

Cheetwood Community Primary School



RE Skills, Knowledge and Knowledge Categories

	Autumn	Spring	Summer
Y 1	<p>Who is a Christian and what do they believe?</p> <p>KC: Believing</p>	<p>What makes some places sacred?</p> <p>KC: Expressing</p>	<p>What does it mean to belong to a faith community?</p> <p>KC: Living</p>
Y 2	<p>Who is a Muslim and what do they believe?</p> <p>KC: Believing</p>	<p>How and why do we celebrate special and sacred times?</p> <p>KC: Expressing</p>	<p>How should we care for others and the world, and why does it matter?</p> <p>KC: Living</p>
Y 3	<p>What does it mean to be a Christian in Britain today?</p> <p>KC: Living</p>	<p>Why do people pray?</p> <p>KC: Expressing</p>	<p>What do different people believe about God?</p> <p>KC: Believing</p>
Y 4	<p>What does it mean to be a Hindu in Britain Today?</p> <p>KC: Living</p>	<p>Why are festivals important to religious communities?</p> <p>KC: Expressing</p>	<p>Why is Jesus inspiring to some people?</p> <p>KC: Believing</p>
Y 5	<p>What does it mean to be a Muslim in Britain today?</p> <p>KC: Living</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>KC: Expressing</p>	<p>Why do some people believe God exists?</p> <p>KC: Believing</p>
Y 6	<p>What do religions say to us when life gets hard?</p> <p>KC: Believing</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>KC: Expressing</p>	<p>What difference does it make to believe in Ahimsa and Ummah?</p> <p>KC: Living</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge What are the pieces of knowledge by the end of the unit?	Knowledge Categories
Nursery	Autumn	<p>My family and community</p> <p>Occupations</p> <p>Local Environment</p> <p>Comparing the UK with other countries</p>	<p>I can develop friendships, name friends and begin to play together with a friend</p> <p>I can develop an awareness of self and others</p> <p>I can talk about some of the things that make me unique</p> <p>I can demonstrate an awareness and appreciation of my physical features</p> <p>I can orally label a photo of my family.</p> <p>I can participate in family customs and routines</p> <p>I can develop an awareness of special times/events/celebrations through first-hand experiences, stories, songs and rhymes:</p>	<p>I know my own likes and dislikes and begin to be aware of those of familiar others</p> <p>I know there are different types of families</p> <p>I know what some different areas of the school are used for.</p> <p>I know and share family events / special times with others.</p> <p>I know some body parts and am able to label these.</p> <p>I know some key settings/school spaces</p>	Living

			<p>Birthdays, Harvest Festival, Diwali / Hannukah, Bonfire Night and Christmas.</p> <p>I can talk about where I live, including the rooms in my home... <i>bedroom, kitchen, bathroom/toilet</i></p> <p>I can begin talking about contrasting environments (through story/topic) e.g. woodlands</p> <p>I can begin to enjoy some stories set in different places in the world.</p>	<p>I know the purposes of some different spaces ...<i>toilet, dining hall, classroom, outdoor area</i></p>	
	Spring	<p>My family and community</p> <p>Occupations</p> <p>Local Environment</p>	<p>I can develop friendships and play collaboratively with friends</p> <p>I can continue to develop positive attitudes about differences between people</p> <p>I can continue to develop an awareness of self and others</p>	<p>I know my own likes and dislikes and am aware of those of familiar others</p> <p>I know and share family events / special times with others</p> <p>I know that there are different countries in the world and talk about differences they have experienced or seen in illustrations or photos</p>	Living

		Comparing the UK with other countries	<p>I can continue to enjoy joining in with family customs and routines □</p> <p>I can begin to imitate everyday actions/events from family life (through domestic role-play)</p> <p>I can continue to develop an awareness of special times/events/celebrations through first-hand experiences, stories, songs and rhymes; <i>birthday, Chinese New Year, Pancake Tuesday, Easter, Holi, Mother's Day</i></p> <p>I can visit different parts of the school grounds 'winter and spring walk' (using observations and photos).</p> <p>I can talk about what I see, hear, touch and smell.</p> <p>To continue to enjoy some stories which are set in different places in the world</p>	I know and talk about contrasting environments (through story/topic) e.g. arctic and Savanah	
	Summer	<p>My family and community</p> <p>Occupations</p>	<p>I can further develop friendships and play collaboratively with friends.</p> <p>I can continue to develop positive attitudes about differences between people.</p> <p>I can continue to develop an awareness of self and others</p>	<p>I know my likes and dislikes and be aware of those of familiar others</p> <p>I know and share family events / special times with other</p> <p>I know and visit different parts of the school grounds 'summer walk' (using observations and photos).</p>	Expressing

