



Curriculum Handbook
Key Stage 1 and Key Stage 2
Religious Education

Curriculum Statement

Intent

At Eynsham Community Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education within our school is to help children acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain, with a particular focus on Islam due this being a prominent religion within our local community; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Our RE curriculum works alongside our PSHE curriculum and plays an important role in promoting social awareness and understanding in our children. RE lessons are taught through an enquiry-based approach which encourages children to question and explore their world whilst being able to make their own choices and decisions concerning their own view of the world

and their beliefs and morals. RE lessons teach knowledge to inform and develop skills that allow children to independently think critically and evaluate the impact upon society or individuals whilst supporting children's personal development in an appropriate way.









Implementation

RE lessons at Eynsham allow children to delve deeper into the main religions of the world including Christianity, Islam, Judaism, Sanatanis and Sikhism. In addition to this, Year 6 children also explore the concept of Humanism which may be easier for many children to make a personal connection to.

As well as through their lessons, we have designed a curriculum which supports children's learning and cultural enrichment through them getting the opportunity to visit local churches within Eynsham, as well as visits from religious leaders, those within the community who follow religious practises or going to visit places of worship within their area of learning.

Within each unit taught through the Jigsaw RE scheme of work, children are asked a key question for each enquiry which will involve children partaking in a series of lessons that will allow them to weigh up 'evidence' and reach a conclusion based on this. Children will apply the subject knowledge that has been taught to answer their enquiry question by thinking critically and evaluating carefully. Each unit has a KCV that children will revisit each lesson to support their understanding of their key learning and the meaning of any associated vocabulary.

 Christianity	 Hinduism
 Buddhism	 Judaism
 Islam	 Sikhism

In Key Stage one and two, children gain a solid understanding of the foundations of Christianity where they analyse various aspects of the Christian faith, in a clearly mapped out system with each year group having an extra religion intertwined with their Christian learning. Key Stage 1 study Judaism and Islam and explore simple links between the Abrahamic religions. In Key Stage two, Year 3 learn about Sanatanis, Year 4 revisit Islam, Year 5 explore Sikhism and Year 6 revisit Islam as well as exploring Humanism.

The teaching throughout RE lessons runs through the basis of a key question for enquiry each term which will be

answered in a 4-step process: Engagement, Investigation, Evaluation and Expression although the children will engage with these aspects as 'pieces' as they do in our current PSHE curriculum. Each enquiry piece covers three types of knowledge, personal, substantive and disciplinary knowledge.

Engagement:

During 'piece 1', the human experience underpinning the key question is explored here within the children's own experiences, which may include a worldview. For example, a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' would have a focus on the concept of 'commitment'. Therefore, piece 1 will aim to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience, they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the bridge into the world of religion (which may be very much outside of their experience). Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion or worldview believe about it.

Investigation:

After the initial engagement activity, the teacher guides the children through the investigation lessons (pieces 2, 3 and 4), where the children will gain subject knowledge, carefully selected to assist their thinking about the key question. They can then use this knowledge to understand what the religion teaches as well as opportunities to ask their own questions about it.

The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself and will be applied critically throughout the enquiry. Children will learn in a variety of ways, so they can adapt their responses and come to a measured conclusion. These lessons may also be linked to other areas of the curriculum such as Art, Design Technology or even experiences such as cultural feasts which are relevant to the religious celebration.

Evaluation:

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This can be done as an assessment task which the teacher can assess by using the age-related expectation

descriptors at the end of each enquiry. These are exemplified and will be used to guide and inform teacher assessments recorded on Sonar. Throughout the enquiry, children are encouraged to self-assess using the 'Owl System'.

The expectation for teachers is that the assessment activities, which can be amended according to the cohort of children and what the teacher feels is appropriate as a form of assessment, will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assessment activity, attainment descriptors and exemplification to make this process easy for teachers to complete.

