



**RE**

**Year 1**



## Year 1 – Who do Christians say made the world (Creation)

### What I know and can explain

- I can retell the story of creation from Genesis 1:1 – 2:3 in a simple form. I know that the story tells me that God took 6 days to make the world and on the 7<sup>th</sup> day (Sunday) he rested.
- I understand that 'Creation' is the beginning of the 'big story' of the Bible.
- I can explain what the story tells Christians about God, Creation and the world.
- I can give at least one example of what Christians do to say 'thank you' to God for Creation.
- I can share my ideas about the Christian Creation story and the world I live in.
- I know that Harvest is a festival when Christians thank God for Creation.

### Useful vocabulary

Creation  
the Bible  
creator  
Christian  
God  
grace  
prayer  
Harvest  
festival  
Sunday



## Year 1 – Who is Jewish and how do they live?

### What I know and can explain

- I recognise the words of the Shema as a Jewish prayer
- I know what makes a Torah scroll special to Jewish people.
- I can retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- I can give examples of how the stories used in celebrations remind Jews about what God is like (Shabbat, Chanukah)
- I can explain how Jewish people celebrate special times (Shabbat, Sukkot, Chanukah)
- I can give examples of how some Jewish people might remember God in different ways (mezuzah, on Shabbat)
- I can share my own ideas about whether reflecting, thanking, praising and remembering are important to me.

### Useful vocabulary

Jewish  
Jew  
mezuzah  
challah  
Shema  
prayer  
Shabbat  
Israel  
Torah  
Sukkot  
Chanukah



## Year 1 – What makes some places sacred to believers?

### What I know and can explain

- I know that there are special places where people go to worship and I can explain what people do there.
- I can identify at least three objects used in worship in two different religions and can give a simple explanation about how they are used and something about what they mean.
- I know at least one belief about worship and one about God and can connect these to a place of worship.
- I can give examples of stories, objects, symbols and actions used in churches, mosques or synagogues that show what people believe.
- I can explain why some people like to belong to a sacred building or community and give examples of how people worship.
- I can talk about what makes some places special to people and know the difference between religious and non-religious special places.

### Useful vocabulary

Christian

Muslim

Jewish

church

synagogue

mosque

sacred

holy

worship

RE

Year 2





## Year 2 – How should we care for others and the world and why does it matter?

### What I know and can explain

- I can identify a story or text that introduces the idea that everyone is unique and valuable and can explain the key belief within these stories that God loves all people.
- I can explain what Genesis 1 tells Christians and Jews about the natural world.
- I can give an example of how people show that they care for others (e.g. giving to charity) making a link to one of the stories (Good Samaritan / Ruth and Naomi / taking the paralysed man to Jesus).
- I can give examples of how Muslims, Sikhs, Christians and Jews can show care for the natural world and can say why they might do this.
- I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

### Useful vocabulary

Christian

Jew / Jewish

Muslim

Sikh

God

charity

unique

valuable

Creation



## Year 2 – Who is Muslim and how do they live?

### What I know and can explain

- I can recognise the words of the Shahadah and know that it is very important to Muslims.
- I know that the Qur'an is the holy book for Muslims.
- I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah – I can give a simple description of what some of these mean.
- I can give examples of how stories about the Prophet show what Muslims believe about Muhammad.
- I can give examples of how Muslims worship and know that the mosque / masjid is their sacred place of worship.
- I can give examples of how Muslims put their beliefs about prayer into action.
- I can explain how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- I know that Muslims feast during Ramadan prior to celebrating Eid-ul-fitr

### Useful vocabulary

Muslim  
Shahadah  
Allah  
Prophet  
Muhammad  
Ramadan  
Qur'an  
fast  
Eid-ul-fitr  
worship  
mosque / masjid



## Year 2 – What does it mean to belong to a faith community?

### **What I know and can explain**

- I know that loving others is important in lots of different communities.
- I can explain what Jesus and one other religious leader taught about loving other people.
- I can explain what happens at a traditional Christian and Jewish or Muslim welcome ceremony (baptism / naming ceremony) and what some of the actions and symbols mean.
- I can identify at least two ways people show they love each other and belong to each other when they get married (Christian / Jewish / non-religious).
- I can give examples of ways in which people express their identity and belonging within faith communities.
- I can talk about what I think is good about being in a community for people in faith communities and for myself, giving reasons.

### Useful vocabulary

**belonging**

**community**

**faith**

**baptism**

**wedding / marriage**

**ceremony**

**promises**

**worship**

**RE**



**Year 3**



## Year 3 – What do Christians learn from the Creation story?

### **What I know and can explain**

- I know that Christians believe that God created the world
- I can explain the links between Genesis 1 and what Christians believe about God and Creation.
- I know that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. I can relate this to the idea of temptation.
- I can describe what Christians do because they believe that God is the Creator of Earth.
- I can explain what the Ten Commandments are and why they are important to Christians
- I can describe how and why Christians might pray to God, say sorry and ask for forgiveness.

