



RE Stage 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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 instructions 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.

	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 2 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 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 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 nature 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
	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

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	I can explore some of the rituals associate with Sukkot. I can reflect on the significance of Sukkot.	I can experience a Christmas service. I can plan part of Christmas celebration. I can reflect on the importance of Jesus' birth.	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	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.	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.	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 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: Lunar New Year	Coverage: Theme: Stories of Jesus in Holy Week/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 the Lunar New Year. I know some ways in which Lunar New Year is celebrated. I know of some objects that are associated with Lunar New Year.	Knowledge: I know of Holy week. I know of the stories of Holy week. I know how Christians celebrate Holy week, with support. I know some ways in which Easter is celebrated. I know of the Easter story. I know of some Christian symbols 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.

				I know how to explore music associated with Easter.		
Skills:	Skills: I can explore how it feels to belong. 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.	Skills: I can explore how it feels to belong. I can explore the meaning of the Christmas Story with support. I can explore how Christians feel being part of a church community.	Skills: I can explore items associated with Lunar New Year through sensory experiences. I can explore traditions associated with Lunar New Year.	Skills: I can explore the importance of Jesus during Holy Week with support. I can explore the significance of Holy Week with support. I can explore why Jesus is important to Christians with support. I can explore symbols of Easter. I can explore why the Easter story is important with support.	Skills: I can explore what Muslims think about Allah with support. I can explore why some symbols and objects are important to the Muslim faith, with support.	Skills: I can explore why Muslims fast, with support. I can compare the celebrations to celebrations that I have taken part in, with support.
PROGRESSION PATHWAY 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 Lunar New Year happens after the tradition of Christmas. I know the celebrations of Lunar New Year. I know the names of objects associated with Lunar New Year. I know how to explore traditions associated with Lunar New Year.	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. 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 know that Lunar New Year happens after the tradition of Christmas. I know the celebrations of Lunar New Year. I know the names of objects associated with Lunar New Year. I know how to explore traditions associated with Lunar New Year.	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. 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:	Assessment: Emerging: I can discuss the Christmas story.	Assessment: Emerging: I know what Lunar New Year is.	Assessment: Emerging: I can explain how Jesus is important in Holy week.	Assessment: Emerging: I know Muslims call God Allah.	Assessment: Emerging: I know some of the ways that Muslims mark

	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.	Expected: I can explain ways in which the church community celebrate Christmas. Exceeding: I can reflect on why Christmas is important to Christians.	I can identify ways in which Lunar New Year is celebrated. Expected: I can explain what Lunar New Year is. I can talk about ways in which Lunar New Year is celebrated. Exceeding: I can reflect on the significance of Lunar New Year as a tradition., I can reflect on the objects associated with Lunar New Year.	I can identify ways in which Christians celebrate Easter. Expected: I can retell the stories of Holy week I can retell the Easter story. Exceeding: I can reflect on the significance of Holy Week. I can reflect on the symbols of Easter.	Expected: I can think about why some of the symbols and objects are significant. Exceeding: I can reflect on who a Muslim is.	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? (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: Harvest/ 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: Religious stories about how to care for others because of their beliefs e.g. Mother Teresa, Dr Barnardo	Coverage: Theme: Stories from the Bible about friendship and caring for others.
EARLY ENGAGEMENT PATHWAY Knowledge outcomes:	Knowledge: I know how to join in with customs and traditions associated with the Christian festival of Harvest. I know that people have different beliefs and celebrate special times in different ways, Harvest festival.	Knowledge: I know how to join in with customs and traditions associated with the Christian festival of Christmas. I know that people have different beliefs and celebrate special times in different ways, Christmas. I know that the special place of worship for Christmas festivals is church.	Knowledge: I know how to join in with customs and traditions associated with the Jewish festival of Shabbat. I know that people have different beliefs and celebrate special times in different ways, Shabbat.	Knowledge: I know how to join in with customs and traditions associated with the Jewish festival of Passover. I know that people have different beliefs and celebrate special times in different ways, Passover. I know that the special place of worship for Jewish festivals is a synagogue.	Knowledge: I know how to explore the theme of caring for others through sensory stories about important people in religion (Mother Teresa or Dr Barnardo). I know how to explore the theme of caring for others through shared activities. I know it is important to care for others.	Knowledge: I know how to explore stories about friendship through sensory stories taken from the bible. I know some ways of being a kind friend.
Skills outcomes:	Skills: I can explore customs and traditions associated with the Christian festival of Harvest, through Art, song	Skills: I can explore customs and traditions associated with the Christian festival of Christmas, through Art,	Skills: I can explore customs and traditions associated with the Jewish festival of Shabbat, through Art,	Skills: I can explore customs and traditions associated with the Jewish festival of Passover, through Art,	Skills: I can explore themes of caring for others through sensory stories about important people in religion.	Skills: I can explore stories about friendship through sensory stories based on the bible. I can explore ways of being a kind friend.

