Emerging: I know what creation means. Expected: I can retell the story of creation. Exceeding: I can reflect on caring for the world as an expression of faith. | Assessment: Emerging: I can recite the Golden Rule, 'Treat other people as you would like to be treated.' Expected: I can discuss what the rule means. Exceeding: I can reflect on what the Golden Rule would look like in School. |
| | Prepares for Stage 3 Why are festivals important to religious communities? | Prepares for Stage 3 Why are festivals important to religious communities? | Prepares for Stage 3 What does it mean to be a Christian in Britain today? | Prepares for Stage 3 What does it mean to be a Christian in Britain today? | Prepares for Stage 3 What can we learn from religions about deciding what is right and wrong? | Prepares for Stage 3 What can we learn from religions about deciding what is right and wrong? |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 What times are special and why? | Builds on Stage 1 What times are special and why? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? |
| | Topic: What does it mean to belong to a faith community? (Living) | Topic: What does it mean to belong to a faith community? (Living) | Topic: How and why do we celebrate special and sacred times? (Expressing) | Topic: How and why do we celebrate special and sacred times? (Expressing) | Topic: Who is a Muslim and what do they believe? (Believing) | Topic: Who is a Muslim and what do they believe? (Believing) |
| Coverage: | Coverage: Theme: Christian baptism/ dedication | Coverage: Theme: Christmas celebrations | Coverage: Theme: Stories of Jesus in Holy week | Coverage: Theme: Easter celebrations | Coverage: Theme: Symbols of Islam | Coverage: Theme: Ramadan |
| ENGAGEMENT PATHWAY Knowledge: | Knowledge: I know places/ groups that I belong to. I know of some symbols for belonging for Christians. I know of the story of the lost coin. I know Christians celebrate baptism. | Knowledge: I know places/ groups that I belong to. I know of the Christmas story. I know ways in which Christmas is celebrated. | Knowledge: I know of Holy week. I know of the stories of Holy week. I know how Christians celebrate Holy week, with support. | Knowledge: I know some ways in which Easter is celebrated. I know of the Easter story. I know of some Christian symbols associated with Easter. I know how to explore music associated with Easter. | Knowledge: I know of the Muslim God Allah. I know that the Prophet Muhammad is important to people of Muslim beliefs. I know how to explore some Muslim beliefs with support. I know how to explore some of the objects that are significant to Muslims. | Knowledge: I know some of the ways that Muslims celebrate Ramadan and Eid-ul- Fitr. I know of fasting. |
| Skills: | Skills: I can explore how it feels to belong. | Skills: I can explore how it feels to belong. | Skills: I can explore the importance of Jesus during Holy Week with support. | Skills: I can explore why Jesus is important to Christians with support. | Skills: I can explore what Muslims think about Allah with support. | Skills: I can explore why Muslims fast, with support. I can compare the celebrations to |

