

Christianity				
	Nursery	Reception	Year 1	Years 2
Knowledge	<p>I know I am special and know who is special to me.</p> <p>I know some qualities of a good friend.</p> <p>I can talk about special things I do at Christmas.</p> <p>I can sing and perform non-secular and secular songs associated with Christmas</p> <p>I know why birthdays are special.</p> <p>I know that Christians believe God loves them.</p> <p>I can explain how to welcome someone who is new, and why this is important.</p>	<p>I know the cross is an important symbol for Christians</p> <p>I know that God is someone very important to Christians.</p> <p>I know that the Bible is a special book for Christians</p> <p>I am learning about why religious people pray, and the meaning of Amen.</p> <p>I know our Christian school values, what they mean and I am beginning to follow them</p> <p>I know the key events from the Christian Christmas Story</p> <p>I know that some</p>	<p>I can identify key features of a celebration</p> <p>I can explain why Christians celebrate Harvest, and why it is an important festival.</p> <p>I can talk about key events from the Christmas story.</p> <p>I can explain what I am thankful for at Harvest /Christmas</p> <p>I can explain what it means to belong to a community.</p> <p>I know how Christians show they belong.</p> <p>I know how Christians show they belong to each other.</p>	<p>I can describe why harvest is important to Christians, and how some Christians celebrate harvest.</p> <p>I can compare the differences between religious and secular celebrations of Harvest</p> <p>I understand the importance of the Incarnation story for Christians.</p> <p>I can compare the differences between religious and secular celebrations of Christmas</p> <p>I can explain that Christians believe Jesus is God on Earth.</p>

	<p>I can talk about what we do at Easter and am beginning to recognise Easter is a special time for Christians.</p> <p>I can listen to stories about friendship, including stories about Jesus and his friends.</p> <p>I can say why I like a Bible story I have heard.</p>	<p>Christians perform nativity plays to retell the story so others can find out more about the Christian belief of incarnation.</p> <p>I know that Christians believe God created the world.</p> <p>I can listen to the Christian creation story.</p> <p>I know that Christians believe God gave people the job of taking care of the world.</p> <p>I know that Christians try to treat God's name with respect.</p> <p>I know that Christians believe Jesus told special stories (parables) about how much God loves them and what this means for Christians today.</p>	<p>I know that a parable is a story Jesus told to teach people about God.</p> <p>I know that Christians believe god is loving and forgiving.</p> <p>I know that some Christian put their beliefs into practice by worship.</p> <p>I know that Christians believe it is important to care for other people.</p> <p>I can retell the Christian creation story.</p> <p>I am beginning to understand that some Christians believe different things about creation.</p> <p>I know that Christians believe it is important to care for the world.</p> <p>I can begin to explain</p>	<p>I can retell the Christmas story and compare the Luke and Matthew versions.</p> <p>I can explain what I have learnt from the Christmas story.</p> <p>I know that there are special places where people go to Worship.</p> <p>I can identify objects used in worship and explain how they are used and what they mean.</p> <p>I can explain how people worship in Church.</p> <p>I can explain the difference between a secular and religious special place</p> <p>I can retell the stories of Holy Week and Easter.</p>
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		/feelings when visiting church. I can listen to and retell stories from the Bible. I am beginning to understand that some stories appear in all 3 holy books.		
Vocabulary	Christian Bible Jesus Church Vicar Cross Christmas Harvest Mary Joseph Shepherds Wise Men Easter	God Creation Incarnation Salvation Belief Believe Genesis Praise Maji Adam Eve Parable Precious Pearl Hosanna Palm Sunday Disciples Donkey Celebration	Prayer Parable Creed Priest, minister Cross Dove Baptism Font Candle Advent Secular Non-Secular Birth Forgiving Prodigal Nineveh Wedding Jonah	Gospel Moses Ten Commandments Disciples Eternal life Good Friday Easter Day Lent Resurrection Salvation



Islam				
	Nursery	Reception	Year 1	Years 2
Knowledge		<p>I know the crescent moon and star are important symbols for Muslims.</p> <p>I know that the Qur'an is a special book for Muslims.</p> <p>I know at least one special story for Muslims</p> <p>I know that Muslims believe the natural world is special because God created it.</p> <p>I know some of the Muslim rituals and practices associated with welcoming a new</p>	<p>I can explain what it means to belong to a community.</p> <p>I know how Christians show they belong.</p> <p>I know how Christians show they belong to each other.</p>	<p>I know there are 5 pillars of Islam, and can explain why these are important to Muslims.</p> <p>I know there are 99 names for Allah.</p> <p>I know why Shahadah is important to Muslims</p> <p>I know about 2 Islamic festivals (Eid ul Fitr, Ramadan)</p> <p>I know how Muslim's express their faith</p> <p>I know who the Prophet Muhammad was and why he is</p>

		<p>baby.</p> <p>I know that religious people have special places and things.</p> <p>I can recognise a place of worship (Mosque) and some features.</p>		<p>important to Muslims.</p> <p>I can retell a story from the life of Prophet Muhammad</p> <p>I know that there are special places where people go to Worship.</p> <p>I know some Islamic sacred places.</p> <p>I know some of the features of a Mosque</p> <p>I can identify objects used in worship and explain how they are used and what they mean.</p> <p>I can explain how people worship in a mosque.</p> <p>I can explain the difference between a secular and religious</p>
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				special place.
Vocab		Allah Qur'an Muhammad (pbuh - peace be upon him) Islam Muslim Mosque Imam Prayer Mat Eid Pilgrimage	Masjid / Mosque Rawal Mihrab	Prophet Shahadah Five Pillars Makkah Ibrahim Ramadan Eid ul Fitr Azan (call to prayer) Qiblah Aqiqah Adam Tawhid Salah Zakah Hajj Swam