Expression:

Children are taken back to the engagement step, linking back to their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

This is an excellent opportunity for children to evaluate all their knowledge and understanding to formulate their own answers to the questions they were asked or asked themselves at the start of the unit. Their own beliefs and values are hugely important at this point as the expression of these is important to

deepen their understanding of the religion.



Impact

As a result of the curriculum on offer at Eynsham, the children develop a curiosity around learning about other cultures and the reasons why people may or may not choose to follow a religion. Through their R.E. learning, the children can make links between their own lives and those of others in their community and in the wider world, developing an understanding and empathy for other people's cultures and ways of life. As such, R.E. is invaluable in an ever-changing world. They will apply the knowledge they have gained to think critically about different worldviews and use their own experiences and opinions to explain their conclusions.

One of our school mantras is focused on being respectful and the teaching of RE that the children receive, along with the way in which it is delivered, promotes and supports the children to become respectful citizens.

As a result of the RE curriculum at the school, children become aware of significant individuals within religious faiths, and as a community school, become familiar with important religious figures such as the Vicar and Minister within the local community who also visit the school.

The curriculum is designed so that children are given the platform to consider challenging questions towards religious beliefs as well as expressing their own beliefs in a safe manner. They are able to challenge ideas about creation, beliefs about god(s) and of right and wrong. This also will allow them to make reasoned and informed responses to religious and moral issues, whilst developing a sense of identity and belonging as part of our local community and as a global citizen.

Recording

RE lessons are recorded in RE books, with each lesson revisiting the enquiry question and learning objectives connected to the three types of

knowledge. Activities allow for differing levels of challenge building upon the deeper understanding of the concepts being taught. Lessons which are more practical are evidenced through pictures and descriptive paragraphs which are stuck into children's books and evidence of these activities may also be evidenced on the class pages and on the RE section of the school website.

Assessment

Children have the opportunity to answer the key concept questions on the KCVs as they progress through the pieces, and these may be given as a 'Green to Grow' challenge. These questions, as well as the enquiry-based learning that has taken place, and the assessment of this using each lesson's learning objectives/knowledge statements, will formulate the basis of teacher assessment. Each lesson 'piece' will also give the children an opportunity to self-assess against the learning objectives/knowledge statements using the 'Owl System'.

Assessment can also be made using the Jigsaw descriptors at the end of each enquiry piece which supports the assessment of the three types of knowledge at the end of each half

term/Assessment Point. The statements in the Jigsaw scheme aid to decide whether a child is working below age-related expectations, at age-related expectations, or above age-related expectations. There is also a 'generic' set of descriptors for each key stage to further guide a 'best fit' assessment.

Assessment data will be collected and stored on Sonar twice per year.

Inclusion

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is a key part of its philosophy. Teachers may need to be tailoring each lesson to meet the needs of the children in their classes. To support this differentiation, lessons may involve a choice as to how to present their work which might result in verbal explanations, drama, art, other collaborative work as well as in an individual written piece of work. Each class teacher works hard to ensure every child is included and as a result, academic ability does not hinder a child within any RE lesson. Not only will making their own choice give children a greater sense of purpose and ownership over their learning, but it will

also empower them to feel like they have achieved something.

Here at Eynsham all RE lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes curiosity and as a school community we celebrate children with positive attitudes towards their learning, which all children can do throughout RE lessons, regardless of their needs.

Cultural Capital

As well as their learning within lessons, children gain cultural capital from visitors to the school such as the Vicar of the local church as well as religious leaders and parents coming to see the children to talk about the religion that they are studying. Children also get the opportunity to visit places of worship throughout the key stages. For example, in key stage one, children visit local churches and in key stage two children visit a Mandir, Mosque and Gurdwara.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity <u>What do Christians believe about God?</u>	Christianity <u>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</u>	<u>Who is God to the Jews?</u>	<u>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</u>	<u>Is Shabbat important to Jewish children?</u>	<u>Does visiting the synagogue help Jewish children feel closer to God?</u>
Year 2	<u>Is it possible to be kind to everyone all of the time?</u>	<u>Why do Christians believe God gave Jesus to the world?</u>	<u>Who is God to Muslims?</u>	<u>How important is it to Christians that Jesus came back to life after his crucifixion?</u>	<u>How important is the prophet Muhammad to Muslims?</u>	Who is God to Sanatanis?
Year 3	<u>Could Jesus heal people? Did He perform miracles or was there some other explanation?</u>	<u>Has Christmas lost its true meaning?</u>	Does visiting the Ganges make a person a better Sanatani?	<u>What is 'good' about Good Friday?</u>	What do some deities tell Sanatanis about God?	What is the best way for a Sanatani to lead a good life?