	and other sensory experiences. I can explore, through Art, song and other sensory experiences, how people have different beliefs and celebrate special times in different ways, Harvest festival.	song and other sensory experiences. I can explore, through Art, song and other sensory experiences, how people have different beliefs and celebrate special times in different ways, Christmas.	song and other sensory experiences. I can explore, through Art, song and other sensory experiences, how people have different beliefs and celebrate special times in different ways, Shabbat.	song and other sensory experiences. I can explore, through Art, song and other sensory experiences, how people have different beliefs and celebrate special times in different ways, Passover.	I can explore caring for others through shared activities.	
ENGAGEMENT PATHWAY Knowledge outcomes:	Knowledge: I know that Christian churches can be different. I know the names of the main features of a church. I know the names of the symbols found in a church. I know some of the events a church is used for.	Knowledge: I know of 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 of the Jewish festival 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 name of the festival, Passover, as a Jewish celebration. I know of the story of the Passover. I know how Jews celebrate Passover.	Knowledge: I know the story of Mother Teresa. I know the story of Dr Barnado. I know how to link their beliefs to their actions.	Knowledge: I know the Bible is an important book for Christians. I know of the story of the Good Samaritan. I know how to give an example of how I can help someone.
Skills outcomes:	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 explore Shabbat as a special day of the week for Jews. I can explore why a day of rest is important. I can reflect on how I relax and rest.	Skills: I can explore how Jews celebrate the Passover. I can think about why this is important to the Jews.	Skills: I can explore how Mother Teresa and Dr Barnardo cared for others. I can explore the impact of their actions on others.	Skills: I can explore a message from a story from the bible. I can explore a bible story and what it means to me.
PROGRESSION PATHWAY Knowledge:	Knowledge: I know that Christian churches can be different. I know the names of the main features of a church. I know the names of 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 name of the festival, Passover, as a Jewish celebration. I know the story of the Passover. I know how Jews celebrate Passover.	Knowledge: I know the story of Mother Teresa. I know the story of Dr Barnado. I know how their beliefs impacted on their actions. I know how to link their beliefs to their actions.	Knowledge: I know the Bible teaches Christians how to live. I know the story of the Good Samaritan. I know how to give an example of how I can help someone.
Skills:	Skills: I can link sacred places to feeling safe. I can talk about actions that Christians undertake in church.	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 reflect on how Mother Teresa and Dr Barnardo cared for others. I can reflect on the impact of their actions.	Skills: I can explain the theme message of the Bible story. I can reflect on the story and what it means to me.

