

Christopher Reeves Religious Education overview

	EYFS	Year 1 (A)	Year 2 (B)	Year 3 (A)	Year 4 (B)	Year 5 (A)	Year 6 (B)
Element 1: Making sense of beliefs	<ul style="list-style-type: none"> begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus recognise and re-tell stories connected with celebration of Easter say why Easter is a special time for Christians talk about some religious stories recognise some religious words, e.g. about God identify a sacred text e.g. the Bible or the Torah 	<ul style="list-style-type: none"> identify some core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of wisdom and authority and the core concepts studied offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers 		<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	
Element 2: Understanding the impact	<ul style="list-style-type: none"> 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., and make connections with signs of new life in nature talk about some ways Christians remember these stories at Easter talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.) 	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 		<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the ways they live identify some differences in how people put their beliefs into practice 		<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	
Element 3: Making connections	<ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them re-tell religious stories, making connections with personal experiences talk about ideas of new life in nature identify some of their own feelings in the stories they hear 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them give a good reason for the views they have and the connections they make 		<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly give good reasons for the views they have and the connections they make 		<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	
Christianity	<ul style="list-style-type: none"> Being Special - Where do we belong? Why is Christmas special for Christians? Which places are specially valued and why? Why is Easter special for Christians? Why is the word God so important to Christians? Which stories are specially valued and why? 	<ul style="list-style-type: none"> Who made the world? Harvest Why does Christmas matter to Christians? What makes some places significant / sacred to believers? What is the good news Jesus brings? Who made the world? (Summer) 	<ul style="list-style-type: none"> Why does Christmas matter to Christians? What do Christians believe God is like? Why does Easter matter to Christians? How do we show we care for others? Why does it matter? Christianity, Islam and / or Judaism 	<ul style="list-style-type: none"> What is it like to follow God? What is the Trinity? Why do Christians call it Good Friday? What do Christians learn from the creation story? 	<ul style="list-style-type: none"> What is the Trinity? What kind of world did Jesus want? Why do Christians call the day Jesus died Good Friday? What was the impact of Pentecost? 	<ul style="list-style-type: none"> What matters most to Humanists and Christians? How do Christians live? What would Jesus do? What kind of a King is Jesus? How Far Does Faith Enable Resilience? Was Jesus the Messiah? 	<ul style="list-style-type: none"> Creation and science: conflicting or complementary? (Creation) Why do some people believe in God and some do not? What will make our community a more respectful place?