Year 4	<u>Do people need to go to church to show they are Christians?</u>	<u>What is the most significant part of the nativity story for Christians today?</u>	<u>Does praying at regular intervals help Muslims in their everyday lives?</u>	<u>Is forgiveness always possible for Christians?</u>	<u>Does completing a pilgrimage make a person a better Muslim?</u>	<u>What is the best way for a Muslim to lead a good life?</u>
Year 5	<u>Who is God to Sikhs?</u>	<u>Is the Christmas story true?</u>	<u>Does joining the Khalsa make someone a better Sikh?</u>	<u>How significant is it for Christians to believe that God intended Jesus to die?</u>	<u>How far would a Sikh go for their religion?</u>	<u>How are sacred teachings and stories interpreted by Sikhs today?</u>
Year 6	<u>How do inspirational people impact on how Humanists live today?</u>	<u>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</u>	<u>Is anything ever eternal?</u>	<u>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</u>	<u>What is the best way for a Muslim to show commitment to God?</u>	<u>How is the Qur'an vital to Muslims today?</u>

Knowledge Progression

Personal Development: Learning about Religion and Beliefs						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Christianity:</p> <p>I can respect the work of a creator.</p> <p>I can say how it felt to take care of something or somebody.</p> <p>I can say how it feels to take care of the world or somebody.</p> <p>Judaism:</p> <p>I can identify a promise and understand that trust is important</p>	<p>Christianity:</p> <p>I can tell you how I could be kind to others even if it is difficult.</p> <p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say why kindness is important and think of ways to show kindness.</p> <p>Islam:</p> <p>I can explain how to show respect.</p> <p>I can tell you how I might show</p>	<p>Christianity:</p> <p>I can explain what I think a miracle is.</p> <p>I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation.</p> <p>I can talk about a miracle I would like to see happen in the world today.</p> <p>Sanatana Dharma:</p>	<p>Christianity:</p> <p>I can describe the feelings I associate with a special place.</p> <p>I can explain some of my feelings about a special place and suggest why they exist.</p> <p>I can explain some of my feelings about a special place and suggest why they exist.</p> <p>Islam:</p> <p>I can consider how making a</p>	<p>Sikhism:</p> <p>I can talk about important people in my life and explain what makes them special.</p> <p>I can talk about what I believe in or what is important to me.</p> <p>I can understand how to treat people that are special to me and can talk about how what people believe can help them to try and live a better life.</p> <p>I can start to express how it felt to join a group and the things I</p>	<p>Humanism:</p> <p>I can discuss the characteristics of a role model.</p> <p>I can explain something which has inspired me and how I live.</p> <p>I can say whether the people we have studied might be a role model to me and others.</p> <p>Christianity:</p> <p>I can explain why I think some things will last forever and what I mean by that.</p>