		<p>Local Environment</p> <p>Comparing the UK with other countries</p>	<p>I can continue to enjoy joining in with family customs and routines</p> <p>I can begin to imitate everyday actions/events from family life (through domestic role-play)</p> <p>I can continue to develop an awareness of special times/events/celebrations through first-hand experiences, stories, songs and rhymes ...<i>Eid, sports day</i></p> <p>I can begin to talk about places they go with their families, which are special to them <i>e.g. parks, grandma's, holidays</i>, and With support, I can talk about special places I have visited.</p> <p>I can begin to show an interest in different occupations: <i>Gardner / site manager/bus/taxi/train driver</i></p> <p>I can continue to enjoy some stories which are set in different places in the world</p>	<p>I know and talk about contrasting environments (through story/topic) e.g. seaside</p>	
Reception	Autumn	<p>My family and community</p> <p>Occupations</p>	<p>I can begin to talk about members of my immediate family and community.</p> <p>I can share information about my family (who is in my family? Do I have pets?)</p>	<p>I know that Christians celebrate the birth of Jesus at Christmas time.</p> <p>I know what the word 'harvest' means and can name 1 type of food that is harvested.</p>	Living

		<p>Local Environment</p> <p>Comparing the UK with other countries</p>	<p>I can listen to others talking about their own family and begin to ask questions and make comments. (initially a practitioner and then other children)</p> <p>I can listen to and explore stories about many different families and begin to notice some similarities and differences.</p> <p>I can listen to and talk about stories about different cultures and faiths.</p> <p>I can begin to name and describe people who are familiar to me.</p> <p>I can with support, talk about some people/occupations that are familiar to me e.g. <i>police, dentist, Dr, hairdressers, teachers and nurses.</i></p> <p>I can begin to understand that some places are special to members of their community</p> <p>I can begin to name places of worship within my community e.g. Church, Gurdwara and Mosque</p>	<p>I know and I am beginning to recognise that people have different beliefs and celebrate special times in different ways</p> <p>I am beginning to understand that people celebrate different events in a variety of ways (e.g. bonfire night, Diwali, Christmas).</p> <p>I know and can name some things (landmarks) that we pass on the way.</p> <p>I know and visit the local post-box and recreate the journey on a simple map.</p> <p>I know and begin to recognise similarities and differences between life in this country and other countries.</p> <p>I know and begin to explore through stories, pictures and videos how Christmas is celebrated around the world.</p>	
	Spring	My family and community	<p>To Continue to talk about members of their immediate family and community.</p> <p>I can talk about the special women in my life e.g. mothers and other inspirational women.</p>	<p>I know and recognise that people have different beliefs and celebrate special times in different ways</p>	Living

		<p>Occupations</p> <p>Local Environment</p> <p>Comparing the UK with other countries</p>	<p>I can talk about what a good friend is and can show one way to be a good friend. (<i>Link to Easter story – Jesus and his 12 special friends and helpers</i>)</p> <p>I can, with support, talk about a visit to a place of worship.</p> <p>I am beginning to explore through stories, pictures and videos how Shrove Tuesday and Mother’s Day are celebrated around the world.</p> <p>I can name some different countries.</p> <p>I can, with support, talk about how living in Kenya is the same/different as living in the UK.</p> <p>I can begin to draw simple information from a map or globe e.g. where there is land/sea</p>	<p>I know and continue to name and describe people who are familiar to me.</p> <p>I know and understand that some places are special to members of their community</p> <p>I know and continue to recognise similarities and differences between life in this country and other countries.</p> <p>I know and explain some similarities and differences between life in this country and other countries.</p> <p>I know the country I live in is called England.</p>	
	Summer	<p>My family and community</p> <p>Occupations</p> <p>Local Environment</p>	<p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can talk about some people / occupations that are familiar to me .</p> <p>I can plan and create a special place to celebrate with my friends (End of year picnic).</p> <p>I can draw simple information from a map or globe e.g. where there is land / sea</p>	<p>I know and meet a variety of people with different religious faiths</p> <p>I know 3 similarities and 1 difference between how people celebrate festivals.</p> <p>I know and understand that some places are special to members of their community</p>	Expressing

		Comparing the UK with other countries	I can talk about how the coastal area is the same / different to our local area, using maps to help us.	I know one similarity/difference between a church/mosque or Gurdwara. I know that the world belongs to everybody.	
Year 1	Autumn	Who is a Christian and what do they believe?	I can talk about some simple ideas about Christian beliefs about God and Jesus. I can ask some questions about believing in God and offer some ideas of their own. I can talk about issues of good and bad, right and wrong arising from the stories.	I know a story from the Bible that reflects the beliefs Christians hold about God. I know which symbols are Christian and which symbols are not Christian. I know the names of some objects that can be found inside a church.	Believing
	Spring	What makes some places sacred?	I can understand the significance of sacred places in the lives of others. I can talk about what religious people do in the special places that they go to worship. I can identify special objects and symbols found in a place where people worship and say	I know that there are special places where people go to worship. I know that Christians go to church.	Expressing

