

## RE Year B

### EYFS

**I Am Special** (provides a starting point for all RE and introduces the concept of specialness)

What makes me an individual, what I look like, what I am good at, ...

Similarities and differences between self and classmates...

Being treated as a special person

More than one person can be special

People I am special to

**Special People** (links to faith leaders and founders)

Family and friends

People who help us

People who have special jobs, including within places of worship

**Special Times** (links to worship and festivals)

Special to me - birthdays

Special to lots of people - Christian festivals, Harvest, Christmas, Easter + others

### Year 1/2

#### Autumn

##### **Hinduism**

Children show respect for the beliefs of other people.

Children demonstrate an understanding of ahimsa by giving examples.

Children demonstrate an understanding and knowledge of Hindu stories.

##### **Festival of Light including Christmas**

Children can recall and tell the story of Rama and Sita.

Children begin to explain the importance of Diwali to Hindus.

Children identify some differences and similarities between Hindu and Christian family ways of life.

Children can recall the story of Hanukkah.

Children show an increasing awareness of Christmas and its place in the Christian Calendar.

#### Spring

##### **Special Places**

Children develop their knowledge of religious vocabulary, church, and the significance of particular items e.g Chalice, vestments etc

##### **Christianity**

Children show an awareness of Baptism as a Christian custom, and use appropriate vocabulary. Children begin to recognise the meaning of forgiveness, sharing and try to carry them out themselves.

Children have knowledge of the Easter Story and Judas' role in it.

##### **Easter: Alive!**

Children begin to show a development of appropriate religious vocabulary, knowledge of characters, understanding of when they lived and the significance of events encountered, cause for celebration.

## **Summer**

### **Me and Families and Friends**

Children show an understanding of belonging, how and why this is important.

Children show an awareness of “good” and “bad” qualities in themselves and others.

Children show an awareness of how they can build on their “good” qualities to be a better friend.

Children recognise the role of being a “good” friend in a range of religious stories.

Children become aware of situations which raise questions about right and wrong.

Children are able to treat other people and their things with respect.

Children show an awareness of charities that are continuing Jesus’ good work. (Barnardo’s)

## **Y3/4**

## **Autumn**

### **The Bible**

Children know which is the OT/NT and what they deal with. They understand the basic structure. They know that the Bible is the basis of Christian belief.

### **Angels**

Children show development of appropriate religious vocabulary. Children show knowledge and understanding of key issues and characters in religious stories.

Children begin to understand the importance of angels and their work.

The Shepherd’s Story

Children show an increased ability to find Bible references.

Children know the significance of Christmas for Christians.

## **Spring**

### **Buddhism**

Children show knowledge of the character of Buddha in art/craft work and symbolism.

Children can retell the story of Buddha and Four Sights.

Children show knowledge of terminology and issues which are important to Buddhists.

Children demonstrate knowledge of the symbols, celebrations and important practices for Buddhists.

### **Easter: Peter!**

Children can explain what forgiveness is and give everyday examples.

Children show empathy with Peter’s actions and reactions in the Easter Story.

Children explain why forgiveness is especially important to Christians.

## **Summer**

### **Journeys**

Children know the names of some famous pilgrimages. Children begin to understand something about the emotions of people who go on a pilgrimage.

Children learn about characters in the Bible and the reasons for their journeys e.g Moses, Paul.

### **Special Places**

Children show some understanding of why a place is special to certain people.

Children can recognise and name some special places for major religions They can name the main features of them.

### Autumn

#### **Christian Faith in Action**

Children can describe the fundamental Christian belief in God and Jesus and demonstrate an awareness of how these affect the lives of Christians.

Children show an awareness of how Christian faith can affect people's lives and work, and the lives of others.

Children are able to state what some of their own beliefs are and how these affect their behaviour.

#### **Promises**

Children are able to identify some stories in the Bible that contain a promise between God and his people.

#### **The Magi**

Children are able to retell the story of Christmas in depth. Children show development of the knowledge of characters.

### Spring

#### **Judaism**

Children can label the main interior features of a synagogue.

Children can describe some of the Jewish dietary laws.

Children recognise some of the Jewish artefacts and have basic knowledge of their symbolic meaning.

Children recognise that rituals in the home are a significant part of one's culture.

#### **Easter in Art**

Children can describe the major events of the Easter story.

### Summer

#### **Making Choices**

Children can explain what temptation is and give real life examples.

Children can identify incidencies of temptation within Bible stories.

Children begin to consider how the choices they make can affect their own lives.

#### **Memories**

Children will begin to understand the significance of the life of Jesus and his continuing influence through The Bible and the Christian faith.