<p>Autumn</p> <ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them recall simply what happens at a traditional Christian festival (Christmas) begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus re-tell religious stories, making connections with personal experiences re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special 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 <p>Spring</p> <ul style="list-style-type: none"> recognise and re-tell stories connected with celebration of Easter say why Easter is a special time for Christians talk about ideas of new life in nature recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature talk about some ways Christians remember these stories at Easter <p>Summer</p> <ul style="list-style-type: none"> talk about some religious stories recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. the Bible or the Torah talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.) talk about things they find interesting, puzzling or wonderful and also about 	<p>Autumn</p> <ul style="list-style-type: none"> recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas think, talk and ask questions about Christmas for people who are Christians and for people who are not decide what they personally have to be thankful for, giving a reason for their ideas <p>Spring</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 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 synagogue talk about why some people like to belong to a sacred building or a community 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 nonreligious special places 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 instructs people about how to behave 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 	<p>Autumn</p> <ul style="list-style-type: none"> recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas think, talk and ask questions about Christmas for people who are Christians and for people who are not decide what they personally have to be thankful for, giving a reason for their ideas <p>Spring</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 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) 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 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 recognise a link with the idea of salvation (Jesus rescuing people) recognise that Jesus gives instructions about how to behave give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 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 	<p>Autumn</p> <ul style="list-style-type: none"> recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<p>Autumn</p> <ul style="list-style-type: none"> recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like <p>Spring</p> <ul style="list-style-type: none"> recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week make simple links between the Gospel accounts and how Christians mark the Easter events in their communities describe how Christians show their beliefs about Jesus in worship in different ways raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions 	<p>Autumn</p> <ul style="list-style-type: none"> identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer) make clear connections between Christian and Humanist ideas about being good and how people live suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view raise important questions and suggest answers about how and why people should be good make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views <p>Spring</p> <ul style="list-style-type: none"> identify features of Gospel texts (for example, teachings, parable, narrative) taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives articulate their own responses to the issues studied, recognising different points of view <p>Summer</p> <ul style="list-style-type: none"> describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences make clear connections between what people believe about God and how they respond to challenges in life 	<p>Autumn</p> <ul style="list-style-type: none"> identify what type of text some Christians say Genesis 1 is, and its purpose taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations make clear connections between Genesis 1 and Christian belief about God as Creator show understanding of why many Christians find science and faith go together identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views <p>Autumn</p> <ul style="list-style-type: none"> define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs identify and explain what religious and non-religious people believe about God, saying where they get their ideas from give examples of reasons why people do or do not believe in God make clear connections between what people believe about God and the impact of this belief on how they live give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not make connections between belief and behaviour in their own lives, in the light of their learning <p>Spring</p> <ul style="list-style-type: none"> explain beliefs about the value of religious and cultural diversity in their local town/community describe examples of texts which explain why honouring
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	<ul style="list-style-type: none"> their own experiences and feelings about the world re-tell stories, talking about what they say about the world, God, human beings think about the wonders of the natural world, expressing ideas and feelings say how and when Christians may like to thank their Creator talk about what people do to mess up the world and what they do to look after it 	<ul style="list-style-type: none"> (for example: charity, confession) 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 	<p>Summer</p> <ul style="list-style-type: none"> 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 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 give examples of how religious teaching encourages care for other people think, talk and ask questions about what difference believing in God makes to how people treat each other give good reasons why everyone (religious and non-religious) should care for others 			<ul style="list-style-type: none"> (e.g. suffering, bereavement) give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own 	<ul style="list-style-type: none"> all humans is important in, for example, both Christianity and Islam compare their ideas about respect for all with those studied make clear connections between belief in the 'Golden Rule' and the needs of a mixed community give examples of the impact of interfaith work in their community raise questions about how we can be a more tolerant and respectful community, suggesting answers explain the importance of tolerance, respect and liberty for all in making a community that is harmonious give good reasons for their views about harmony in our communities
Hinduism	<ul style="list-style-type: none"> Which places are specially valued and why? 					<ul style="list-style-type: none"> How Far Does Faith Enable Resilience? 	
	<p>Spring</p> <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why 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 begin to recognise that for Muslims, these special things link to beliefs about God 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 					<p>Summer</p> <ul style="list-style-type: none"> describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own 	
Judaism			<ul style="list-style-type: none"> Who is Jewish? What do they believe and how do they live? 		<ul style="list-style-type: none"> How do festivals and family life show what matters to Jewish people? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> How and why do some people inspire others?
			<p>Autumn</p> <ul style="list-style-type: none"> recognise the words of the Shema as a Jewish prayer retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) 		<p>Autumn</p> <ul style="list-style-type: none"> identify some Jewish beliefs about God, sin and forgiveness and describe what they mean make clear links between the story of the Exodus and 		<p>Spring</p> <ul style="list-style-type: none"> explain beliefs about how inspirational people can bring believers closer to God describe examples of texts or quotes which explain what an ideal way of life might be

			<ul style="list-style-type: none"> • give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah • give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) • make links between Jewish ideas of God found in the stories of the Torah and how people live give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • ask some questions about what Jewish people celebrate and why • talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people • give a good reason for their ideas about whether any of these things are good for them too 		<p>Jewish beliefs about God and his relationship with the Jewish people</p> <ul style="list-style-type: none"> • offer informed suggestions about the meaning of the Exodus story for Jews today • make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas 		<ul style="list-style-type: none"> • compare about different inspiring leaders from different religions • make clear connections between belief about living a good life and the leaders they study • give examples of the impact of faith on life • explain differences between leaders from different religions • raise questions about the concept of 'inspirational people', suggesting good answers • explain the importance of role models from different religions • express their own response to the inspiring lives they have studied
Islam	<ul style="list-style-type: none"> • What makes some places significant / sacred to believers? 	<ul style="list-style-type: none"> • Who is Muslim? What do they believe and how do they live? • How do we show we care for others? Why does it matter? Christianity, Islam and / or Judaism 		<ul style="list-style-type: none"> • How do festivals and worship show what matters to Muslims? 			<ul style="list-style-type: none"> • How is faith expressed in Islam?
	<p>Spring</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 • 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 synagogue • talk about why some people like to belong to a sacred building or a community • 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 	<p>Summer</p> <ul style="list-style-type: none"> • recognise the words of the Shahadah and that it is very important for Muslims • identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • give examples of how stories about the Prophet Muhammad show what Muslims believe about him • 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 and about Allah into action (e.g. by daily prayer, by using subhah beads) • 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) 			<p>Summer</p> <ul style="list-style-type: none"> • identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an • make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) • give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim • make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas 		<p>Summer</p> <ul style="list-style-type: none"> • explain beliefs and teachings about justice from Christian and Muslim texts • compare their ideas about justice and fairness with those studied in Islam and Christianity • make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity • describe clearly examples of the impact of charitable work in the world today • explain some differences between the two charities • raise questions about charity, justice and the impact of religion and beliefs, suggesting answers • explain the importance of the idea that God loves justice and is just to Muslims and Christians express their own ideas about justice • identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message) • describe ways in which Muslim sources of authority

