

End of Key Stage Statements	Class 1	Class 2 Y1/2	Class 3	Class 4	Class 5
Autumn 1 Cycle A	<p>2B - Talk about who Christians say Jesus is eg say why they think he might be special.</p> <p>3C - Explain the Bible is the Christian's holy book.</p>	<p>11- . Talk about stories in the Bible that describe what God is like for Christians &amp; Jews eg Jews &amp; Christians believe God is the creator who cares for all people.</p> <p>9 - Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews.</p>	<p>Digging deeper 1.3 UC</p>	<p>17 - Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). <i>(Use examples from different traditions)</i></p> <p>19 - Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus &amp; Easter.</p> <p>38 - Compare and contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives. <i>(Use examples from different traditions)</i></p>	<p>58 - Describe various forms of worship that happen in the Hindu Temple and at home, including Puja.</p> <p>59 - Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</p> <p>60 - Identify key Hindu symbols and explain their meaning, eg Aum, Swastika.</p> <p>61 - Describe how and suggest why Hindus celebrate Diwali and Holi. <i>(Use examples from different traditions)</i></p>
Cycle B	<p>2B - Talk about who Christians say Jesus is eg say why they think he might be special.</p> <p>3C - Explain the Bible is the Christian's holy book.</p>	<p>5 - Explain the Bible is a Christian's holy book and identify different kinds of genre /writing.</p>	<p>2A.3 (UC)</p> <p>41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. <i>(Use examples from different Christian viewpoints)</i></p>	<p>21- Explain how the Bible can be used in the local church by Christians as a source of guidance, devotion and inspiration. (Use examples from different traditions) Compare and contrast different Christian places of worship</p> <p>23 Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Use examples from different traditions)</p>	<p>63 Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism &amp; caring for the environment</p> <p>65 - Explain the Hindu idea of 'karma' and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.</p>
Autumn 2 Cycle A	<p>4D - Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.</p> <p>7G - Talk about some things many Christians do in church.</p> <p>6F - Understand that the Bible tells stories that help Christians think about God &amp; Jesus.</p>	<p>1 - Recall the main events from the Christmas Bible stories linking these stories with Christianity</p> <p>3 - Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</p>	<p>2A.1(UC)</p> <p>47 - Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. (Use examples from different viewpoints)</p>	<p>19 - Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus &amp; Easter.</p> <p>22 Compare &amp; contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians</p>	<p>47 - Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. (Use examples from different viewpoints)</p>

<p>8H Begin to show curiosity and ask questions about Christian stories.</p> <p>3C - Explain the Bible is the Christian's holy book.</p>	<p>1.3 UC</p>	<p>35 - Explain how Jews, Muslims &amp; Christians welcome babies, suggesting differences &amp; similarities between them. Compare &amp; contrast non-religious ceremonies.</p>	<p>41 - Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. <i>(Use examples from different Christian viewpoints)</i></p> <p>42 - Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. <i>(Use examples from different viewpoints)</i></p> <p>43 - Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.</p> <p>46. Identify ways that Christians believe God is with them: prayer, worship, peace in hard times. <i>(Use different views)</i></p> <p>69. 69 - Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70 - Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>
<p>3C - Explain the Bible is the Christian's holy book.</p>	<p>1.3 UC</p>	<p>17 - Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). <i>(Use examples from different traditions)</i></p> <p>18 - Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'.</p> <p>38 - Compare and contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives. <i>(Use examples from different traditions)</i></p>	<p>41 - Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. <i>(Use examples from different Christian viewpoints)</i></p> <p>42 - Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. <i>(Use examples from different viewpoints)</i></p> <p>43 - Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.</p> <p>46. Identify ways that Christians believe God is with them: prayer, worship, peace in hard times. <i>(Use different views)</i></p> <p>69. 69 - Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70 - Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>
<p>8H Begin to show curiosity and ask questions about Christian stories.</p> <p>3C - Explain the Bible is the Christian's holy book.</p>	<p>2.A.2 (UC) 46</p>	<p>1 - Recall the main events from the Christmas Bible stories linking these stories with Christianity</p> <p>3 - Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</p>	<p>24 (Islam) - Explain how Muslims describe Allah, eg using 99 names.</p> <p>25 - Know all Muslims believe Muhammad (pbuh) to be a 'messenger of God', (Prophet of God). <i>(Use examples from different traditions)</i></p> <p>26 - Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p>
<p>8H Begin to show curiosity and ask questions about Christian stories.</p> <p>3C - Explain the Bible is the Christian's holy book.</p>	<p>2.A.2 (UC) 46</p>	<p>4 - Talk about who Christians say Jesus is e.g. called the Son of God; God made man</p> <p>12 - Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). eg Christians and Jews both believe Abraham was the beginning of the promises (covenant)</p> <p>13 - Begin to show curiosity and ask questions about at least three Christian and three Jewish stories</p>	<p>50 (Islam) - Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions)</i> 51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>51 -</p> <p>52 - Understand Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will</p> <p>55 Describe three ways in which Muslim worship shows devotion to Allah making</p>
<p>9 Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews</p> <p>10 Describe at least 3 things a rabbi might do.</p>	<p>2.A.2 (UC) 46</p>	<p>47 - Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. <i>(Use examples from different viewpoints)</i></p> <p>48 - Describe how signs of salvation in a church reinforce the Christian idea of</p>	<p>50 (Islam) - Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions)</i> 51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>51 -</p> <p>52 - Understand Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will</p> <p>55 Describe three ways in which Muslim worship shows devotion to Allah making</p>
<p>Spring 1 Cycle A</p>	<p>2.A.2 (UC) 46</p>	<p>47 - Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. <i>(Use examples from different viewpoints)</i></p> <p>48 - Describe how signs of salvation in a church reinforce the Christian idea of</p>	<p>50 (Islam) - Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions)</i> 51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>51 -</p> <p>52 - Understand Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will</p> <p>55 Describe three ways in which Muslim worship shows devotion to Allah making</p>