			<p>something about what they mean and how they are used.</p> <p>I can ask good questions about what happens in a church, synagogue or mosque during a lesson or a school visit.</p>	<p>I know that Muslims go to the mosque.</p> <p>I know that Jewish people go to the synagogue.</p>	
	Summer	What does it mean to belong to a faith community?	<p>I can understand that each faith community has its own community gatherings, activities, events and celebrations.</p> <p>I can explain that each faith community has its own values, morals and ethical guidelines.</p> <p>I can understand that there is diversity between different faith communities and respect different beliefs and practices.</p>	<p>I know that the Christian community celebrates Christmas and Easter.</p> <p>I know that the Islamic community celebrates Eid and prays in congregation.</p> <p>I know that the Jewish community celebrates Shabbat.</p>	Living
Year 2	Autumn	Who is a Muslim and what do they believe?	<p>I can identify some ways a Muslim might describe God</p> <p>I can respond sensitively to what matters to Muslims and what matters to me</p> <p>I can retell a story about the Prophet Muhammad</p> <p>I can recognise and describe the significance of particular objects and places to Muslims</p> <p>I can recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an</p>	<p>I know that Islam is a religion followed by Muslims</p> <p>I know the Qur'an is the holy book in Islam</p> <p>I know that the Prophet Muhammad is important to Muslims</p> <p>I know that Muslims follow a washing process called WUDU before prayer</p>	Believing

			I can compare similarities and differences between Islam and other religions	I know what Ramadan is I know Eid al Fitr is a celebration after Ramadan	
Spring	How and why do we celebrate special and sacred times?	<p>I can compare similarities and differences between Eid ul Fitr, Easter and Passover.</p> <p>I can describe how and why Christians celebrate easter</p> <p>I can describe how and why Jews celebrate Passover</p> <p>I can describe how and why Muslims celebrate Eid</p>	<p>I know the Bible stories of Easter</p> <p>I know the story of Passover</p> <p>I know the importance of Eid and Eid celebrations to Muslims</p>	Expressing	
Summer	How should we care for others and the world, and why does it matter?	<p>I can re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>I can identify ways that some people respond to God by caring for others and the world.</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories.</p> <p>I can talk about some texts from different religions that promote the 'Golden Rule', and talk about what would happen if people followed this idea more.</p>	<p>I know how religions teach that people are valuable, giving simple examples.</p> <p>I know that some people believe God created the world and so we should look after it.</p>	Living	

			I can use creative ways to express my own ideas about the creation story and what it says about what God is like.		
Year 3	Autumn	What does it mean to be a Christian in Britain today?	<p>I can identify and name examples of what Christians have and do in their families and at church to show their faith.</p> <p>I can ask good questions about what Christians do to show their faith.</p> <p>I can describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p>	<p>I know at least two reasons why being a Christian is a good thing in Britain today and two reasons why it might be hard sometimes.</p> <p>I know the links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	Living
	Spring	Why do people pray?	<p>I can describe the practice of prayer in the different religions studied.</p> <p>I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>I can describe what some believers say and do when they pray.</p>	<p>I know and can explain the connections between what people believe about prayer and what they do when they pray.</p> <p>I know and can explain how prayer can comfort and challenge believers.</p>	Expressing

			I can respond thoughtfully to examples of how praying helps religious believers.		
	Summer	What do different people believe about God?	<p>I can describe some of the ways in which Christians, Hindus and/or Muslims describe God.</p> <p>I can ask questions and suggest some of my own responses to ideas about God</p> <p>I can identify beliefs about God that are held by Christians, Hindus and/or Muslims.</p> <p>I can retell and suggest the meanings of stories from sacred texts about people who encountered God.</p>	<p>I know why it makes a difference in people's lives to believe in god.</p> <p>I know why having a faith or belief in something can be hard.</p>	Believing
Year 4	Autumn	What does it mean to be a Hindu in Britain Today?	<p>I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith.</p> <p>I can ask good questions about what Hindus do to show their faith.</p> <p>I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>I know that Dharma means 'duty' and that this is an important part of a Hindu person's life</p> <p>I know what is meant by reincarnation and Moksha</p> <p>I know how important Gandhi is to Hindu people</p> <p>I know some reasons why being Hindu is a positive thing in Britain but also why it can be challenging</p>	Living