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| | I can explore the meaning of the story of the lost coin, with support. I can explore how Christians feel being part of a church community. | I can explore the meaning of the Christmas Story with support. I can explore how Christians feel being part of a church community. | I can explore the significance of Holy Week with support. | I can explore symbols of Easter. I can explore why the Easter story is important with support. | I can explore why some symbols and objects are important to the Muslim faith, with support. | celebrations that I have taken part in, with support. |
| Knowledge: | Knowledge: I know places/ groups that I belong to. I know symbols for belonging for Christians. I know the story of the lost coin. I know Christians use baptism/ dedication as a way of demonstrating they belong to the church community. | Knowledge: I know places/ groups that I belong to. I know the Christmas story. I know ways in which the church community celebrate Christmas. I know why Christmas is important to Christians. | Knowledge: I know that Holy week comes before Easter. I know the stories of Holy week. I know the celebrations of Christians during Holy week. | Knowledge: I know ways in which Christians celebrate Easter. I know the Easter story. I know the names of the Christian symbols associated with Easter. I know how to explore music associated with Easter. | Knowledge: I know that Muslims call God Allah. I know that Muslims follow the example of the Prophet Muhammad. I know some Muslim beliefs. I know some of the objects that are significant to Muslims. | Knowledge: I know some of the ways that Muslims mark Ramadan and celebrate Eid-ul- Fitr. I know what fasting means. I know how this links to what Muslims believe. |
| Skills: | Skills: I can reflect on how it feels to belong. I can reflect on the meaning of the story of the lost coin. I can reflect on how Christians feel being part of a church community. | Skills: I can reflect on how it feels to belong. I can reflect on the meaning of the Christmas Story. I can reflect on how Christians feel being part of a church community. | Skills: I can reflect on the importance of Jesus during Holy Week. I can link the stories of Holy week to the celebrations. I can reflect on the significance of Holy Week | Skills: I can talk about why Jesus is important to Christians. I can ask questions about the Easter story. I can reflect on the symbols of Easter. I can reflect on why the Easter story is important. | Skills: I can explore what Muslims think about Allah. I can think about why some of the symbols and objects are significant. I can reflect on who a Muslim is. | Skills: I can explore why Muslims fast. I can think about why fasting might be hard. I can compare the celebrations to celebrations that I have taken part in. |
| Assessment: | Assessment: Emerging: I can name places/ groups that I belong to. Expected: I know Christians use baptism/ dedication as a way of demonstrating they belong to the church community. Exceeding: I can reflect on how Christians feel being part of a church community. | Assessment: Emerging: I can discuss the Christmas story. Expected: I can explain ways in which the church community celebrate Christmas. Exceeding: I can reflect on why Christmas is important to Christians. | Assessment: Emerging: I can explain how Jesus is important in Holy week. Expected: I can retell the stories of Holy week. Exceeding: I can reflect on the significance of Holy Week. | Assessment: Emerging: I can identify ways in which Christians celebrate Easter. Expected: I can retell the Easter story. Exceeding: I can reflect on the symbols of Easter. | Assessment: Emerging: I know Muslims call God Allah. Expected: I can think about why some of the symbols and objects are significant. Exceeding: I can reflect on who a Muslim is. | Assessment: Emerging: I know some of the ways that Muslims mark Ramadan and celebrate Eid-ul- Fitr. Expected: I can explore why Muslims fast. I can think about why fasting might be hard. Exceeding: I can discuss how this links to what Muslims believe. |
| | Prepares for Stage 3 What does it mean to be a Christian in Britain today? | Prepares for Stage 3 What does it mean to be a Christian in Britain today? | Prepares for Stage 3 Why are festivals important to religious communities? | Prepares for Stage 3 Why are festivals important to religious communities? | Prepares for Stage 3 What do different people believe about God? | Prepares for Stage 3 What do different people believe about God? |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Builds on Stage 1 What places are special and why? | Builds on Stage 1 What places are special and why? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 what is special about the world? | Builds on Stage 1 what is special about the world? |
| | Topic: What makes places sacred? <i>(Expressing)</i> | Topic: What makes places sacred? <i>(Expressing)</i> | Topic: Who is a Jew and what do they believe? <i>(Believing)</i> | Topic: Who is a Jew and what do they believe? <i>(Believing)</i> | Topic: How should we care for others and the world and why does it matter? <i>(Living)</i> | Topic: How should we care for others and the world and why does it matter? <i>(Living)</i> |

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| | <p>I know the story of Noah and the Ark, identifying the main characters and events. I know that Noah followed God's instructions to build the Ark. I know the rainbow is a representation God's promise. I know how to use religious vocabulary related to the story, such as ark, flood, animals, and rainbow.</p> | <p>I know the main events of Joseph's story, including his colourful coat, his dreams, and his journey to Egypt. I know the importance of Joseph's interpretation of dreams. I know how Joseph was treated by his brothers</p> | <p>I know marriage is when people want to spend the rest of their lives together. (Christian) I know at a wedding they make promises to each other. (Christian) I know they give wedding rings to each other. (Jewish and Christian) I know the chuppah or canopy signifies the house of the new couple. (Jewish) I know the Hava Nagila is a celebration song.</p> | <p>I know what a charity is and that Christian Aid and Islamic Relief are charities that help people in need. I know the Bible and Qur'an teach about compassion, justice, and helping the less fortunate. I know some of the projects these charities support. I know they support projects in the UK and across the world.</p> | <p>I know Jonah and Daniel are characters from the Bible. I know the story of Jonah and the Whale. I know that Jonah did not listen to God. I know the key events and characters of Daniel in the Lions Den.</p> | <p>I know a parable gives us a special message. I know the story of the lost sheep. I know the story of the good Samaritan. I know that the parables tell us to love others and to be kind.</p> |
| Skills: | <p>Skills: I can express my thoughts and feelings about the story of Noah and the Ark. I can explain the significance of the rainbow as God's promise to us. I can relate Noah following God's instructions to obedience. I can relate the story to the importance of caring for animals.</p> | <p>Skills: I can identify the different emotions experienced by Joseph and other characters in the story. I can discuss the importance of forgiveness in Joseph's story. I can explore family relationships within Joseph's story. I can explain why Joseph was a resilient character. I can reflect on the lessons that can be learned from Joseph's story, including the importance of integrity, loyalty, and faith.</p> | <p>Skills: I can explain why marriage is important to some people. I can explore Christian wedding customs. I can explore the customs of a Jewish wedding.</p> | <p>Skills: I can explain how people can contribute to Christian Aid's and Islamic Relief mission through fundraising, volunteering, or making donations. I can explain how these charities help people. I can explain why the help is important.</p> | <p>Skills: I can learn from Jonah that it is important to listen and trust God. I can talk about making difficult choices. I can think about the choices I make. I can think about times I have been brave. I can think about people who will help me when I have to make choices or am scared.</p> | <p>Skills: I can explain that the parable means you are kind and love others. I can link these to what Christians believe.</p> |
| Assessment: | <p>Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christians behave towards others.</p> | <p>Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christians behave towards others.</p> | <p>Assessment: Emerging: I know people get married. Expected: I can explain why people get married. Exceeding: I can reflect on the importance of marriage.</p> | <p>Assessment: Emerging: I know it is good to help each other. Expected: I can name two charities. Exceeding: I can reflect on different ways charities can help people.</p> | <p>Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christians behave towards others.</p> | <p>Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christians behave towards others.</p> |