	<p>when making an agreement.</p> <p>I can explain why agreements are important and why they should be kept. I can create a set of rules to help us live a happy life.</p> <p>I can talk about my favourite day of the week and say why it is special.</p> <p>I can say what day might be special to me and explain what I might do on that day and whom I might spend it with.</p> <p>I can explain why having a regular time of peace or rest might be good for me and others.</p> <p>I can talk about my favourite place and say why it is special to me.</p>	<p>respect for other people.</p> <p>I can say what I do to show people who are special to me that I care.</p> <p>I can say what might make somebody important or special.</p> <p>I can say who is special to me and say why.</p> <p>I can say what qualities I find important in special people.</p> <p>Sanatana Dharma:</p> <p>I can say how one person may show different parts of their personality to different people.</p>	<p>I can explain the importance of water.</p> <p>I can explain why water is important.</p> <p>I can explain the importance of water and how I might protect it.</p> <p>I can explain how people show different aspects of their personalities.</p> <p>I can explain how different aspects of my character help others see who I really am.</p> <p>I can explain how I could show more of my positive aspects.</p> <p>I can explain how my actions may have consequences for myself and others.</p>	<p>regular commitment to something can increase its effectiveness.</p> <p>I can explain how commitment can be hard and can describe how it would feel to reach a goal.</p> <p>I can consider what regular actions are important to me and how I can remember them.</p> <p>I can plan what I might need for a special journey.</p> <p>I can consider a special journey I have taken or would like to take and explain the feelings it may cause.</p> <p>I can write a postcard describing a special journey.</p> <p>I can consider what I think is</p>	<p>had to do in order to join.</p> <p>I can discuss, for some groups I belong to, similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p> <p>I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong.</p> <p>I can talk about how different beliefs or causes are more important to me than others.</p> <p>I can identify the different amount of effort I show to different things and explain these priorities.</p>	<p>I can explain my own beliefs about whether anything is ever eternal.</p> <p>I can explain my own beliefs about what it means to lead a good life.</p> <p>Islam:</p> <p>I can discuss what I have been committed to and what I would like to commit to in the future.</p> <p>I can name a commitment that is important to me and say why it is important.</p> <p>I can identify commitments I could improve upon and say how.</p> <p>I can consider how written guidance might impact on my behaviour.</p> <p>I can explain what I have learnt from a text and how I might care for</p>
--	---	--	--	---	---	--

	<p>I can start to explain feelings when I visit a place that is special to me.</p> <p>I can think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed.</p>	<p>I can say some of the different roles I take in life.</p> <p>I can say how it feels to show respect to living things.</p>	<p>I can explain different ways I could lead a good life.</p> <p>I can explain how I could take actions to lead a good life which might have a positive impact on the future.</p>	<p>meant by a good life.</p> <p>I can explain what living a good life means to me.</p> <p>I can think of ways to support charities who help others.</p>	<p>I can say what efforts I could increase for beliefs I think are important and what the outcomes might be.</p> <p>I can give an example of a story that teaches me how to behave towards other people.</p> <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can give my opinion as to why stories may be important to people today.</p>	<p>things which are important to me.</p> <p>I can explain how I would like something important to me to be respected and treated.</p>
--	---	--	---	---	---	---

Substantive Knowledge: Learning about Religion and Beliefs

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Christianity:</p> <p>I can retell the Christian Creation story.</p> <p>I can tell you how Christians think God wants them to behave (towards the world).</p> <p>I can remember some Christian beliefs about God and talk about them.</p> <p>Judaism:</p> <p>I can say how some important Jewish beliefs began.</p> <p>I can retell the story of how Judaism began and say that Jews believe in one God.</p>	<p>Christianity:</p> <p>I can recall parts of a story where Jesus spoke about kindness.</p> <p>I can talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular.</p> <p>I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down.</p> <p>I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p>	<p>Christianity:</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper).</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man).</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man).</p> <p>I can explain one Christian viewpoint about</p>	<p>Christianity:</p> <p>I can discuss some events or services that might happen at a church (with a focus on Baptism)</p> <p>I can discuss some events or services that might happen at a church (with a focus on Holy Communion).</p> <p>I can discuss how a church might support a Christian with prayer and worship in their lives today.</p> <p>I can describe some of the ways Christians use Churches to</p>	<p>Sikhism:</p> <p>I can retell the story of Guru Nanak and share a key message from the story about how Sikhs believe people should live.</p> <p>I can explain what the Guru Granth Sahib is and why it is special to Sikhs.</p> <p>I can explain what Sikhs believe about God.</p> <p>I can re-tell a story of the Sikh religion and begin to explain what Sikhs believe about God.</p> <p>I can explain that some Sikhs choose to go through the Amrit</p>	<p>Humanism:</p> <p>I can discuss how Albert Einstein might inspire a Humanist and say why.</p> <p>I can explain why Charles Darwin might inspire a Humanist.</p> <p>I can explain why and how Alice Roberts might inspire a Humanist.</p> <p>I can explain what a Humanist might find as an inspiration and say why.</p> <p>Christianity:</p> <p>I can discuss different types of love and whether</p>