	I can think of reasons why church is important.					
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 can name a significant person. Expected: I can reflect on how Mother Teresa and Dr Barnardo cared for others. Exceeding: I can reflect on the impact of their actions.	Assessment: Emerging: I know the Bible teaches Christians how to live. Expected: I can retell the story of the Good Samaritan. Exceeding: I can reflect on the story and what it means to me.
	Prepares for Stage 3 Why do people pray?	Prepares for Stage 3 Why do people pray?	Prepares for Stage 3 What do different people believe about God?	Prepares for Stage 3 What do different people believe about God?	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 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 Which stories are special and why?	Builds on Stage 1 Which stories are special and why?	Builds on Stage 1 Where do we belong?	Builds on Stage 1 Where do we belong?	Builds on Stage 1 Which people are special and why?	Builds on Stage 1 Which people are special and why?
	Topic: What can we learn from sacred books? (Believing)	Topic: What can we learn from sacred books? (Believing)	Topic: What does it mean to part of a faith community? (Living)	Topic: What does it mean to part of a faith community? (Living)	Topic: Who is a Christian and what do they believe? (Believing)	Topic: Who is a Christian and what do they believe? (Believing)
Coverage:	Coverage: Theme: Christian Stories from the Bible: Noah and the ark.	Coverage: Theme: Jewish Stories from the Torah: Joseph and his brothers	Coverage: Theme: Weddings	Coverage: Theme: Christian Aid and Islamic Relief	Coverage: Theme: Jonah/ Daniel	Coverage: Theme: Jesus the story teller e.g. the lost sheep and the good Samaritan
Knowledge:	Knowledge: 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.	Knowledge: 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	Knowledge: 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 celebration song.	Knowledge: 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.	Knowledge: 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.	Knowledge: 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.
Skills:	Skills: I can express my thoughts and feelings	Skills: I can identify the different emotions experienced by	Skills:	Skills: I can explain how people can contribute to Christian	Skills:	Skills:

	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.	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.	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.	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.	I can learn from Jonah that 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.	I can explain that the parable mean you are kind and love others. I can link these to what Christians believe.
Assessment:	Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christian behave towards others.	Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christian behave towards others.	Assessment: Emerging: I know people get married. Expected: I can explain why people get married. Exceeding: I can reflect on the importance of marriage.	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.	Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christian behave towards others.	Assessment: Emerging: I know the Bible tells stories to help us. Expected: I can retell the story. Exceeding: I can reflect on how Christian behave towards others.



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?	Builds on stage 2 How and why do we celebrate special and sacred times?	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 What does it mean to belong to a faith community?	Builds on stage 2 What does it mean to belong to a faith community?
	Topic: Why are festivals important to religious communities? (Expressing)	Topic: Why are festivals important to religious communities? (Expressing)	Topic: Why is Jesus inspiring to some people? (Believing)	Topic: Why is Jesus inspiring to some people? (Believing)	Topic: What does it mean to be a Hindu in Britain today? (Living)	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 Hindus 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 Hindus 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: I can retell the story of Rama and Sita. Exceeding: I can reflect on temptations that we face.	Assessment: Emerging: I can name significant Christian festivals. Expected: 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.	Assessment: Emerging: I can reflect on how inspirational people can alter how we act. Expected: I can give examples of why Christians are inspired by Jesus. Exceeding: I can make connections between Jesus' teaching and how Christians live.	Assessment: Emerging: I can explain why Jesus is important to Christians. Expected: I can describe why Easter is significant to Christians. Exceeding: I can reflect on the message of Easter.	Assessment: Emerging: I can describe how some Hindu's show their faith. Expected: I can explain how Hindus show their faith through puja. Exceeding: I can reflect on the Hindu symbols.	Assessment: Emerging: I can give example of where the life of a Hindu can be seen in Britain. 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 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?
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:	Topic:	Topic:	Topic:	Topic:	Topic:

