**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 aboutbelonging to a group that is important to them(B2).• Show an awareness that some people belong todifferent religions (B1).Expected:• Recognise and name some symbols of belongingfrom their own experience, for Christians and atleast one other religion, suggesting what thesemight mean and why they matter to believers(A3).• Give an account of what happens at a traditionalChristian infant baptism /dedication and suggestwhat the actions and symbols mean (A1).• Identify two ways people show they belong toeach other when they get married (A1).• Respond to examples of co-operation betweendifferent people (C2)Exceeding:• Give examples of ways in which believers expresstheir identity and belonging within faithcommunities, 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 ProphetMuhammad identify some ways Muslims markRamadan and celebrate Eid-ul-Fitr (A1).• Recognise that Muslims do not draw Allah or theProphet, but use calligraphy to say what God islike (A3).Emerging:• Talk about the fact that Muslims believe in God(Allah) and follow the example of the ProphetMuhammad identify some ways Muslims markRamadan and celebrate Eid-ul-Fitr (A1).• Recognise that Muslims do not draw Allah or theProphet, but use calligraphy to say what God islike (A3).Expected:• Talk about some simple ideas about Muslimbeliefs about God, making links with some of the99 Names of Allah (A1).• Re-tell a story about the life of the ProphetMuhammad (A2).• Recognise some objects used by Muslims andsuggest why they are important (A2).• Identify some ways Muslims mark Ramadan andcelebrate Eid-ul-Fitr and how this might makethem feel (B1).Exceeding:• Make links between what the Holy Qur’an saysand how Muslims behave (A2).• Ask some questions about God that are hard toanswer 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 nameChristians believe God is Creator of the universeChristians believe God made our wonderful world and so we should look after it. | **Children will:**Emerging:• Talk about the fact that Jewish people believe inGod (A1).• Recognise that some Jewish people rememberGod in different ways (e.g. mezuzah, on Shabbat)(A3).Expected:• Talk about how the mezuzah in the home remindsJewish people about God (A3).• Talk about how Shabbat is a special day of theweek for Jewish people, and give some examplesof what they might do to celebrate Shabbat (B1).• Re-tell a story that shows what Jewish people atthe festivals of Sukkot, Chanukah or Pesach mightthink about God, suggesting what it means (A2).• Ask some questions about believing in God andoffer some ideas of their own (C1).Exceeding:• Make links between some Jewish teachings andhow Jewish people live (A2).• Express their own ideas about the value of timesof reflection, thanksgiving, praise andremembrance, in the light of their learning aboutwhy Jewish people choose to celebrate in theseways (C1). | **Children will:**Emerging:• Talk about the fact that Muslims believe in God(Allah) and follow the example of the ProphetMuhammad identify some ways Muslims markRamadan and celebrate Eid-ul-Fitr (A1).• Recognise that Muslims do not draw Allah or theProphet, but use calligraphy to say what God islike (A3).Emerging:• Talk about the fact that Muslims believe in God(Allah) and follow the example of the ProphetMuhammad identify some ways Muslims markRamadan and celebrate Eid-ul-Fitr (A1).• Recognise that Muslims do not draw Allah or theProphet, but use calligraphy to say what God islike (A3).Expected:• Talk about some simple ideas about Muslimbeliefs about God, making links with some of the99 Names of Allah (A1).• Re-tell a story about the life of the ProphetMuhammad (A2).• Recognise some objects used by Muslims andsuggest why they are important (A2).• Identify some ways Muslims mark Ramadan andcelebrate Eid-ul-Fitr and how this might makethem feel (B1).Exceeding:• Make links between what the Holy Qur’an saysand how Muslims behave (A2).• Ask some questions about God that are hard toanswer 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 specialto themselves, saying why• be aware that some religious peoplehave places which have specialmeaning for them• talk about the things that are specialand valued in a place of worship• identify some significant features ofsacred places• recognise a place of worship• get to know and use appropriatewords to talk about their thoughtsand 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 religiousstories• recognise some religiouswords, e.g. about God• identify some of theirown feelings in thestories they hear• identify a sacred text e.g.Bible, Qur’an• talk about what Jesusteaches about keepingpromises and say whykeeping promises is agood thing to do• talk about what Jesusteaches about saying‘thank you’, and why it isgood to thank and bethanked. | **Children will:**Emerging:• Talk about how religions teach that people arevaluable, giving simple examples (B1).• Recognise that some people believe Godcreated the world and so we should look afterit (A2).Expected:• Re-tell Bible stories and stories from anotherfaith about caring for others and the world(A2).• Identify ways that some people make aresponse to God by caring for others and theworld (B1).• Talk about issues of good and bad, right andwrong arising from the stories (C3).• Talk about some texts from different religionsthat promote the ‘Golden Rule’, and thinkabout what would happen if people followedthis idea more (C2)• Use creative ways to express their own ideasabout the creation story and what it saysabout what God is like (C1).Exceeding:• Give examples of ways in which believers puttheir beliefs about others and the world intoaction, making links with religious stories (B1).• Answer the title question thoughtfully, in thelight of their learning in this unit (C1). | **Children will:**Emerging:• Recognise that there are special places wherepeople go to worship, and talk about whatpeople do there (A1).• Identify at least three objects used in worship intwo religions (A3).Expected:• Identify special objects and symbols found in aplace where people worship and be able to saysomething about what they mean and how theyare used (A3).• Talk about ways in which stories, objects,symbols and actions used in churches, mosquesand/or synagogues show what people believe(B2).• Describe some of the ways in which people usemusic in worship, and talk about how differentkinds of music makes them feel (C1).• Ask good questions during a school visit aboutwhat happens in a church, synagogue or mosque(B1).Exceeding:• Suggest meanings to religious songs, respondingsensitively to ideas about thanking and praising(A2).• Show that they have begun to be aware thatsome people regularly worship God in differentways and in different places (B3). |