RE Stage 3

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|---|---|--|---|
| | Builds on stage 2 How and why do we celebrate special and sacred times? Topic: Why are festivals important to religious communities? (Expressing) | Builds on stage 2 How and why do we celebrate special and sacred times? Topic: Why are festivals important to religious communities? (Expressing) | Builds on stage 2 Who is a Christian and what do they believe? Topic: Why is Jesus inspiring to some people? (Believing) | Builds on stage 2 Who is a Christian and what do they believe? Topic: Why is Jesus inspiring to some people? (Believing) | Builds on stage 2 What does it mean to belong to a faith community? Topic: What does it mean to be a Hindu in Britain today? (Living) | Builds on stage 2 What does it mean to belong to a faith community? Topic: What does it mean to be a Hindu in Britain today? (Living) |
| Coverage: | Coverage: Theme: Diwali | Coverage: Theme: Christmas | Coverage: Theme: Parables | Coverage: Theme: Easter story | Coverage: Theme: Explore how Hindus show their traditions within their faith. | Coverage: Theme: Explore Hindu ideas of the four aims of life |
| Knowledge: | Knowledge: I know the names of different times of year that we celebrate. I know how to link celebrations to school holidays. I know the story of Rama and Sita. I know the Diwali celebrations. | Knowledge: I know the name of significant Christian festivals. I know the Christmas story. I know the significance of the Christmas story for Christians. I know the concept of Jesus as a saviour. | Knowledge: I know the names of people I admire or am inspired by. I know who Jesus is. I know examples of why Christians are inspired by Jesus. I know how Jesus used parables to teach people. | Knowledge: I know why Jesus is important to Christians. I know why Easter is significant to Christians. I know why they call the day Jesus dies 'Good Friday'. I know the story of his resurrection. | Knowledge: I know how some Hindu's show their faith. I know how Hindus show their faith through puja. I know symbols of Hindu faith and explain what their meaning is. | Knowledge: I know how to give an example of where the life of a Hindu can be seen in Britain. I know how to compare this with the life of a Hindu in India. I know the name of the four aims of Hindu life, dharma (religious/ moral duty) artha, (economic independence and providing for your family) kama, (pleasure and enjoyment of life) moksha, (reunion with God through death) |
| Skills: | Skills: I can reflect on the theme of overcoming temptation. I can reflect on temptations that we face. I can link the theme of good overcoming evil. | Skills: I can reflect on the theme of a 'saviour' in relation to the Christmas story. I can reflect on how the true meaning of Christmas can get lost. | Skills: I can reflect on how inspirational people can alter how we act. I can reflect on how the life of Jesus changes how Christians live. I can make connections between Jesus' teaching and how Christians live. | Skills: I can reflect on the life of Jesus. I can reflect on the message of Easter. I can reflect on the significance of the resurrection. | Skills: I can reflect on the Hindu symbols. I can think about what symbols help me to be mindful. | Skills: I can reflect on the acceptance of other faiths in Britain. I can think about the four aims and which I think are important. I can reflect on how I can apply this learning to my life aims. |
| Assessment: | Assessment: Emerging: I can name different times of year that we celebrate. Expected: | Assessment: Emerging: I can name significant Christian festivals. Expected: | Assessment: Emerging: I can reflect on how inspirational people can alter how we act. | Assessment: Emerging: I can explain why Jesus is important to Christians. Expected: | Assessment: Emerging: I can describe how some Hindu's show their faith. Expected: | Assessment: Emerging: I can give example of where the life of a Hindu can be seen in Britain. |

