



<p>RE teaching and learning should enable pupils to...</p> <p>Make sense of a range of religious and non-religious beliefs.</p> <p>Understand the impact and significance of religious and non-religious beliefs</p> <p>Make connections between religious and non-religious beliefs, concepts and practices</p>	<p>EYFS</p> <p>Pupils should explore a variety of religious and worldviews by identifying special people, books, times, places and objects, and (where appropriate) by visiting places of worship.</p> <p>Pupils should listen to, discuss and ask questions about stories from a variety of sources, religions and worldviews.</p>	<p>Key Stage 1</p> <p>Pupils should be taught the knowledge and skills in order to understand:</p> <ul style="list-style-type: none"> • Christianity • Judaism • Islam <p>And where appropriate:</p> <ul style="list-style-type: none"> • a religious community with a significant local presence • a secular worldview 	
<p>Making sense of beliefs</p> <p>Key concepts within:</p> <p>God</p> <p>Gospel</p> <p>Salvation</p> <p>Muslims</p> <p>Jews</p> <p>Sacred Places</p> <p>World and Others</p> <p>Belonging</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <ul style="list-style-type: none"> • Recognise some religious words, e.g. about God • Identify a sacred text e.g. Bible, Torah 	<p>Year 1</p> <ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world <p>Recognise the words of the Shema as a Jewish prayer</p> <ul style="list-style-type: none"> • Re-tell simply some stories used in 	<p>Year 2</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Recognise that stories of Jesus' life come from the Gospels • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and



		<p>Jewish celebrations (e.g. Chanukah)</p> <ul style="list-style-type: none"> • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people 	<p>recognise a link with the idea of Salvation (Jesus rescuing people)</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
--	--	---	--



<p>Understanding the impact</p> <p>Key concepts within:</p> <p>God</p> <p>Gospel</p> <p>Salvation</p> <p>Muslims</p> <p>Jews</p> <p>Sacred Places</p> <p>World and Others</p> <p>Belonging</p>	<ul style="list-style-type: none"> • Say how and when Christians like to thank their Creator • Recall simply what happens at a traditional Christian festival (Christmas) • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc • Talk about some ways Christians remember these stories at Easter • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship 	<ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <ul style="list-style-type: none"> • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <ul style="list-style-type: none"> • Give examples of how Christians and Jews can show care for the natural Earth • Say why Christians and Jews might look after the natural world 	<ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or
--	---	--	--



			<p>synagogue</p> <ul style="list-style-type: none"> • Talk about why some people like to belong to a sacred building or a community
<p>Making Connections</p> <p>Key concepts within:</p> <p>God</p> <p>Gospel</p> <p>Salvation</p> <p>Muslims</p> <p>Jews</p> <p>Sacred Places</p> <p>World and Others</p> <p>Belonging</p>	<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Talk about what people do to mess up the world and what they do to look after it. • Talk about people who are special to them • Say what makes their family and friends special to them • make connections with personal experiences. • Talk about ideas of new life in nature • make connections with signs of new life in nature 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/ Jewish Creation story and the world they live in. • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for



	<ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world. • Talk about somewhere that is special to themselves, saying why • Share and record occasions when things have happened in their lives that made them feel special • Identify some of their own feelings in the stories they hear 	<ul style="list-style-type: none"> • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <ul style="list-style-type: none"> • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
--	--	--	--