	Why do people pray? (Expressing)	Why do people pray? (Expressing)	What does it mean to be a Christian in Britain today? (Living)	What does it mean to be a Christian in Britain today? (Living)	What do different people believe about God? (Believing)	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: I can take time to reflect and be mindful.	Assessment: Emerging: I can explain why prayer is important to believers. Expected: I can discuss how Christians pray to God and Jesus. Exceeding: I can reflect in the true meaning of Christmas.	Assessment: Emerging: I can name some things that happen in a church. Expected: I can discuss what format a Christian service might take. Exceeding: I can think about how the church is used by the community.	Assessment: Emerging: I can recall the Easter story. Expected: I can explain how Christians use holy communion to remember the Easter story. Exceeding: I can describe why communion is important to Christians.	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, God as light, God as the creator). Exceeding: I can reflect on my ideas about God.	Assessment: Emerging: I can name someone I would like to meet. Expected: I can retell the story of Moses and the burning bush. Exceeding: 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 religious 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. Exceeding: I know the Old Testament is significant for Jews and Christians.	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. Exceeding: I can reflect on what he learn about Christianity through the birth of Jesus	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 mark the journey, e.g. baptism, first communion, believer's baptism, marriage. Exceeding: I can reflect on why people mark the journey of life.	Assessment: Emerging: I ca talk about life as a journey. I can reflect on my journey so far. Expected: 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.	Assessment: Emerging: I can explain why rules are important. Expected: I can discuss the 10 commandments. Exceeding: I can reflect on how the commandments provide a moral code.	Assessment: Emerging: I know who Desmond Tutu is. Expected: I can give an example of how their faith affected the way they behaved. Exceeding: 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 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
	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? (Living)	Topic: What does it mean to belong to a faith community? (Living)	Topic: Who is a Christian and what do they believe? (Believing)	Topic: Who is a Christian and what do they believe? (Believing)	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: 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. 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 some of the things Christians 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 Christians believe that God can do. I know some Christian Easter symbols. I know the characters in the Easter story. I know the Easter story.	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 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	Assessment: Emerging: I can discuss the Christmas story. Expected: I can explain ways in which the church community celebrate Christmas.	Assessment: Emerging: I can recognise that some symbols are linked to Christians. Expected: I can retell a miracle of Jesus. Exceeding:	Assessment: Emerging: I can recognise some Christian Easter symbols. Expected: I can retell the Easter story. Exceeding:	Assessment: Emerging: I know Muslims call God Allah. Expected: I can think about why some of the symbols and objects are significant. Exceeding:	Assessment: Emerging: I know some of the ways that Muslims mark Ramadan and celebrate Eid-ul- Fitr. Expected: I can explore why Muslims fast.

	belong to the church community. Exceeding: I can reflect on how Christians feel being part of a church community.	Exceeding: I can reflect on why Christmas is important to Christians.	I can reflect on the miracle and how people may have felt.	I can reflect on what the Easter story means to Christians.	I can reflect on who a Muslim is.	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? (<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>)
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. 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.
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RE Stage 4 Outcomes: Knowledge and Skills

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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 21 st Century? (Believing)	Topic: What would Jesus do? Can we live by the values of Jesus in the 21 st 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 Theme: Compare 2 places of worship (e.g. synagogue and church)	Coverage: Explore Judaism, Christianity and Islam Theme: Compare different forms of worship	Coverage: Theme: Explore the role of teenagers in the religious community.	Coverage: 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.	Skills: I can link what Jesus did and said to my understanding of being	Skills: I can link the beliefs of Christian and the features of a church.	Skills: I can highlight forms of worship that are specific to individual places of worship.	Skills: I can compare the information relating to different religious beliefs.	Skills: I can reflect on music listened to by Sikh teenagers.