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| | I can retell the story of Rama and Sita. Exceeding: I can reflect on temptations that we face. | I can explain the significance of the Christmas story for Christians. Exceeding: I can reflect on how the true meaning of Christmas can get lost. | Expected: I can give examples of why Christians are inspired by Jesus. Exceeding: I can make connections between Jesus' teaching and how Christians live. | I can describe why Easter is significant to Christians. Exceeding: I can reflect on the message of Easter. | I can explain how Hindus show their faith through puja. Exceeding: I can reflect on the Hindu symbols. | Expected: I can name the four aims of Hindu life. Exceeding: I can think about the four aims and which I think are important. |
| | Prepares for Stage 4 Is it better to express your beliefs in art and architecture or in charity and generosity? | Prepares for Stage 4 Is it better to express your beliefs in art and architecture or in charity and generosity? | Prepares for Stage 4 What would Jesus do? Can we live by the values of Jesus in the 21 st Century? | Prepares for Stage 4 What would Jesus do? Can we live by the values of Jesus in the 21 st Century? | Prepares for Stage 4 What is good and what is challenging about being a teenager Sikh or Buddhist or Muslim in Britain today? | Prepares for Stage 4 What is good and what is challenging about being a teenager Sikh or Buddhist or Muslim in Britain today? |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Builds on stage 2 What makes some places sacred? | Builds on stage 2 What makes some places sacred? | Builds on stage 2 What does it mean to belong to a faith community? | Builds on stage 2 What does it mean to belong to a faith community? | Builds on stage 2 Who is a Christian and what do they believe? Who is Jew and what do they believe? Who is a Muslim and what do they believe? | Builds on stage 2 Who is a Christian and what do they believe? Who is Jew and what do they believe? Who is a Muslim and what do they believe? |
| | Topic: Why do people pray? (Expressing) | Topic: Why do people pray? (Expressing) | Topic: What does it mean to be a Christian in Britain today? (Living) | Topic: What does it mean to be a Christian in Britain today? (Living) | Topic: What do different people believe about God? (Believing) | Topic: What do different people believe about God? (Believing) |
| Coverage: | Coverage: Theme: How do different people pray? | Coverage: Theme: Importance of prayer at Christmas | Coverage: Theme: Christian churches and what they do in the community | Coverage: Theme: Easter | Coverage: Theme: Different names for God | Coverage: Theme: Encounters that help people understand God |
| Knowledge: | Knowledge: I know what it means to pray. I know how Christians take part in prayer. I know how Muslims take part in prayer. I know the purpose of prayer. | Knowledge: I know why prayer is important to believers. I know some of the different ways believers pray. I know how Christians pray to God and Jesus. I know why Jesus' birth is important in the Christian faith. | Knowledge: I know what happens in Christian churches each week. I know what format a Christian service might take. I know the different elements of a service. | Knowledge: I know the Easter story. I know the significance of the Easter story for Christians. I know how Christians use holy communion to remember the Easter story. | Knowledge: I know what love means. I know some of the ways that Christians describe God (God as love, God as our Father, God as light, God as the creator). I know stories to reflect the themes. | Knowledge: I know someone I would like to meet. I know the story of Moses and the burning bush. I know how Moses might have felt during the story. |
| Skills: | Skills: I can reflect on why people pray. I can compare how Christians and Muslims pray. I can take time to reflect and be mindful. | Skills: I can reflect on Jesus's birth. I can reflect on why Christians pray to Jesus. I can reflect in the true meaning of Christmas. | Skills: I can reflect on the meaning of each part of the service. I can think about how the church is used by the community. | Skills: I can make links between Christian beliefs and holy communion. I can describe why communion is important to Christians. | Skills: I can relate some of the ideas about God to religious artefacts. I can reflect on how these bring comfort to Christ. I can reflect on my ideas about God. | Skills: I can link feelings to meeting a famous person. I can discuss the impact of meeting God on Moses. I can reflect on how Christian meet with God. |
| Assessment: | Assessment: Emerging: I can explain what it means to pray. Expected: I can compare how Christians and Muslims pray. Exceeding: | Assessment: Emerging: I can explain why prayer is important to believers. Expected: I can discuss how Christians pray to God and Jesus. Exceeding: | Assessment: Emerging: I can name some things that happen in a church. Expected: I can discuss what format a Christian service might take. Exceeding: | Assessment: Emerging: I can recall the Easter story. Expected: I can explain how Christians use holy communion to remember the Easter story. Exceeding: | Assessment: Emerging: I can explain what love means. Expected: I can discuss some of the ways that Christians describe God (God as love, God as our Father, | Assessment: Emerging: I can name someone I would like to meet. Expected: I can retell the story of Moses and the burning bush. Exceeding: |