Judaism				
	Nursery	Reception	Year 1	Years 2
		<p>I know the crescent star of David is an important symbols for Jews</p> <p>I know that the Torah is a special book for Jews</p> <p>I know at least one special story for Jews</p> <p>I know that Jews believe the natural world is special because God created it.</p> <p>I know some of the Jewish rituals and practices associated with welcoming a new baby.</p>	<p>I know that the Torah contains the words of G_d, providing guidance for Jewish people</p> <p>I know some special objects Jewish people might have in their home.</p> <p>I know the special Jewish prayer is called the Shema.</p> <p>I can retell a story (David and Goliath, Miracle in the Temple) from the Torah that are special to Jewish people.</p> <p>I know how some Jewish people celebrate special</p>	<p>I know some sacred places for Jewish people.</p> <p>I know that there are special places where people go to Worship.</p> <p>I know some of the features of a Synagogue</p> <p>I can identify objects used in worship and explain how they are used and what they mean.</p> <p>I can explain how people worship in a synagogue.</p>

			<p>times.</p> <p>I know about Shabbat, Sukkot and Chanukah.</p> <p>I know some of the features of a synagogue</p> <p>I can explain what it means to belong to a community.</p> <p>I know how Christians show they belong.</p> <p>I know how Christians show they belong to each other.</p> <p>I know that Jewish people believe it is important to care for other people.</p> <p>I know that Jewish people believe it is important to care for the world.</p>	
Vocabulary		G_d	Shema	Tefillin

		Torah Rabbi Jewish person Synagogue Chanukah / Hanukkah Star of David	Shabbat Mitzvot Mezuzah Sukkot Tanakh Dreidel	Tallit Yad Kippah
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Disciplinary Skills (KS1)

Theology

Exploring	Learning outcomes <i>By the end of KS1 pupils should be able to</i>
What do people of faith believe?	name some beliefs of two different faiths recognise beliefs that are the same for different faiths
What makes a holy book special?	recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer
What do faith stories say about the value of each individual?	retell faith stories about the value of each individual talk sensitively about people of different faiths

What stories are told at different religious festivals?	suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals
Who is god to people of faith?	identify names for god in different faiths express what believers say god is like
What are the different ways in which people of faith express their beliefs?	describe how religious people may express their beliefs in action consider a prayer or text that expresses belief

Philosophy

Exploring	Learning outcomes <i>By the end of KS1 pupils should be able to</i>
Why are creation stories important to faith members?	recall some creation stories from different traditions identify similarities and differences between creation stories talk about the meaning of two different creation stories
How do different faiths say the world should be cared for?	say why the world is a special place for faith members talk about ways that everyone can play their part in caring for the world

What are life's big questions?	understand that some questions have no simple answers ask and talk about big questions and suggest some answers know that religions may offer different answers to the same question
How do people decide what is right and wrong?	talk about how people make choices talk to faith members about how they make moral choices

Social Sciences

Exploring	Learning outcomes <i>By the end of KS1 pupils should be able to</i>
How and why do people of faith worship?	describe different ways people may worship recognise aspects of worship common to more than one faith reflect on the importance of worship in the life of a believer
How is a place of worship used?	name the parts of two places of worship for different faiths describe how the building and its artefacts are used in different ways
What are the religious rituals and ceremonies connected with important times in life?	say why religious people celebrate an important life event think about what matters most in a religious ceremony, including symbols and artefacts say why people of faith make promises



Why are symbols and artefacts important to some people?	reflect on what is special to themselves and others identify connections to religion and belief in the community identify precious things for people of faith
How does a person of faith live their life?	explain how a person shows religion in their life talk about the lives of children from two different faith communities
What are the special rules and values that religious people follow?	make links between religious rules and values for living
Which festivals are important to faith members?	name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals



Assessment in RE

Pre-assessment

We use a range of strategies to elicit prior learning and misconceptions of a unit which will enable teachers to adapt short-term planning to include time to address areas of particular need. Examples of tasks include discussion, low stakes quizzes (including use of the end of unit quiz at the start to demonstrate progress) and knowledge capture activities (chatta board).

Ongoing formative assessment and feedback

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting deeper thinking using questioning for mastery. Children are supported with teaching materials on interactive whiteboards, working walls, sentence stems, knowledge organisers and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. We recognise the value of teacher observation and of a dialogic, language rich learning environment.

End of unit assessments

We use a range of strategies to assess pupil progress. Pupil voice, low stakes end of unit quiz, and knowledge capture activities (chatta board).

Pupil voice is monitored using key questions:

- Do pupils know what I think they should know?
- Are they enthusiastic about RE?
- Can they talk with confidence about what they have learned using correct terminology/vocabulary
- Can they show adults examples of their learning and describe 'why' behind the work they have produced?



- Are they able to explain how their learning links to previous learning?
- Are they becoming independent learners who can think creatively and critically?
- Are they able to make links between their learning and their own life / belief and values?