	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.	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.	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.	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.	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.	I can use mediation/ 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 Jesus' teachings about generosity and greed.	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.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 3 What do different people believe about God? Why do some people think that life is a journey and what significant experiences mark this?	Builds on Stage 3 What do different people believe about God?	Builds on Stage 3 Why are festivals important to religious communities?	Builds on Stage 3 Why are festivals important to religious communities?	Builds on Stage 3 How can we learn from religion about deciding what is right and wrong?	Builds on Stage 3 How can we learn from religion about deciding what is right and wrong?
	Topic: What do religions say to us when life gets hard? (Believing)	Topic: What do religions say to us when life gets hard? (Believing)	Topic: Is it better to express your beliefs in art and architecture or in charity and generosity? (Expressing)	Topic: Is it better to express your beliefs in art and architecture or in charity and generosity? (Expressing)	Topic: Does religion help people be good? (Living)	Topic: Does religion help people be good? (Living)
Coverage:	Coverage: Explore Sikhism and Buddhism and Christianity Theme: Explore religious believers whose faith helped them	Coverage: Explore Sikhism and Buddhism and Christianity Theme: Explore ways religion help people live e.g. prayer, celebrate	Coverage: Explore Sikhism and Buddhism and Christianity Theme: Explore examples of religious art and architecture	Coverage: Theme: Explore Muslim and Christian ideas of charity and generosity.	Coverage: Explore Sikhism and Buddhism and Christianity Theme: Where do religious people find the rules to live by (scripture/	Coverage: Explore Sikhism and Buddhism and Christianity Theme: Compare religious figures lives with the rules of their religions.

		together, part of a community			tradition). Are these the same as non-religious moral rules.	
Knowledge:	Knowledge: I know of times when life might be hard. I know examples of people who were religious believers. I know the lives of significant religious believers. e.g. Dr Barnardo Martin Luther King Mother Teresa	Knowledge: I know what prayer is and when people pray. I know ways in which religious communities help each other. I know some of the main celebrations related to life and death and developmental milestones.	Knowledge: I know places of worship. I know that places of worship have different designs. I know about the importance of religious buildings to believers. I know types of art that may be found in places of worship.	Knowledge: I know some Christian and Muslim charities. I know what these charities do. I know about main support the charities provide. I know how the charities demonstrate generosity.	Knowledge: I know what makes an action good or bad. I know about the values and rules we have in school. (Bennerley Attitudes) I know the rules of different religions.	Knowledge: I know some significant people who live their lives by religious rules. I know the person to the religion that they follow. I know the rules they live by. e.g. Dalali Lama Malala Yousafza Dr Hany el Banna
Skills:	Skills: I can think about how people might feel with life is hard. I can think about how they might get some help. I can link what people did to their religious beliefs.	Skills: I can explain why people find comfort in prayer. I can discuss how supporting each other can help when life is hard. I can reflect on why and how different religions celebrate aspects of life.	Skills: I can recognise when art and architecture has a religious focus. I can understand why people have art that demonstrates a belief. I can link art to the religious beliefs of a religion.	Skills: I can explore why buildings and art are important. I can discuss the different forms of art and its meaning. I can explain the importance of generosity in religions. I can link what the charities do to the beliefs.	Skills: I can think about the rules in religions and how these link to making choices. I can choose some of the rules that I would use in my choices. I can think about how we can all learn from religious rules.	Skills: I can think about what is good about the choices they make. I can link religious beliefs to the choices they make. I can reflect on the choices I make.
Assessment:	Assessment: Emerging: I can give examples of religious believers. Expected: I can explain how religious believers lived out their faith. Exceeding: I can reflect on how I cope when times are hard.	Assessment: Emerging: I can talk about times when life might be hard. Expected: I can name some of the activities that believers take part in to provide support. Exceeding: I can reflect on the comfort believers get from their religion when times are hard.	Assessment: Emerging: I can name the religious buildings. I can name some of the art found in religious buildings Expected: I can talk about the importance of art and religious buildings. Exceeding: I can reflect on how believers think about art.	Assessment: Emerging: I know what a charity is. Expected: I know how religions can be generous and help people. Exceeding: I can reflect on the impact of how religions spend their money.	Assessment: Emerging: I can explain what makes a good or bad choice. Expected: I can discuss the importance of rules and how these help us make choices. Exceeding: I can draw similarities between the rules and guidance of religions.	Assessment: Emerging: I can explain what a good choice is. Expected: I can discuss how significant people make good choices based on what they believe. Exceeding: I can reflect on religious teaching and how they could influence my choices.