

**Linked to Discovery RE and locally agreed syllabus (West Sussex)**

Aim A: Knowing about and understanding religions and worldviews.	KS1 Skills			KS2 Skills			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows an interest in other people.  Understand family customs and traditions.	Explore and retell the Christian creation story  Remember some of the Christmas story  Explain that Jesus is special to Christians.  Retell a time when Jesus showed friendship  Recall the events of Palm Sunday  Talk about how Jewish people celebrate the Shabbat.	Remember something Jesus said or did to be kind.  Explain that Christians believe Jesus was a gift from God.  Talk about Jewish practises.  Recall what Christians believed happened on Easter Sunday.  Explain what happens when Muslims pray and go to the mosque.  Explore how	Describe some of the ways Hindus celebrate Diwali.  Start to explain the Christian belief that Jesus was God in human form.  Explore viewpoints about one of Jesus' miracles.  Tell you why Jesus' death is important to Christians.  Explore different ways in which Sikhs share.	Explain what makes Jewish people believe they have a special relationship with God.  Explore Christmas symbols.  Describe different ways Jewish people show respect to God.  Explore forgiveness in a Biblical text.  Explain how Jewish people might show their commitment to God.	Use correct vocabulary to describe how Sikhs show their faith.  Describe what Christians learn from the Christmas story.  Understand that for Hindus, Brahman is in everything.  Say how some events in Holy Week tell Christians about Jesus' identify and purpose.  Explore how both Christians and Sikhs show commitment to	Explore how Muslims show commitment to God.  Explain the significance of why Mary was chosen as Jesus' mother.  Describe what Christians might learn about the afterlife from Bible stories.  Describe ways in which Christianity seems to be a strong religion today.  Describe how Muslims might try to lead lives respectful to God.	

		Explain what the Chanukah symbol means.	Jewish people show commitment to God.	Describe a Hindu ritual which happens at the River Ganges.	Describe some of the ways Christians use churches to worship.	God.	Explore ways in which Muslims can be stereotyped.
Aim B: Expressing and communicating ideas related to religions and worldviews.	<p>Different things make me unique.</p> <p>Understand that we don't always enjoy the same things.</p> <p>Talk about the past and present.</p> <p>Understand that we don't all do the same things.</p>	<p>Express an opinion about creation</p> <p>Talk about how the world got here.</p> <p>Make links between things that are important to me.</p> <p>Talk about my friends and why I like them.</p> <p>Explore what it means to be a good friend.</p> <p>Explain how belief can affect decision making.</p>	<p>Explain why we should be kind with reasons.</p> <p>Discuss why Christians believe God gave Jesus to the world.</p> <p>Suggest the most and least important things Jewish people do that God asks them to do.</p> <p>Offer my own opinion about the empty tomb on Easter Sunday.</p> <p>Discuss how Muslims feel a</p>	<p>Explain how Diwali might bring a sense of belonging to Hindus.</p> <p>Explore what Christmas means to me.</p> <p>Start to explore my own views on Jesus' miracles and resurrection.</p> <p>Begin to tell you if I think sharing is important to Sikhs or not.</p> <p>Empathise with the special feelings a Hindu might experience</p>	<p>Tell you how Jewish people might express their special relationship with God.</p> <p>Compare different people's views on Christmas.</p> <p>Identify how it would feel to keep Kashrut.</p> <p>Ask important questions about how forgiveness is possible.</p> <p>Express opinions on which ways I think are best for Jewish people to show</p>	<p>Understand that there are different degrees of commitment.</p> <p>Consider whether Jesus knew he was going to be crucified.</p> <p>Recognise what I think about some Hindu beliefs, showing respect.</p> <p>Start to explain why I think some religious practises are more important than others.</p>	<p>Identify things I find interesting/puzzling about Islam.</p> <p>Identify why leading a good life might be a good idea.</p> <p>Consider whether Christianity is a strong religion now.</p> <p>Ask important questions about eternity.</p> <p>Start to think about the importance of Mary being Jesus' mother.</p> <p>Explain why there might be different</p>

			<p>sense of belonging when they are praying.</p> <p>Talk about something which is important to Jewish people.</p>	when at the River Ganges.	<p>commitment.</p> <p>Understand the importance of worshipping God to Christians.</p>		ways to show commitment.
<p>Aim C: Gaining and deploying the skills for studying religions and worldviews.</p>	<p>Has a sense of their immediate family.</p> <p>Beginning to have their own friends.</p> <p>Understand similarities and differences.</p>	Use creative ways to express their own ideas about the creation story.	<p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask and suggest answers to questions arising from stories across more than one faith.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p>	<p>Suggest some ideas about good ways to treat others arising from their learning.</p> <p>Find out about at least two teachings from religions about how to live a good life.</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss their own and others' ideas about why humans do bad</p>	Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.	Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.

			Respond to examples of cooperation between different people.		things and how people try to put things right.  Discuss their own ideas about how people decide right and wrong.		
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