**RE in Key Stage 2 - KNOWLEDGE FOR EACH UNIT OF WORK.**

**The knowledge learnt within each unit is shown below (Derbyshire Agreed Syllabus or Understanding Christianity).**

**Our lesson plans and knowledge grids then identify what each year group in the class is expected to know.**

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|  | **EYFS** | **KS1 Year A** | **KS1 Year B** |
| **Autumn 1** | F5 Being special: where do we belong? | 1.7 What does it mean to belong to a faith community? | 1.2 Who is a Muslim and what do they believe? (Part 1) |
|  | **Children will:**  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  • additional opportunity if you have children from religions other than Christianity in your setting  • recall simply what happens when a baby is welcomed into a religion other than Christianity. | **Children will:**  Emerging:  • Talk about what is special and of value about  belonging to a group that is important to them  (B2).  • Show an awareness that some people belong to  different religions (B1).  Expected:  • Recognise and name some symbols of belonging  from their own experience, for Christians and at  least one other religion, suggesting what these  might mean and why they matter to believers  (A3).  • Give an account of what happens at a traditional  Christian infant baptism /dedication and suggest  what the actions and symbols mean (A1).  • Identify two ways people show they belong to  each other when they get married (A1).  • Respond to examples of co-operation between  different people (C2)  Exceeding:  • Give examples of ways in which believers express  their identity and belonging within faith  communities, responding sensitively to differences  (B2).  • Identify some similarities and differences | **Children will:**  Emerging:  • Talk about the fact that Muslims believe in God  (Allah) and follow the example of the Prophet  Muhammad identify some ways Muslims mark  Ramadan and celebrate Eid-ul-Fitr (A1).  • Recognise that Muslims do not draw Allah or the  Prophet, but use calligraphy to say what God is  like (A3).  Emerging:  • Talk about the fact that Muslims believe in God  (Allah) and follow the example of the Prophet  Muhammad identify some ways Muslims mark  Ramadan and celebrate Eid-ul-Fitr (A1).  • Recognise that Muslims do not draw Allah or the  Prophet, but use calligraphy to say what God is  like (A3).  Expected:  • Talk about some simple ideas about Muslim  beliefs about God, making links with some of the  99 Names of Allah (A1).  • Re-tell a story about the life of the Prophet  Muhammad (A2).  • Recognise some objects used by Muslims and  suggest why they are important (A2).  • Identify some ways Muslims mark Ramadan and  celebrate Eid-ul-Fitr and how this might make  them feel (B1).  Exceeding:  • Make links between what the Holy Qur’an says  and how Muslims behave (A2).  • Ask some questions about God that are hard to  answer and offer some ideas of their own (C1). |
| **Autumn 2** | UC F2 Why is Christmas special for Christians? | UC 1.1 What do Christians believe God is like? | UC 1.3 Why does Christmas matter to Christians? |
|  | **Children will know that:**  Christians believe God came to Earth in human form as Jesus.  Christians believe Jesus came to show that all people are precious and special to God. | **Children will know that:**  Christians believe in God and that they find out about God in the Bible.  Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this.  Christians worship God and try to live in ways that please him. | **Children will know that:**  Christians believe that Jesus is God and that he was born as a baby in Bethlehem.  The Bible points out that his birth showed that he was extraordinary (for example he is worshipped as a king, in Matthew) and that he came to bring good news 9for example to the poor, in Luke)  Christians celebrate Jesus’ birth, and Advent for Christians is a time for getting ready for Jesus’ coming. |
| **Spring 3** | UC F1 Why is the word God so important to Christians? | 1.3 Who is Jewish and what do they believe? | 1.2 Who is a Muslim and what do they believe? (Part 2) |
|  | **Children will know that:**  The word God is a name  Christians believe God is Creator of the universe  Christians believe God made our wonderful world and so we should look after it. | **Children will:**  Emerging:  • Talk about the fact that Jewish people believe in  God (A1).  • Recognise that some Jewish people remember  God in different ways (e.g. mezuzah, on Shabbat)  (A3).  Expected:  • Talk about how the mezuzah in the home reminds  Jewish people about God (A3).  • Talk about how Shabbat is a special day of the  week for Jewish people, and give some examples  of what they might do to celebrate Shabbat (B1).  • Re-tell a story that shows what Jewish people at  the festivals of Sukkot, Chanukah or Pesach might  think about God, suggesting what it means (A2).  • Ask some questions about believing in God and  offer some ideas of their own (C1).  Exceeding:  • Make links between some Jewish teachings and  how Jewish people live (A2).  • Express their own ideas about the value of times  of reflection, thanksgiving, praise and  remembrance, in the light of their learning about  why Jewish people choose to celebrate in these  ways (C1). | **Children will:**  Emerging:  • Talk about the fact that Muslims believe in God  (Allah) and follow the example of the Prophet  Muhammad identify some ways Muslims mark  Ramadan and celebrate Eid-ul-Fitr (A1).  • Recognise that Muslims do not draw Allah or the  Prophet, but use calligraphy to say what God is  like (A3).  Emerging:  • Talk about the fact that Muslims believe in God  (Allah) and follow the example of the Prophet  Muhammad identify some ways Muslims mark  Ramadan and celebrate Eid-ul-Fitr (A1).  • Recognise that Muslims do not draw Allah or the  Prophet, but use calligraphy to say what God is  like (A3).  Expected:  • Talk about some simple ideas about Muslim  beliefs about God, making links with some of the  99 Names of Allah (A1).  • Re-tell a story about the life of the Prophet  Muhammad (A2).  • Recognise some objects used by Muslims and  suggest why they are important (A2).  • Identify some ways Muslims mark Ramadan and  celebrate Eid-ul-Fitr and how this might make  them feel (B1).  Exceeding:  • Make links between what the Holy Qur’an says  and how Muslims behave (A2).  • Ask some questions about God that are hard to  answer and offer some ideas of their own (C1). |
| **Spring 4** | UC F3 Why is Easter special to Christmas? | The Easter Story (events and importance of Holy Week) | UC 1.5 Why does Easter matter to Christians? |
|  | **Children will know that:**  Christians remember Jesus’ Last week at Easter.  Jesus’ name means “He saves”.  Christians believe Jesus came to show God’s love.  Christians try to show love to others. |  | **Children will know that:**  Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.  Christians believe Jesus builds a bridge between God and humans.  Christians believe Jesus rose from the dead, giving people hope of a new life. |
| **Summer 5** | F3 What places are special and why? | UC 1.2 Who do Christians say made the world? | UC 1.4 What is the ‘good news’ Christians believe Jesus brings? |
|  | **Children will:**  talk about somewhere that is special  to themselves, saying why  • be aware 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  • identify some significant features of  sacred places  • recognise a place of worship  • get to know and use appropriate  words to talk about their thoughts  and feelings when visiting a church. | **Children will know that:**  God created the universe.  The Earth and everything in it are important to God.  God has a unique relationship with human beings as their Creator and Sustainer.  Humans should care for the world because it belongs to God. | **Children will know that:**  Christians believe Jesus brings good news for all people.  For Christians, this good news includes being loved by God, and being forgiven for bad things.  Christians believe Jesus is a friend to the poor and friendless.  Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. |
| **Summer 6** | F1 What times/stories are special and why? | 1.8 How should we care for the world and for others, and why does it matter? | 1.5 What makes some places sacred? |
|  | **Children will:**  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.  Bible, Qur’an  • talk about what Jesus  teaches about keeping  promises and say why  keeping promises is a  good thing to do  • talk about what Jesus  teaches about saying  ‘thank you’, and why it is  good to thank and be  thanked. | **Children will:**  Emerging:  • Talk about how religions teach that people are  valuable, giving simple examples (B1).  • Recognise that some people believe God  created the world and so we should look after  it (A2).  Expected:  • Re-tell Bible stories and stories from another  faith about caring for others and the world  (A2).  • Identify ways that some people make a  response to God by caring for others and the  world (B1).  • Talk about issues of good and bad, right and  wrong arising from the stories (C3).  • Talk about some texts from different religions  that promote the ‘Golden Rule’, and think  about what would happen if people followed  this idea more (C2)  • Use creative ways to express their own ideas  about the creation story and what it says  about what God is like (C1).  Exceeding:  • Give examples of ways in which believers put  their beliefs about others and the world into  action, making links with religious stories (B1).  • Answer the title question thoughtfully, in the  light of their learning in this unit (C1). | **Children will:**  Emerging:  • Recognise that there are special places where  people go to worship, and talk about what  people do there (A1).  • Identify at least three objects used in worship in  two religions (A3).  Expected:  • Identify special objects and symbols found in a  place where people worship and be able to say  something about what they mean and how they  are used (A3).  • Talk about ways in which stories, objects,  symbols and actions used in churches, mosques  and/or synagogues show what people believe  (B2).  • Describe some of the ways in which people use  music in worship, and talk about how different  kinds of music makes them feel (C1).  • Ask good questions during a school visit about  what happens in a church, synagogue or mosque  (B1).  Exceeding:  • Suggest meanings to religious songs, responding  sensitively to ideas about thanking and praising  (A2).  • Show that they have begun to be aware that  some people regularly worship God in different  ways and in different places (B3). |