### Useful vocabulary

**Christian**

**Creation**

**the Bible**

**temptation**

**forgiveness**

**prayer**

**Ten Commandments**



## Year 3 – What does it mean to be a Hindu in Britain today?

### What I know and can explain

- I can describe how Hindus show their faith within their families in Britain today (e.g. home puja).
- I can explain how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir and in festivals such as Diwali and Holi).
- I know that Hindus believe that life is a cycle of birth, death and rebirth and that our actions in this life have an effect on our future lives (karma).
- I know that Hindus believe in a number of Gods/Goddesses and can name some of these.
- I understand that Hindu Dharma is a whole 'way of life' and can link this to some Hindu practices.
- I can raise questions about what is good about being a Hindu in Britain today and suggest my own opinion in response.

### Useful vocabulary

#### Hindu / Hinduims

puja

arti

bhajan

mandir

festival

Diwali

Holi

karma

Sanatan Dharma



## Year 3 – How and why do people mark the significant events in life?

### What I know and can explain

- I can list some of the key milestones which may be encountered on a person's journey through life.
- I can explain the meaning of different ceremonies which mark milestones in life for religious and non-religious people.
- I can describe what happens during some ceremonies of commitment (baptism, Islamic naming ceremony, sacred thread, bar/bat mitzvah, marriage).
- I can identify both similarities and differences in how people celebrate commitment (e.g. different marriage practices and baptism)
- I can give my own views about whether ceremonies of commitment are or are not valuable today.

### Useful vocabulary

ceremony

commitment

baptism

sacred thread

bar/bat mitzvah

marriage

retirement

memorial

**RE**



**Year 4**



## Year 4 – How do festivals and family life show what matters to Jews?

### What I know and can explain

- I can identify some Jewish beliefs about God, sin and forgiveness and can explain what they mean.
- I know that Jews mark Yom Kippur the 'Day of Atonement' by fasting and praying for forgiveness.
- I understand the links between the Jewish festival of Pesach / Passover and the story of Exodus.
- I can explain the importance of the Ten Commandments to Jewish people and their application to the lives of Jewish and Christian people today.
- I know that gratitude is a key part of Jewish worship and know about some of the prayers and blessings that Jewish people say through the day.

### Useful vocabulary

Judaism

Passover / Pesach

sedar plate

Ten Commandments

gratitude

worship

Rosh Hashanah

repent

Yom Kippur

fasting

forgiveness



## Year 4 – What kind of world did Jesus want?

### What I know and can explain

- I can explain the link between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. (Matthew 4:18-20)
- I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus (Healing of the leper Mark 1:40-44 and the Good Samaritan (Luke 10:25 – 37)
- I can suggest ideas about what Jesus' actions towards outcasts means for Christians.
- I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.
- I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas.

### Useful vocabulary

sacrifice

possession

disciple

apostle

Jesus

fisherman

charity

parable

gospel

Samaritan

leper



## Year 4 – How and why do people try to make the world a better place?

### What I know and can explain

- I can identify some of the ways in which the world is not always such a good place.
- I can make links between religious beliefs and teachings and why people try to live and make the world a better place (Ten Commandments, Seventy times seven – Matthew 18:21-22)
- I can give examples of organisations which try to make the world a better place: Christian Aid, Islamic Relief, Tzedek
- I can name some inspirational Christians who have been inspired by their faith to try to make the world a better place: Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.
- I know that the Jewish religion teaches of tikkun olam (mending the world) and tzedakah (charity) and that zakah is the Muslim belief in charity.
- I am able to reflect on the value of love, forgiveness, generosity and service in my own life and the life of others and the best way of making the world a better place today.

### Useful vocabulary

#### Commandments

Christian

charity

aid

conflict

poverty

kindness

forgiveness

honesty



**RE**

**Year 5**



## Year 5 – Creation and science: conflicting or complementary? (Creation)

### **What I know and can explain**

- I know that Genesis is a book from the Bible and is the Christian story of creation. It explains that God created the world in 6 days and rested on the seventh.
- I understand that some Christians believe that Genesis is a literal account of creation whereas others think that is more a description of what God and creation are like.
- I know that different religions have different creation stories and can explain some of the similarities and differences between these.
- I know that the scientific approach to the creation of the world is called the Big Bang Theory and I can explain the concept of evolution.
- I know that it was Charles Darwin who explained the Theory of Evolution and that this is defined as the way an animal changes over a long period of time.
- I can show an understanding of why and how many Christians find that science and faith go together.
- I can provide my own views in response to the key question providing good reasons to support my answer.