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| | I can take time to reflect and be mindful. | I can reflect in the true meaning of Christmas. | I can think about how the church is used by the community. | I can describe why communion is important to Christians. | God as light, God as the creator). Exceeding: I can reflect on my ideas about God. | I can discuss the impact of meeting God on Moses. |
| | Prepares for Stage 4 If God is everywhere why go to a place of worship? | Prepares for Stage 4 If God is everywhere why go to a place of worship? | Prepares for Stage 4 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? | Prepares for Stage 4 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? | Prepares for Stage 4 What do religions say to us when life gets hard? | Prepares for Stage 4 What do religions say to us when life gets hard? |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Builds on stage 2 Who is a Christian and what do they believe? | Builds on stage 2 Who is a Christian and what do they believe? | Builds on stage 2 How and why do we celebrate special and sacred times? | Builds on stage 2 How and why do we celebrate special and sacred times? | Builds on stage 2 How should we care for others and the words an why does this matter? | Builds on stage 2 How should we care for others and the words an why does this matter? |
| | Topic: Why is the Bible so important to Christians today? (Believing) | Topic: Why is the Bible so important to Christians today? (Believing) | Topic: Why do some people think that life is a journey and what significant experiences mark this? (Expressing) | Topic: Why do some people think that life is a journey and what significant experiences mark this? (Expressing) | Topic: What can we learn from religions about deciding what is right and wrong? (Living) | Topic: What can we learn from religions about deciding what is right and wrong? (Living) |
| Coverage: | Coverage: Theme: Creation | Coverage: Theme: Christmas Story | Coverage: Theme: Baptism, first communion, marriage | Coverage: Theme: Jesus journey to the cross | Coverage: Theme: Ten commandments | Coverage: Theme: Inspirational lives of religious individuals: |
| Knowledge: | Knowledge: I know the name of 2 ways in which Christians use the Bible. I know why Christians use the Bible. I know how the Bible is divided into books of the Old Testament. I know the first story of the Bible. I know the story of creation is significant for Jews and Christians. | Knowledge: I know the name of 2 ways in which Christians use the Bible. I know why Christians use the Bible. I know how the Bible is divided into books of the New Testament. I know why Jesus' birth is significant and who write about it I the new Testament. | Knowledge: I know an example of a journey. I know about life as a journey. I know some of the rituals Christians use to mark the journey, e.g. baptism, first communion, believer's baptism, marriage. I know what Christians do at these celebrations. | Knowledge: I know about life as a journey. I know of a biblical character who went on a journey. I know the journey that Jesus took to his death to the cross. I know how Jesus rose from the dead. | Knowledge: I know why rules are important. I know the story of Moses receiving the 10 commandments. I know the 10 commandments. I know how these 10 commandments are used by Christians and Jews. | Knowledge: I know what Desmond Tutu did and how he used his position as a Christian minister to fight for what he believed. I know the actions of Trevor Huddleston and how this impacted on the black community. I know how their faith affected the way they behaved. |
| Skills: | Skills: I can make connections between the Bible and Christians and Jews. I can reflect on why the Bible is important. I can reflect on the origins of the Bible. | Skills: I can reflect on why Jews don't use the New Testament. I can reflect on what he learn about Christianity through the birth of Jesus. | Skills: I can reflect on my journey so far. I can reflect on the journey of others. I can reflect on why people mark the journey of life. | Skills: I can reflect on my journey. I can reflect on the journey of Jesus and how he and his followers might have felt. I can reflect on how this is important to Christians. | Skills: I can reflect on how the commandments provide a moral code. I can think about how I decide what morals I live my life by. | Skills: I can explore how these men expressed their beliefs in their actions. I can reflect on how I can act on what I believe. |
| Assessment: | Assessment: Emerging: I can name 2 ways in which Christians use the Bible Expected: I can explain how the Bible is divided into books of the Old Testament. | Assessment: Emerging: I can give an example of why Christians use the Bible. Expected: I can explain how the Bible is divided into books of the New Testament. | Assessment: Emerging: I can talk about life as a journey. I can reflect on my journey so far. Expected: I can explain some of the rituals Christians use to | Assessment: Emerging: I ca talk about life as a journey. I can reflect on my journey so far. Expected: | Assessment: Emerging: I can explain why rules are important. Expected: I can discuss the 10 commandments. Exceeding: | Assessment: Emerging: I know who Desmond Tutu is. Expected: I can give an example of how their faith affected the way they behaved. Exceeding: |

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| | Exceeding: I know the Old Testament is significant for Jews and Christians. | Exceeding: I can reflect on what he learn about Christianity through the birth of Jesus | mark the journey, e.g. baptism, first communion, believer's baptism, marriage. Exceeding: I can reflect on why people mark the journey of life. | I can give an example of a biblical character who went on a journey. I can retell the journey that Jesus took to his death to the cross. Exceeding: I can reflect on the journey of Jesus and how he and his followers might have felt. | I can reflect on how the commandments provide a moral code. | I can reflect on how I can act on what I believe. |
| | Prepares for Stage 4 What would Jesus do? Can we live by the values of Jesus in the 21 st Century? | Prepares for Stage 4 What would Jesus do? Can we live by the values of Jesus in the 21 st Century? | Prepares for Stage 4 What do religions say to us when life gets hard? | Prepares for Stage 4 What do religions say to us when life gets hard? | Prepares for Stage 4 Does religion help people be good? | Prepares for Stage 4 Prepares for Stage 4 Does religion help people be good? |