	<p>I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by.</p> <p>I can tell a story about Abraham and Moses and say why these men are important to Jewish people today.</p> <p>I can retell the creation story and how it relates to the Sabbath.</p> <p>I can explain how Shabbat is celebrated.</p> <p>I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat.</p> <p>I can say what happens on Shabbat.</p> <p>I know Jerusalem and the</p>	<p>Islam:</p> <p>I can consider some attributes that Muslims might believe that Allah has.</p> <p>I can explain the meaning of some of the 99 names of Allah.</p> <p>I can explain the ways a Muslim might show respect to Allah in their lives.</p> <p>I can describe some of the attributes (names) of Allah and what these might mean.</p> <p>I can say why Muhammad was chosen to be a prophet.</p> <p>I can say why events in the life of Muhammad</p>	<p>one of Jesus' healing miracles.</p> <p>Sanatana Dharma:</p> <p>I can explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything.</p> <p>I can say what actions Sanatanis might carry out in the river Ganges.</p> <p>I can explain why Sanatanis might carry out certain actions in the river Ganges.</p> <p>I can explain the Sanatani belief that Brahman is one supreme deity with different aspects.</p>	<p>worship and pray or celebrate important events and services such as Baptisms and Holy Communion.</p> <p>Islam:</p> <p>I can discuss some reasons why Muslims might pray.</p> <p>I can explain why Muslims might want to pray in a Mosque.</p> <p>I can describe the Muslim prayer routine and where they might choose to pray and say why.</p> <p>I can consider what preparation might be needed to visit Makkah for Hajj.</p> <p>I can explain what happens at</p>	<p>Ceremony and what they do during this ceremony.</p> <p>I can recall events of how the first Khalsa was formed and explain some of the reasons a Sikh may choose to join the Khalsa.</p> <p>I can explain the meaning of the 5Ks and how they are important to Sikhs.</p> <p>I can describe what happens during the Amrit Ceremony.</p> <p>I can explain some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice.</p> <p>I can make links between the Sikh practices of selfless service (Sewa) or self-</p>	<p>they may be able to last forever.</p> <p>I can discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life.</p> <p>I can discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>Islam:</p> <p>I can explain why some reasons for prayer might be</p>
--	---	--	---	--	---	--