			reference to life at home and in the mosque		56 - Explain why the Qur'an is so important to Muslims. (Use key texts to explain ideas)		
					53 (Islam) - Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. (Use examples from different traditions eg Sunni and Shi'ite)		
					54 - Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;		
					55 - Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.		
					56 - Explain why the Qur'an is so important to Muslims. (Use key texts to explain ideas)		
					57 - Analyse how the main features of a mosque explain key Muslim key beliefs. (Use examples from different traditions)		
					41 - Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. (Use examples from different Christian viewpoints)		
					44 - Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God. (sacrifice and reconciliation). (Use examples from different viewpoints)		
					49 - Analyse how diverse expressions of Christian worship can reinforce faith & belief.		
					27 - Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). (Use examples from different traditions)		
					28 (Islam) - Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. (Use examples from different traditions) Compare different mosques).		
					19 - Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus & Easter.		
					20 - Explain with reference to the creative arts how God has a salvation plan for humans		
					32 (Judaism) - Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.		
					33 Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.		
					34 Identify ways in which the Jews show respect for the Torah. (Use examples from different traditions)		
					36 Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings. (Use examples from different traditions)		
					15 - Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.		
					15 - Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.		
					16 - Begin to talk thoughtfully with respect to a range of spiritual questions, eg What happens when you die? Why do people worship?		
					9 Describe some of what happens at the synagogue & why Shabbat is important to Jews		
					10 Describe at least 3 things a rabbi might do.		
					5F - Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.		
					6F - Understand that the Bible tells stories that help Christians think about God & Jesus.		
					8H - Begin to show curiosity and ask questions about Christian stories.		
					3C - Explain the Bible is the Christian's holy book.		
Spring 2 Cycle A							
Cycle B							

	<p>37 - Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide &amp; protector. (Spring 2 Year 4 CE)</p>	<p>2A.5 (UC)</p> <p>44 - Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live/overcome in relationship with God, (sacrifice and reconciliation). (Use examples from different viewpoints)</p> <p>45 - Suggest answers to questions that the resurrection of Jesus might raise.</p>	<p>29 - Explain how Muslims organisations help people in need.</p> <p>39 - Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. (Use examples from different viewpoints) Identify the impact for religious/non-religious groups on society past and present</p> <p>40 - Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</p>	<p>45 - Suggest answers to questions that the resurrection of Jesus might raise.</p> <p>48 - Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. (Use examples from different viewpoints)</p>	
<p>Cycle B</p>	<p>5E - Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.</p> <p>6F - Understand that the Bible tells stories that help Christians think about God &amp; Jesus.</p> <p>8H - Begin to show curiosity and ask questions about Christian stories.</p> <p>3C - Explain the Bible is the Christian's holy book.</p>	<p>2 - Recall the main events from the Easter Bible stories linking these stories with Christianity.</p> <p>3 - Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</p> <p>14 (Moses)</p>	<p>23 - Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Use examples from different traditions)</p>	<p>62 - Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.</p> <p>64 - Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions)</p>	<p>Summer 1 Cycle A</p>
<p>Summer 1 Cycle A</p>	<p>9 Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews</p> <p>10 Describe at least 3 things a rabbi might do.</p>	<p>6 - Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</p> <p>7 - Describe at least 3 things a minister /church leader might do.</p>	<p>39 - Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. (Use examples from different viewpoints) Identify the impact for religious/non-religious groups on society past and present</p>	<p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70 - Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>	<p>Summer 1 Cycle B</p>
<p>Cycle B</p>	<p>9 Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews</p> <p>10 Describe at least 3 things a rabbi might do.</p>	<p>7 - Describe at least 3 things a minister /church leader might do.</p> <p>10 - Describe at least 3 things a rabbi might do.</p>	<p>39 - Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. (Use examples from different viewpoints) Identify the impact for religious/non-religious groups on society past and present</p>	<p>62 - Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.</p> <p>64 - Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions)</p>	<p>Cycle B</p>

<p>Summer 2 Cycle A</p>	<p>1A - . Talk about how Christians describe God eg as creator.</p>	<p>8 (Judaism) - . Identify the Torah is a holy book for Jews &amp; how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal.</p> <p>9 (Judaism) - Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews</p>	<p>2a.4 (UC)</p> <p>47 - Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. (Use examples from different viewpoints)</p> <p>48 - Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. (Use examples from different viewpoints)</p> <p>49 - Analyse how diverse expressions of Christian worship can reinforce faith &amp; belief.</p>	<p>40 - Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</p> <p>30 - Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions)</p> <p>31 - Explain the key events in a Jew's life (eg Bar/Bar Mitzvah) and suggest why they are important to Jews.</p> <p>37 - Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide &amp; protector.</p>	<p>68 - Compare &amp; contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society &amp; the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.</p> <p>66 - Outline compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God (eg Atheism/Agnosticism)</p> <p>67 - Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers. (Use examples from different traditions)</p>
<p>Cycle B</p>	<p>1A - J. Talk about how Christians describe God eg as creator.</p>	<p>3 Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</p> <p>7 Describe at least 3 things a minister /church leader might do.</p> <p>10 (Judaism) Describe at least 3 things a rabbi might do.</p> <p>15 - Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p>	<p>Digging deeper 2a.4</p>	<p>39 - Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. (Use examples from different viewpoints) identify the impact for religious/non-religious groups on society past and present</p> <p>40 - Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</p>	<p>68 - Compare &amp; contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society &amp; the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.</p> <p>69 - Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70 - Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>