RE Stage 4 Haddon Outcomes: Knowledge and Skills

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? |
| | Topic: What does it mean to belong to a faith community? (<i>Living</i>) | Topic: What does it mean to belong to a faith community? (<i>Living</i>) | Topic: Who is a Christian and what do they believe? (<i>Believing</i>) | Topic: Who is a Christian and what do they believe? (<i>Believing</i>) | Topic: Who is a Muslim and what do they believe? (<i>Believing</i>) | Topic: Who is a Muslim and what do they believe? (<i>Believing</i>) |
| Coverage: | Coverage: Theme: Christian baptism/ dedication | Coverage: Theme: Christmas celebrations | Coverage: Miracles of Jesus | Coverage: Easter celebrations | Coverage: Theme: Symbols of Islam | Coverage: Theme: Ramadan |
| Knowledge: | Knowledge: I know places/ groups that I belong to. I know symbols for belonging for Christians. | Knowledge: I know places/ groups that I belong to. I know the Christmas story. | Knowledge: I know some of the things Christians believe that God can do. | Knowledge: I know some of the things Christians believe that God can do. | Knowledge: I know that Muslims call God Allah. | Knowledge: I know some of the ways that Muslims mark Ramadan and celebrate Eid-ul- Fitr. |

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| | I know the story of the lost coin. I know Christians use baptism/ dedication as a way of demonstrating they belong to the church community. | I know ways in which the church community celebrate Christmas. I know why Christmas is important to Christians. | I know some Christian symbols. I know what I miracle is. I know a simple miracle that Jesus did. | I know some Christian Easter symbols. I know the characters in the Easter story. I know the Easter story. | I know that Muslims follow the example of the Prophet Muhammad. I know some Muslim beliefs. I know some of the objects that are significant to Muslims. | I know what fasting means. I know how this links to what Muslims believe. |
| Skills: | Skills: I can reflect on how it feels to belong. I can reflect on the meaning of the story of the lost coin. I can reflect on how Christians feel being part of a church community. | Skills: I can reflect on how it feels to belong. I can reflect on the meaning of the Christmas Story. I can reflect on how Christians feel being part of a church community. | Skills: I can talk about/ explore the idea of God. I can sort some Christian symbols. I can reflect on the miracles of Jesus and how people may have felt | Skills: I can talk about/ explore the idea of God. I can sort some Christian symbols. I can reflect on what the Easter story means to Christians. | Skills: I can explore what Muslims think about Allah. I can think about why some of the symbols and objects are significant. I can reflect on who a Muslim is. | Skills: I can explore why Muslims fast. I can think about why fasting might be hard. I can compare the celebrations to celebrations that I have taken part in. |
| Assessment: | Assessment: Emerging: I can name places/ groups that I belong to. Expected: I know Christians use baptism/ dedication as a way of demonstrating they belong to the church community. Exceeding: I can reflect on how Christians feel being part of a church community. | Assessment: Emerging: I can discuss the Christmas story. Expected: I can explain ways in which the church community celebrate Christmas. Exceeding: I can reflect on why Christmas is important to Christians. | Assessment: Emerging: I can recognise that some symbols are linked to Christians. Expected: I can retell a miracle of Jesus. Exceeding: I can reflect on the miracle and how people may have felt. | Assessment: Emerging: I can recognise some Christian Easter symbols. Expected: I can retell the Easter story. Exceeding: I can reflect on what the Easter story means to Christians. | Assessment: Emerging: I know Muslims call God Allah. Expected: I can think about why some of the symbols and objects are significant. Exceeding: I can reflect on who a Muslim is. | Assessment: Emerging: I know some of the ways that Muslims mark Ramadan and celebrate Eid-ul- Fitr. Expected: I can explore why Muslims fast. I can think about why fasting might be hard. Exceeding: I can discuss how this links to what Muslims believe. |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Builds on Stage 1 What places are special and why? | Builds on Stage 1 What places are special and why? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 Where do we belong? | Builds on Stage 1 what is special about the world? | Builds on Stage 1 what is special about the world? |
| | Topic: What makes places sacred? (Expressing) | Topic: What makes places sacred? (Expressing) | Topic: Who is a Jew and what do they believe? (Believing) | Topic: Who is a Jew and what do they believe? (Believing) | Topic: How should we care for others and the world and why does it matter? (Living) | Topic: How should we care for others and the world and why does it matter? (Living) |
| Coverage: | Coverage: Theme: Symbols of Christianity | Coverage: Theme: Christmas celebrations | Coverage: Theme: What people do in the home at Shabbat? | Coverage: Theme: Passover and associated stories | Coverage: Theme: Story of creation | Coverage: Theme: Religions that follow the 'Golden Rule' |
| Knowledge: | Knowledge: I know that Christian churches can be different. I know the main features of a church. I know the symbols found in a church. I know some of the events a church is used for. | Knowledge: I know the Christmas story. I know how the church is decorated for Christmas. I know how the church is used and for what by Christians at Christmas. | Knowledge: I know how the mezuzah helps Jews remember God on Shabbat. I know the importance of the synagogue on Shabbat. I know how Jews spend their time on Shabbat. | Knowledge: I know where Jewish people worship. I know the festival, Passover, as a Jewish celebration. I know the story of the Passover. I know how Jews celebrate Passover. | Knowledge: I know that Christians believe that God created the Earth. I know the story of the creation. I know the Christians look after the world because they believe God made it. | Knowledge: I know the Golden Rule, 'Treat other people as you would like to be treated.' I know what the rule means. I know Mother Teresa and Dr Barnardo as people who lived by the Golden Rule. |