	<p>synagogue are special to Jews and I can say what they might see at the Synagogue.</p> <p>I can talk about the Jewish Holy Book and explain how it is used.</p> <p>I can talk about special clothing Jews wear when visiting the synagogue.</p> <p>I can explain what happens when Jews visit the synagogue for worship and prayer.</p>	<p>were important to Islam.</p> <p>I can show how some of the sayings of Muhammad might help Muslims behave today.</p> <p>I can say what I feel might be the most important parts of the life of Muhammad to a Muslim.</p> <p>Sanatana Dharma:</p> <p>I can start to explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything.</p> <p>I can start to explain the Sanatani belief in the Trimurti and</p>	<p>I can explain what some Sanatanis might believe about Ganesha.</p> <p>I can explain what some Sanatanis might believe about Lakshmi.</p> <p>I can describe different deities and explain why they may be important to Sanatanis.</p> <p>I can explain the Sanatani beliefs in Karma, Atman and Moksha.</p> <p>I can explain how a Sanatani might live a good life through prayer and dedication to God.</p> <p>I can explain what some Sanatanis might believe about doing good for society.</p>	<p>different stages of Hajj.</p> <p>I can explain how a Muslim might act and feel at different stages of Hajj.</p> <p>I can describe important places and actions on the Hajj.</p> <p>I can explain some duties and other actions a Muslim might take to lead a good life.</p> <p>I can explain how helping others might be a way for a Muslim to lead a good life.</p> <p>I can explain how fasting might help a Muslim lead a good life.</p> <p>I can consider the different actions a Muslim might take to lead a good life.</p>	<p>sacrifice and the Sikh beliefs that underpin this.</p> <p>I can describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning.</p> <p>I can consider how the teachings</p>	<p>important to Muslims.</p> <p>I can explain why helping the poor or needy might support a Muslim in showing commitment to God.</p> <p>I can explain how fasting might show commitment to God for a Muslim.</p> <p>I can explain some of the ways that Muslims might show commitment to God.</p> <p>I can explain why I think some events were important during the Night of Power.</p> <p>I can explain some actions a Muslim might take</p>
--	---	--	---	---	--	--

		<p>what each deity represents.</p> <p>I can start to explain the Sanatani belief that there is one God in many different forms.</p> <p>I can remember some Sanatani beliefs about Brahman.</p>	<p>I can say how a Sanatani might lead a good life.</p>		<p>and example of one of the Gurus changed women's rights in Sikhi.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>	<p>to show respect to the Qur'an.</p> <p>I can interpret some sayings from the Qur'an and understand there may be different interpretations.</p> <p>I can explain facts about the treatment of the Qur'an and how it was revealed.</p>
--	--	--	---	--	---	--

Skills of evaluation, research and critical thinking: Learning about Religion and Beliefs

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Christianity: I can apply knowledge to the enquiry question 'What do Christians believe about God?'</p> <p>I can express an opinion about some Christian beliefs about God.</p> <p>Judaism: Children are able to use their knowledge to explain who God is to the Jews.</p> <p>I can talk about an agreement Jewish people make with God and begin to explain why this is important.</p> <p>I can say what day might be special to me and explain what I might do on that</p>	<p>Christianity: I can say if I think Christians think they should be kind and give a reason.</p> <p>Children should be able to think carefully about the Christian parables of kindness and think about if it is possible to be kind to everyone all the time.</p> <p>Islam: I can explain how Muslims might show respect for these in their daily lives.</p> <p>I can say why I have chosen certain facts about</p>	<p>Christianity: I can start to say whether I think Jesus actually healed people or not.</p> <p>I can suggest other possible explanations for the miracles he is believed to have performed.</p> <p>Sanatana Dharma: I can say how or why I think these actions might make somebody a better Sanatani.</p> <p>I can explain why or how these deities might tell Sanatanis more about God.</p>	<p>Christianity: I can say why a Church may have an impact on a Christian.</p> <p>Islam: I can explain how Muslims might be helped in their everyday lives by regular prayer.</p> <p>I can consider if completing Hajj makes a person a better Muslim and say why or why not.</p> <p>I can explain what I think is the best way for a Muslim to lead a good life.</p>	<p>Sikhism: I can say how Sikh beliefs can help them try and live a better life.</p> <p>I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.</p> <p>I can consider some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>Humanism: I can explain how Humanists might act as a result of this inspiration.</p> <p>Christianity: I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives.</p> <p>Islam: I can say which I think is the best way for a Muslim to show commitment to God and say why.</p> <p>I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today.</p>

	<p>day and whom I might spend it with.</p> <p>I can apply this understanding to help me assess whether Shabbat is important to Jewish children or not.</p> <p>I can talk about how Jewish children may feel closer to God if they visit the synagogue.</p>	<p>Muhammad's life above others.</p> <p>Sanatana Dharma:</p> <p>I can say how these beliefs might impact the life of a Sanatani</p>	<p>I can explain why I think some of these actions might be a better way than others.</p>			
--	--	--	---	--	--	--