### Useful vocabulary

**conflicting**

**complementary**

**creation**

**Genesis**

**Big Bang Theory**

**cosmology**

**evolution**

**Charles Darwin**

**naturalist**

**Theory of Evolution**

**faith**



## Year 5 – What does it mean to be a Muslim in Britain today?

### What I know and can explain

- I can explain that the Five Pillars of Islam provide guidance and structure to Muslims for daily life.
- I can explain what each of the Five Pillars means:
  - Shahadah (belief in one God and his Prophet)
  - salat (daily prayer)
  - sawm (fasting)
  - zakat (almsgiving)
  - Hajj (pilgrimage)
- I can explain how Muslims today follow the Five Pillars and how they impact their daily lives.
- I know that Muslims pray five times each day, always facing towards Mecca, and that each position during prayer has significance.
- I can explain some ways in which Muslims put the words of the Qur'an into practice for example giving money to charity and being truthful and trustworthy.
- I know that Muslims fast from dawn until dusk during the month of Ramadan and that this ends in the celebration Eid-ul-Fitr.
- I know that all Muslims complete a pilgrimage to the holy city of Mecca at least once in their lives and can describe at least two of the rituals they perform there.

### Useful vocabulary

#### Pillars of Islam

Qur'an

Hajj

mosque

Tawhid

iman

ibadah (worship)

Shahadah (belief in one God  
and his prophet)

salat (daily prayer)

sawm (fasting)

zakat (almsgiving)

Ramadan

Eid-ul-Adha

Eid-ul-Fitr



## Year 5 – How does faith help people when life gets hard?

### **What I know and can explain**

- I can explain that the different religions have a different perspective of what happens to the spirit / soul when a person dies but that all agree that the body is no longer useful.
- I can explain some differences and similarities between what Muslims and Christians believe about life after death.
- I know that Christians believe in a day of judgement where their good and bad deeds on Earth are considered and it is determined whether they should go to heaven.
- I know that Christians often hold a funeral after someone dies and can explain the key elements of this service. I can compare this to other ceremonies which mark death.
- I know that Hindu's believe in the concept of reincarnation and that the law of karma affects the reincarnation of the individual atman.
- I can explain that the Humanist view of death is that it is final although we may continue in people's memories and through our achievements.
- I can provide a reasoned response to the unit question supported by evidence and example.

### Useful vocabulary

soul

afterlife

spirit

judgement

repent

funeral

grief

deceased

resurrection

reincarnation

karma

atman

Humanist



**RE**

**Year 6**



## Year 6 – For Christians, what kind of a king is Jesus?

### What I know and can explain

- I can explain the connections between biblical texts and the concept of the kingdom of God, for example the parable of the feast (Luke 14:12-24) and the unforgiving servant (Matthew 18:21-35)
- I can discuss the possible meanings for the biblical texts studied and what they tell Christians about the type of king Jesus was (Luke 4:1-13) and the parable of the vineyard.
- I know that Christians follow the Ten Commandments and that these are rules Jesus believed people should live by. I can explain the relevance of these rules to my life today.
- I can explain how Christians put their beliefs into practice in different ways to aim to make the world a better place
- I can articulate my own views in response to the idea of the importance of love and service in the world today.

### Useful vocabulary

teachings

parables

temptation

kingdom

biblical

Bible

poverty

Ten Commandments

forgiveness

second chance



## Year 6 – Why do Hindus try to be good?

### What I know and can explain

- I can explain that in Hinduism, Brahman is the ultimate God and that he is portrayed in different forms.
- I can identify and explain different Hindu beliefs e.g. dharma, karma, samsara and moksha and can use these technical terms accurately.
- I can give meanings for the story of the 'man in the well' and explain how it relates to Hindu beliefs about samsara, moksha etc.
- I can make connections between Hindu beliefs about dharma, karma, samsara and moksha and the ways in which Hindus live.
- I can explain about the four Hindu aims of life (purusharthas) and the four stages of life (ashramas: student, householder, retired person, renouncer).
- I can give examples of how Hindus put their beliefs into practice in different ways today for example through the festival of Holi.
- I know that Mahatma Gandhi was a famous Hindu and can explain how he set an example to Hindus about how to live.

### Useful vocabulary

Brahman

polytheistic

avatar

trimurti

Brahma

Vishnu

Shiva

atman

purushartha

dharma

karma

moksha

samsara



## Year 6 – Why do some people believe in God and some people do not?

### **What I know and can explain**

- I can explain what the words 'theist', 'atheist' and 'agnostic' mean and can give examples of statements that reflect those beliefs.
- I can explain what religious and non-religious people believe about God, saying where they get their ideas from (Bible, church teachings, religious leaders, individual conscience).
- I can give examples of reasons why people do or do not believe in God.
- I know that Christians sometimes disagree about what God is like.
- I can explain why believing in God is valuable in the lives of some believers and also ways in which it can be challenging.

### Useful vocabulary

theist

atheist

agnostic

Creation

### Theory of Evolution

believer

non-believer

Creator

worship