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| | | | | | | I know stories that demonstrate the Golden Rule. |
| Skills: | Skills: I can link sacred places to feeling safe. I can talk about actions that Christians undertake in church. I can think of reasons why church is important. | Skills: I can link sacred places to feeling safe. I can explore the church as it gets ready for the Christmas celebration. I can discuss why the church is important at Christmas. | Skills: I can reflect on why Shabbat is a special day of the week for Jews. I can reflect on why a day of rest is important. I can reflect on how I relax and rest. | Skills: I can reflect on how Jews celebrate the Passover. I can think about why this is important to the Jews. I can explain the significance to the Jews. | Skills: I can express my ideas about creation. I can give example of how to care for the world. I can reflect on caring for the world as an expression of faith. I can explore ways in which Christians look after the world today. | Skills: I can create a picture that demonstrates the Golden Rule. I can reflect on what Mother Teresa and Dr Barnardo as a demonstration of the Golden Rule. I can reflect on what the Golden Rule would look like in School. |
| Assessment: | Assessment: Emerging: I can name the main features of a church. Expected: I can name the symbols found in a church. Exceeding: I can think of reasons why church is important. | Assessment: Emerging: I can retell the Christmas story. Expected: I know how the church is used and for what by Christians at Christmas. Exceeding: I can explore the church as it gets ready for the Christmas celebration. | Assessment: Emerging: I know what the Jewish day Shabbat is. Expected: I know how Jews spend their time on Shabbat. Exceeding: I can reflect on why Shabbat is a special day of the week for Jews. | Assessment: Emerging: I can name the Passover as a Jewish celebration. Expected: I know how Jews celebrate Passover. Exceeding: I can think about why this is important to the Jews. | Assessment: Emerging: I know what creation means. Expected: I can retell the story of creation. Exceeding: I can reflect on caring for the world as an expression of faith. | Assessment: Emerging: I can recite the Golden Rule, 'Treat other people as you would like to be treated.' Expected: I can discuss what the rule means. Exceeding: I can reflect on what the Golden Rule would look like in School. |



RE Stage 4 Outcomes: Knowledge and Skills

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Builds on Stage 3 Why is Jesus so inspiring to some people? Why is the Bible important for Christians today? | Builds on Stage 3 Why is Jesus so inspiring to some people? | Builds on Stage 3 Why do people pray? | Builds on Stage 3 Why do people pray? | Builds on Stage 3 What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? | Builds on Stage 3 What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? |
| | Topic: What would Jesus do? Can we live by the values of Jesus in the 21st Century? (Believing) | Topic: What would Jesus do? Can we live by the values of Jesus in the 21st Century? (Believing) | Topic: If God is everywhere why go to a place of worship? (Expressing) | Topic: If God is everywhere why go to a place of worship? (Expressing) | Topic: What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? (Living) | Topic: What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? (Living) |
| Coverage: | Coverage: Theme: Love and forgiveness | Coverage: Theme: Generosity and not being greedy | Coverage: Explore Judaism, Christianity and Islam | Coverage: Explore Judaism, Christianity and Islam | Coverage: | Coverage: |