		religious and nonreligious special places	<ul style="list-style-type: none"> • 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 • give examples of how religious teaching encourages care for other people • think, talk and ask questions about what difference believing in God makes to how people treat each other • give good reasons why everyone (religious and non-religious) should care for others 				<ul style="list-style-type: none"> • guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad) • make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • give evidence and examples to show how Muslims put their beliefs into practice in different ways • make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today • consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views
Sikhism		<ul style="list-style-type: none"> • What makes some places significant / sacred to believers? 		<ul style="list-style-type: none"> • How is faith expressed in Sikh communities and traditions? 		<ul style="list-style-type: none"> • How Far Does Faith Enable Resilience? 	
		<p>Spring</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 • 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 synagogue • talk about why some people like to belong to a sacred building or a community • 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 nonreligious special places 		<p>Spring</p> <ul style="list-style-type: none"> • identify and describe key Sikh beliefs and values including Waheguru and Sewa • explain examples of texts such as the Mool Mantar • consider questions about the belief that all humans are equal to God • make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' • describe how people show their Sikh identity in dress, behaviour and values • raise questions about what it means to live a good life and examine Sikh answers • make links between their own ideas and values and those held dear in Sikh communities • give good reasons for their views about the importance of values such as equality, community, tradition and respect 		<p>Summer</p> <ul style="list-style-type: none"> • describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences • make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives • interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these • offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own 	

Early Years	Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> ● Know what Christians believe about God and the creation - Natural wonders -seasons ● Know what harvest is and be thankful to God for the food we have. ● Know the Christmas story and why it is so important to Christians. ● Know that Christians and Muslims have special places and that they are linked to God ● Know the Easter story and why it is so important to Christians. ● Know a range of bible stories and what they tell us. ● Know the features of Diwali celebrations and talk about how it is celebrated. ● Know the features of the Hanukkah celebrations and talk about how it is celebrated. 	<ul style="list-style-type: none"> ● Know why Christmas matters to Christians ● Know how and why we celebrate special times. ● Be able to give examples of how Jewish people celebrate special times. ● Recognise the words of the Shema Prayer. ● Be able to make a link between Jewish ideas of god and the Torah. ● Know why Easter matters to Christians. ● Recognise that there are special places where people worship. ● Identify 3 objects used across 2 religions. ● Recognise that some people like to belong to a community. ● Recognise how we show care to others in Islam. ● Know what the good news Christians believe Jesus brings is. ● Recognise what we can learn from sacred books and stories. ● Give examples of how we show care to others. ● Know the story of Rama and Sita and be able to retell it. ● Know the story of Miracle of the oil and be able to retell it. 	<ul style="list-style-type: none"> ● Know how key features and actions help people worship within Christianity, Islam, Sikhism and Hinduism. ● Know the meaning and importance of ceremonies for religious people. ● Know what is meant by the Trinity. ● Know why Good Friday is celebrated. ● Know how festivals and family life (worship) are important to Jewish people. ● Make links about how people try to make the world a better place. ● Know how festivals are celebrated in a variety of religions. ● Know the significance of Pentecost. ● Know the meaning behind the Creation story. ● Know a variety of 'Gospel' stories and their meanings. ● Know the beliefs of the celebration of Diwali. ● Know the beliefs of the celebration of Hanukkah. 	<ul style="list-style-type: none"> ● Identify different features of the Gospels: teachings, parables, narrative ● Make connections between Jesus' good news and how Christians live this out in their individual lives and in the wider community ● Know what Christians mean when they talk about Jesus death being a sacrifice ● Understand what is meant by the term 'Incarnation' and how salvation fits into this ● Give examples of how biblical ideas and teaching about God as holy and loving can make a difference in the world today ● Explain differences between leaders from different religions ● Know Hindu beliefs: dharma, karma, samsara and moksha and make connections to how Hindus live. ● Know the connections between Genesis 1 and Christian belief about God as a creator. ● Know how Muslim sources of authority guide Muslim living. ● Know how Muslims put their beliefs into practice. ● Know about life after death in a range of religions and how they guide people through the good and hard times. ● Know the meaning of the celebration of Diwali. ● Know the meaning of the celebration of Hanukkah.