The Christmas Story

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can talk about choosing meaningful gifts or presents for different people.</p> <p>I can talk about a gift that is special to me.</p> <p>I can talk about the feelings of giving and receiving meaningful gifts.</p> <p>I can remember some of the Christmas story.</p> <p>I can say why the gifts given to Jesus might have been meaningful in Bethlehem.</p> <p>I can retell the Christmas story and consider how gifts might be different today.</p>	<p>I can tell you why the world may need special care.</p> <p>I can say how I could help people in the world by showing love.</p> <p>I can say how I could help people in the world by showing love.</p> <p>I can understand that a Christian might believe Jesus came to save the world</p> <p>I can discuss something a Christian might use to prepare for Christmas and what this might look like in</p>	<p>I can talk about what the Christmas celebrations or holidays mean to me.</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can explain what Christmas means to me and talk about what gift I would like to give to the world.</p> <p>I can start to explain why certain Christmas items or symbols might be meaningful to Christians.</p>	<p>I can explain why symbols are used and the meaning of some symbols to me.</p> <p>I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me.</p> <p>I can design a symbolic object to show the significance of Christmas time to me.</p> <p>I can explain what Christmas symbols might refer to the Christian story of Jesus' birth.</p>	<p>I can understand how there might be different versions of events which are all true to some extent and to some people.</p> <p>I can explain how "true" could mean different things to different people, and how stories can be "true" in different ways.</p> <p>I can explain how people can see truths in stories which may not be completely true.</p> <p>I can retell a version of the Christmas story from the Bible.</p>	<p>I can explain how different celebrations remember events which might be in the past or present.</p> <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can start to explain how I might remember and celebrate somebody who is incredibly special.</p> <p>I can discuss what Christmas traditions may link directly to the Biblical story of the birth of Jesus.</p>

	<p>I can remember some of the Christmas story.</p> <p>I can apply knowledge of Eynsham to decide on an appropriate gift for Jesus, considering why it may be meaningful.</p> <p>I can suggest a gift a Christian might give to Jesus – giving reasons behind my choices.</p>	<p>different places in the world.</p> <p>I can describe the gifts Christians might think Jesus brought to the world.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>I can discuss the possible gifts that Christians believe Jesus brought to the world and use these to explain why God may have given Jesus to the world.</p>	<p>I can start to explain why kindness might be meaningful to Christians at Christmas.</p> <p>I can start to consider how a Christian might explain why Jesus was sent to Earth.</p> <p>I can start to explain that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what its true meaning might be to them and to me.</p>	<p>I can explain what parts of the Nativity story might be meaningful to some Christians.</p> <p>I can explain the symbolism within a Christingle.</p> <p>I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus.</p> <p>I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus.</p>	<p>I can compare versions of the Christmas story from the Bible.</p> <p>I can start to explain what a Christian might believe is true from the Christmas Story.</p> <p>I can start to explain the Christian belief that Jesus was the incarnation of God.</p> <p>I can express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>I can explain what a Christian might learn from Christmas items about the significance of Jesus' birth.</p> <p>I can explain what a Christian might find most significant in Christmas celebrations.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>
--	--	---	--	--	--	---