	Spring	Why are festivals important to religious communities?	<p>I can consider questions about the role of festivals in the life of Britain today</p> <p>I can use my own experiences and beliefs to understand the importance of festivals</p> <p>I can retell some stories behind festivals (e.g. Christmas, Divali, Pesach)</p> <p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and their own lives.</p>	<p>I know the symbols used to represent Holy Week and Easter.</p> <p>I know why Christians find Easter Sunday so important</p> <p>I know some similarities and differences between the celebration of two festivals.</p> <p>I know what the benefits are of celebrations in religious communities</p> <p>I know why Divali is so important to Hindus</p>	Expressing
	Summer	Why is Jesus inspiring to some people?	<p>I can give simple definitions of some key Christian terms</p> <p>I can identify similarities and differences in the way in which Jesus has been portrayed</p> <p>I can make connections between some of Jesus' teachings and the way Christians live today</p> <p>I can think about my values and beliefs and link them to Christian values</p>	<p>I know why Christians celebrate Holy Week and the events that occur during it.</p> <p>I know there are many different stories of Jesus.</p> <p>I know some reasons why Jesus is so important to Christians.</p>	Believing

			I can ask important questions about my belief in Jesus.	I know the most important parts of Easter and why they are so important	
Year 5	Autumn	What does it mean to be a Muslim in Britain today?	<p>I can make connections between the Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>I can describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>I know what it means to belong to a faith.</p> <p>I know why prayer is important to Muslims.</p> <p>I know why charity is important.</p> <p>I know why Muslims fast.</p> <p>I know why Muslims go on pilgrimage.</p>	Living
	Spring	If God is everywhere, why go to a place of worship?	<p>I can make connections between how believers feel about places of worship in different traditions.</p> <p>I can select and describe the most important functions of a place of worship for the community.</p> <p>I can present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>I can describe what places of worship are for and how they are helpful to believers in difficult times.</p>	<p>I know what a place of worship is for Christians, Jews and Hindus and what it means to a believer.</p> <p>I know the key functions of a place of worship</p> <p>I know why places of worship are helpful to believers during difficult times</p>	Expressing

			I can make links between each faith's beliefs and the features of these places of worship.	I know how to make comparisons between the faiths and places of worship	
	Summer	Why do some people believe God exists?	<p>I can describe how believing in God can affect people's lives differently</p> <p>I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>I can express my ideas about theism, atheism and agnosticism.</p> <p>I can respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas</p> <p>I understand why the natural world is seen by many Christians as evidence for belief in God.</p>	<p>I know how believing in God can affect people's lives differently</p> <p>I know ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging</p> <p>I know how to express my ideas about theism, atheism and agnosticism.</p> <p>I know answers to some of the Big Questions about the existence of God and reasons that people might believe or not believe in God</p>	Believing

<p>Year 6</p>	<p>Autumn</p>	<p>What do religions say to us when life gets hard?</p>	<p>I can give reasons why some people might be comforted by their beliefs when someone dies</p> <p>I can describe the Hindu belief in reincarnation and Karma</p> <p>I can describe what might happen at a Christian funeral explaining how it shows some Christian beliefs about life after death</p> <p>I can explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</p> <p>I can describe similarities and differences between non-religious and Christian beliefs about the afterlife</p> <p>I can ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</p> <p>I can reflect on and express clearly their ideas, concerns and possibly worries about death and the idea of life beyond.</p>	<p>I know what judgement means.</p> <p>I know that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved.</p> <p>I know that some people believe that death is the end of life and that there is no afterlife.</p> <p>I know some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism.</p> <p>I know some similarities and differences between their views about life after death and the beliefs of Hindus, Christians, Muslims and non-religious people</p>	<p>Believing</p>
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	Spring	Is it better to express your religion in arts and architecture or charity and generosity?	<p>I can weigh up and discuss why religious art is important.</p> <p>I can suggest reasons, quoting religious sources, why Muslims consider charity and generosity important</p> <p>I can notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</p> <p>I can discuss Muslim and Christian ideas about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.</p> <p>I can compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/geometrical art vs representational art).</p>	<p>I know some reasons why buildings are sacred.</p> <p>I know why mosques are important.</p> <p>I know why Christian sacred buildings are important.</p> <p>I know some reasons why some people may be critical of religious art/architecture and why some would defend it as important.</p> <p>I know why mosques matter to the Muslim community</p> <p>I know why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.</p> <p>I know that art can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of the greatness and perfection of God; actions might suggest that God is concerned with justice).</p>	Expressing
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	Summer	What difference does it make to believe in Ahimsa and Ummah?	<p>I can make connections between beliefs and behaviour in different religions</p> <p>I can make connections between belief in Ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</p> <p>I can describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations</p> <p>I can explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa.</p> <p>I can outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>I can describe some of the impacts of religious commitments on life.</p> <p>I can debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?</p> <p>I can explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.</p>	<p>I know the impact Gandhi has had.</p> <p>I know that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and shared welfare through zakat.</p> <p>I know for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything.</p> <p>I know for Hindus being harmless means;, no violence, eating no meat and wearing no leather.</p> <p>I know the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.</p>	Living
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