

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>Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p>	<p>To explore the content of the Bible. To know how it is an important book for Christians. To think about how the bible impacts Christians lives today.</p> <p>. Explain the Bible is a Christian's holy book and identify different kinds of genre /writing</p>	<p>17. In brief explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). 19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall, 38. Contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives.</p>	<p>58. Describe various forms of worship that happen in the Hindu Temple. 59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu. 60. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika. 61. Describe how and suggest why Hindus celebrate Diwali and Holi.</p>	<p>63. Analyse &amp; 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>
Cycle B	<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>To explore the content of the Bible. To know how it is an important book for Christians. To think about how the bible impacts Christians lives today.</p> <p>. Explain the Bible is a Christian's holy book and identify different kinds of genre /writing</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people</p>	<p>2B.3 UC</p> <p>58. Describe various forms of worship.</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	
Autumn 2 Cycle A	<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</p>	<p>* Learn some facts about Jesus from the Christmas story. (eg where he was born; his birth was good news; he is called saviour; the angels appeared to Mary &amp; then the shepherds who were at first afraid). * What the visit of the magi tells Christians about Jesus. * Explain Jesus</p>	<p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas 22. Compare &amp; contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. 35. Explain how Jews, Muslims &amp; Christians welcome babies,</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.</p>	<p>41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. 42. Identify why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.</p>

	<p>and Baptism explaining why each event might be important to them.</p> <p>4 - Talk about who Christians say Jesus is e.g. called the Son of God; God made man</p> <p>13 - Begin to show curiosity and ask questions about at least three Christian and three Jewish stories</p>	<p>is considered a king by Christians &amp; celebrated.</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>suggesting differences &amp; similarities between them. Compare &amp; contrast non-religious ceremonies.</p>		<p>43. Describe ways in which Christians believe the Old Testament prophecies speak about Jesus</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>
Cycle B	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might 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 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 the God of Christianity is like</p>	<p>2B.8 UC</p> <p>Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	
Spring 1 Cycle A	<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>Learn about Abraham and the key events in his life. Raise difficult questions and suggest answers. Learn about the old covenant of God with his people.</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 from God to his people (covenant)</p> <p>13. Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p>15. Raise and suggest answers to relevant questions in response to</p>	<p>24: Explain how Muslims describe Allah, eg using 99 names. 25: Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God).</p> <p>26: Recall five key facts about the story of the '<b>Night of Power</b>' Muhammad's (pbuh) first revelation.</p>	<p>50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.</p> <p>51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</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 referring to life at home and in the mosque.</p> <p>56. Explain why the Qur'an is so important to Muslims.</p>	<p>53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death;</p> <p>55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</p> <p>57. Analyse how the main features of a mosque explain Islamic key beliefs.</p>

		enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.			
Cycle B	<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>Learn about Abraham and the key events in his life. Raise difficult questions and suggest answers. Learn about the old covenant of God with his people.</p> <p><b>12.</b> 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 from God to his people (covenant)</p> <p><b>13.</b> Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p><b>15.</b> 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><b>24:</b> Explain how Muslims describe Allah, eg using 99 names. <b>25:</b> Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God).</p> <p><b>26:</b> Recall five key facts about the story of the '<b>Night of Power</b>' Muhammad's (pbuh) first revelation.</p>	<p>I can use some religious words to say how Muslims describe God. I can talk about some Muslim beliefs about God. I can say what I think about my own ideas about God. I can make a link between my own ideas about God and those of others.</p>	
Spring 2 Cycle A	<p>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 has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>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 has anything to say to them about sadness, hope or heaven, exploring different ideas</p>	<p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus.</p> <p>20. Explain with reference to the creative arts how God has a salvation plan for humans.</p>	<p>41. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. (<i>Use egs from different traditions</i>).</p> <p>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).</p> <p>49. Identify diverse expressions of Christian worship can reinforce faith &amp; belief.</p>	<p>45. Suggest answers to questions that the resurrection of Jesus might raise. 48. Describe how signs of salvation in a church reinforce the Christian idea of forgiveness.</p>
Cycle B	<p>Recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem; Last Supper; arrest; crucifixion, resurrection.</p>	<p>Examine the story of Moses and consider what to it might mean to some people to obey God. Think about the values people hold. <b>Recall and ponder the Easter story in more detail by raising questions the</b></p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus</p>	<p>2B6 UC Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a</p>	

	Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them.	<p><b>story presents. Make links with aspects of belief and practice at Easter time.</b></p> <p><b>2.</b> Recall the main events from the Easter Bible stories linking these stories with Christianity.</p> <p><b>3.</b> Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them.</p> <p><b>8.</b> 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. <b>13.</b> Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p><b>14.</b> Explain three reasons why Moses found it difficult to obey God.</p>	might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some,	sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	
Summer 1 Cycle A	<p>Begin to show curiosity and ask questions.</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>10 - Describe at least 3 things a rabbi might do.</p>	Talk about what it means to do right & do wrong. * Explain how we know what to do * Suggest what it means for a person to make a choice	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. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg Jesus' baptism. John the Baptist, BAPTISM with fire on day of Pentecost)	69 Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.	62. Compare & contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. 64. Compare & contrast some Hindu ways of understanding family with other religious/non-religious views about family. ( <i>Use examples from different traditions</i> ). 68. Compare & contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) & a non-religious belief to work together to impact UK & the wider world through environmental & global charities, eg Islamic Aid, Christian Aid.
Cycle B	<p>Begin to show curiosity and ask questions.</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>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>Digging deeper 2A.6</p> <p>Order concepts within a timeline of the Bible's 'big story'. List two distinguishing features of a narrative and a letter as different types of biblical text. Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God,</p>	Outline the importance of Creation on the timeline of the 'big story' of the Bible. 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	

	10 - Describe at least 3 things a rabbi might do.		and how Christians live in their whole lives and in their church communities. Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live. Make links between fellowship and fruit of the Spirit and life in the world today, expressing	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.	
Summer 2 Cycle A	<p>Tell stories from the Bible and recognise a link with a 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.</p> <p>Recognise that Jesus gives instructions to 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 (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, exploring different ideas</p>	<p>I can explain what a promise is and describe some of the things that take place in an infant baptism.</p> <p>I can explain why promises are made at infant baptism.</p> <p>I can discuss why Christians choose baptism.</p> <p>I can explain the choices made for infants by their parents at baptism.</p>	<p>Judaism/Bat Mitzvah</p> <p><b>30.</b> Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.</p> <p><b>31:</b> Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews.</p> <p><b>37.</b> Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer &amp; rescuer.</p>	<p>66. Outline, compare 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.</p> <p>67. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</p>	<p>68. Compare &amp; contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society &amp; the wider world</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>
Cycle B	<p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus'</p>	<p>Explain how different groups welcome babies. Consider if there is a right way to welcome babies</p> <p><b>3.</b> Identify at least 4 aspects of how Christians celebrate Baptism explaining why each event might be important to them.</p> <p><b>7.</b> Describe at least 3 things a minister /church leader might do.</p> <p><b>10.</b> Describe at least 3 things a rabbi might do.</p> <p><b>15.</b> Raise &amp; suggest answers in response to enquiries into religious/non-religious viewpoints &amp; attempt to support answers with simple reasoning.</p>	<p>Passover</p> <p><b>30.</b> Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.</p> <p><b>31:</b> Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews.</p> <p><b>37.</b> Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer &amp; rescuer.</p>	<p>66. Outline, compare 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.</p> <p>67. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</p>	

	'good news' matters to anyone other than Christians, exploring different ideas.				
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