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| | | | Theme: Compare 2 places of worship (e.g. synagogue and church) | Theme: Compare different forms of worship | Theme: Explore the role of teenagers in the religious community. | Theme: Explore the arts/ music/ media available for teens. |
| Knowledge: | Knowledge: I know Christian Ideas about love. I know what the Bible says about love and forgiveness. I know Jesus' stories and teachings that teach us about love. (Good Samaritan, Lost Son) I know some of Jesus stories and teachings to understand what forgiveness means. (the unforgiving servant) | Knowledge: I know what generous and greedy mean. I know a story about/ by Jesus and being generous or greed. (Jesus and Zacchaeus and the poor widow) I know how the teaching of Jesus is used to understand generosity and greed. | Knowledge: I know what a place of worship is for. I know the importance of a place of worship. I know the place of worship for Christians and Jews. I know the main features of a church. I know the main features of a synagogue. | Knowledge: I know that people who believe take part on acts of worship. I know what places of worship are. I know how places of worship are used by believers. I know how Jews use the Torah at home as well as the synagogue to worship. I know the main functions of the mosque as part of the community. I know that Christian churches can be different. | Knowledge: I know some of the religions that are followed by believers in Britain. I know the way in which Sikhs see British life as good. I know the stereotypes associate with British Muslims. I know the 5 precepts followed by Buddhists. | Knowledge: I know how music is a part of the Sikh culture. I know that Buddhists use meditation as a way to exercise calm over the mind. I know a Muslim artist who uses their art to explore Islam. (Ridwan Adhami) |
| Skills: | Skills: I can link Jesus' teaching to how Christian should behave. I can discuss the impact of Jesus teachings on making decisions. I can use the ideas of love and forgiveness to talk about what I should do. | Skills: I can link what Jesus did and said to my understanding of being generous and not being greedy. I can discuss the impact the teachings on my actions. I can use the I have learnt about generosity and greed to reflect on my decisions. | Skills: I can link the beliefs of Christian and the features of a church. I can link the beliefs of Jew and the features of a synagogue. I can talk about the importance and functions of places of worship. I can discuss the similarities and differences between the two places of worship. | Skills: I can highlight forms of worship that are specific to individual places of worship. I can discuss the similarities and differences between the forms of worship. I can explore the feeling of God being present at a place of worship. | Skills: I can compare the information relating to different religious beliefs. I can explore the impact of stereotypes and how they can be challenges. I can reflect on the impact on teenagers in Britain. I can reflect on the impact on lives if the 5 Buddhist precepts were followed. | Skills: I can reflect on music listened to by Sikh teenagers. I can use meditation/ mindfulness as a means of relaxation. I can reflect on the art produced by a Muslim artist. (Ridwan Adhami) |
| Assessment: | Assessment: Emerging: I can discuss how love and forgiveness is important in their lives. I can discuss how Jesus talked about love. Expected: I can make connections between Jesus teaching about love and forgiveness and how Christians live. I can make connections about how this can be used to help us make decisions. Exceeding: I can explore the challenges of following Jesus' teachings about love and forgiveness. | Assessment: Emerging: Discuss how generosity and not being greedy is important. Discuss what Jesus said about being generous. Expected: I can make connections between Jesus teaching about generosity and greed and how Christians live. I can make connections about how this can be used to help us make decisions. I can express their own understanding of what Jesus would do. Exceeding: I can explore the challenges of following | Assessment: Emerging: Recall and name the key features of churches and synagogues. Expected: Describe the most important functions of the places of worship for the community. Exceeding: I can outline how and why places of worship are special to people who use them. | Assessment: Emerging: I know what believers use places of worship for. Expected: I can give examples of how places of worship are used and why this matters to believers. Exceeding: I can make connections between how believers feel about places of worship and different traditions. | Assessment: Emerging: I can name some of the religions followed by teenagers in the UK Expected: I can give compare the lives of different teenage believers in Britain. Exceeding: I can reflect on the challenges of being a teenage believer in Britain. | Assessment: Emerging: I can name some of the arts that are important to people's beliefs. Expected: I can explain how these are different and how they help believers express their beliefs. Exceeding: I can explore how the arts support the understanding of different beliefs in a diverse society. |

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| | <p>I can give examples of religious believers.</p> <p>Expected: I can explain how religious believers lived out their faith.</p> <p>Exceeding: I can reflect on how I cope when times are hard.</p> | <p>I can talk about times when life might be hard.</p> <p>Expected: I can name some of the activities that believers take part in to provide support.</p> <p>Exceeding: I can reflect on the comfort believers get from their religion when times are hard.</p> | <p>I can name the religious buildings.</p> <p>I can name some of the art found in religious buildings</p> <p>Expected: I can talk about the importance of art and religious buildings.</p> <p>Exceeding: I can reflect on how believers think about art.</p> | <p>I know what a charity is.</p> <p>Expected: I know how religions can be generous and help people.</p> <p>Exceeding: I can reflect on the impact of how religions spend their money.</p> | <p>I can explain what makes a good or bad choice.</p> <p>Expected: I can discuss the importance of rules and how these help us make choices.</p> <p>Exceeding: I can draw similarities between the rules and guidance of religions.</p> | <p>I can explain what a good choice is.</p> <p>Expected: I can discuss how significant people make good choices based on what they believe.</p> <p>Exceeding: I can reflect on religious teaching and how they could influence my choices.</p> |
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