The Importance of Easter

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can think about qualities in people I admire.</p> <p>I can talk about a person I admire.</p> <p>I can talk about a person I admire and say why I admire them.</p> <p>I can explain why Jesus might have been special or important to the people around him.</p> <p>I can retell some of the Easter story (Before and during Palm Sunday).</p> <p>I can retell some of the Easter story (Palm Sunday to Easter Sunday).</p> <p>I can recall parts of the Easter story and I can</p>	<p>I can talk about what I believe happens when something or somebody dies and how memories help me to remember.</p> <p>I can start to explain what I believe happens to you when you die.</p> <p>I can consider what symbols I would like to use when celebrating people I love or new life.</p> <p>I can recall parts of the Easter story (to the crucifixion) and say what I think happens next.</p>	<p>I can explain how somebody might rescue or help others in a difficult situation.</p> <p>I can reflect on what I think might or might not be good about the story of Easter as a rescue.</p> <p>I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing.</p> <p>I can start to tell you why Jesus' death might be important to Christians because of what</p>	<p>I can explain what forgiveness is and why it might be difficult in some situations.</p> <p>I can say whether I think showing forgiveness might be important.</p> <p>I can explain what forgiveness might mean to me.</p> <p>I can describe what a Christian might learn about forgiveness from a Bible story</p> <p>I can retell a Bible story where Jesus forgave somebody</p> <p>I can discuss how some Christians</p>	<p>I can understand how some people believe in destiny and how others might believe in having free will to make their own choices.</p> <p>I can explain my own definitions of purpose and destiny.</p> <p>I can give an example of someone with a strong sense of purpose in their life and give my opinion on this.</p> <p>I can begin to consider whether the crucifixion was a consequence of the events of Holy Week.</p>	<p>I can explain who has been an influence or inspiration in my life and why.</p> <p>I can explain how the influence people have had on me has affected my views.</p> <p>I can explain a legacy I would like to leave the world.</p> <p>I can discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity.</p> <p>I can explain some ways in which Christianity is influencing lives today regarding</p>

	<p>recognise some symbols in the story.</p> <p>I can explain why Jesus was welcomed like a king by the crowds on Palm Sunday.</p> <p>I can start to show an understanding that Jesus is special to Christians and say why.</p>	<p>I can recall parts of the Easter story (after the crucifixion). I can recall parts of the Easter story (after the resurrection).</p> <p>I can recall what Christians believe happened on or after Easter Sunday.</p> <p>I can suggest what I think happened to Jesus after the tomb was found empty.</p> <p>I can explain how the events after his death play an important part in Christian beliefs today.</p>	<p>happened at the Last Supper.</p> <p>I can start to tell you why Jesus' death might be important to Christians because of what happened after the Last Supper.</p> <p>I can start to tell you why Jesus' death might be important to Christians because of what happened on Good Friday.</p> <p>I can tell you why Christians might see Jesus' death as important.</p> <p>I can reflect on the Easter story and explain what might be good about Good Friday to a Christian.</p>	<p>might feel about forgiveness</p> <p>I can describe what a Christian might learn about forgiveness from a Bible text</p> <p>I can show an understanding of how Christians might believe God can help them show forgiveness.</p>	<p>I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (Last Supper to praying in the garden).</p> <p>I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection).</p> <p>I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the</p>	<p>symbols and Christian organisations.</p> <p>I can explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country.</p> <p>I can explain a reason why people may believe Christianity is still a strong religion today.</p> <p>I can give my opinion as to whether Christianity is a strong religion and why I think this.</p>
--	--	--	--	---	---	---

					<p>crucifixion was the consequence of the events of Holy Week</p> <p>I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose.</p>	
--	--	--	--	--	--	--

Trips and Experiences

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Term 4 Christianity: Trip to a local church at Easter to learn about the Church at Easter and the Easter Story.</p>	<p>Term 2 Christianity: Trip to a local church at Christmas to learn about the church as Christmas and the Christmas Story.</p> <p>Term 3 Islam: Follower of Islam to come in to talk to children about Allah and his 99 names/attributes and introduction to their core beliefs/practices.</p>	<p>Term 5/6 Sanatana Dharma: Trip to the Mandir in North London to explore the process of worship, core beliefs and practices.</p>	<p>Term 2 Christianity: Year 4 trip to the local Baptist Church at Christmas to look in greater depth at religious symbolism and significance in connection to the Christmas Story .</p> <p>Term 3 Islam: Imam or follower of Islam to come in to talk about prayer rituals.</p>	<p>Term 5/6 Sikhism: Trip to a Gurdwara to explore the process of worship, core beliefs and practices.</p>	<p>Term 5/6 Islam: Trip to a Mosque to explore the process of worship, core beliefs and practices.</p>