

**ECCLESTON C.E. PRIMARY SCHOOL**

**RELIGIOUS EDUCATION END POINTS AND KNOWLEDGE**

**By the end of Year 1, our children will know that;**

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| **Knowledge** | |
| **Harvest** | Christians believe God created the world  Christians believe we should say thank you to God at Harvest time  Christians celebrate the Harvest Festival with a special service in church  Jewish people celebrate harvest and this is called Sukkot  Christians believe that helping others is part of putting their faith in action  There are Christian charities working worldwide to improve the lives of people living in countries where the Harvest has failed |
| **I am Special** | Christians believe they are fearfully and wonderfully made by God  Christians believe that each one of us is unique, special and loved  Christians believe that Jesus is God’s son  Muslins have 99 different names for God |
| **Christmas** | Christians believe that Jesus is God’s gift to the world  the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas  Christians believe that the gift of Jesus shows God’s love and care for the world  Christians believe Jesus is God’s son the promised Messiah  Diwali is the festival of light celebrated in the Autumn  For Christians Christmas is the celebration of Jesus’ birthday |
| **Jesus** | The stories of Jesus’ miracles can be found in the Gospels in the New Testament  Christians believe that the miracles reveal Jesus as the son of God |
| **Easter** | Jesus rode into Jerusalem on a donkey on Palm Sunday  Jesus died on the cross on Easter Sunday  Christians believe that Jesus rose on Easter Day and is alive today  Easter is the most important time of the year for the Church  The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs  Christians believe that Easter is new beginning |
| **Baptism** | Baptism is an occasion when Christians make promises to god and people are welcomed as a member of the church  Water is a symbol of baptism  People can be baptised at any age, in the font at church, in a pool, a river or by the sea  Jesus was baptised in the river Jordan by John the Baptist  People of world faiths welcome new babies in special ways  The words of the call to prayer are whispered in the ear of a new born Muslim baby  Giving babies a meaningful name is important to people of faith |
| **Special Times** | Christians celebrate the arrival of the Holy Spirit at Pentecost  People of faith have special times of celebration  Special times create memories  Celebrating special festivals and occasions is important |
| **Creation** | Christians, Muslims and Hindus believe that God created the world  The creation stories are at the very beginning of the Bible  Christians, Muslims and Hindus believe that people should be taking care of our world  Christians, Muslims and Hindus believe that in creation we can see the power and wonder of God |
| **Special Places** | Christians worship in a church  Hindus worship in a temple/mandir  Muslims worship in a mosque  Some people of faith take their shoes off before entering a place of worship |
| **Prayer** | Jesus taught his disciples the Lord’s Prayer  Prayer is a form of communication with God  Muslims use a prayer mat to create a clean space  There are five times in the day when a Muslim needs to pray |
| **My World Jesus World** | Jesus lived a long time ago and the world we live in now is very different  Jesus was Jewish not Christian and attended the Synagogue  Some of Jesus’ life experiences were just like outs |
| ***Skills*** | |
| **Harvest** | Be able to talk about the food they enjoy  Be able to talk about Harvest around the world  Be able to talk about why we celebrate Harvest  Be able to talk about why it is important to help others, especially at Harvest time  Be able to express feelings about issues raised by Christian Aid materials |
| **I am Special** | Be able to talk about themselves, their likes, dislikes and what makes them special  Be able to talk about feelings they have experienced  Be able to talk about the names Christians give to God  Be able to talk about Muslim prayer beads and how they are used |
| **Christmas** | Be able to talk about the feelings associated with giving and receiving gifts  Be able to retell the nativity story in two parts – the shepherds and the wise men  Be able to talk about giving gifts that are not objects  Be able to identify Diwali lamps  Recall the story of Rama and Sita  Use religious words to talk about Christmas |
| **Jesus** | Be able to talk about their own feelings and experiences  Be able to ask and respond sensitively to questions about their own and others’ feelings and experiences  Be able to retell stories of Jesus covered in the unit  Be able to make the connection between Bible stories and Christian beliefs about Jesus |
| **Easter** | Talk about how Christians believe that Jesus died on the cross because God loves everyone  Be able to briefly retell the story of Easter  Have an opportunity to identify symbols associated with Easter  Be able to talk about their own experiences of love and other emotions expressed in the Easter Story  Be able to ask questions about the Easter story  Be able to reflect on the awe and wonder of new life |
| **Baptism** | Be able to talk about what belonging means to them  Be able to talk about what happens when a baby is baptised |
| **Special Times** | Be able to talk about special times and festivals they have explored  Be able to retell the story of Pentecost  Be able to talk about feelings associated with special times, festivals and celebrations |
| **Creation** | Be able to talk about what they find amazing, interesting or puzzling in creation |
| **Special Places** | Be able to talk about their own special places |
| **My World Jesus World** | Be able to talk about their own life and experiences  Understand that some foods have special symbolic meaning in religious practice |
| **Prayer** | Be able to talk about their own experiences of prayer  Be able to talk about the stories of Daniel and Jonah |
| **Vocabulary** | |
| **Harvest** | Harvest, Harvest Festival, created, Jewish, Sukkot, charities |
| **I am Special** | God, unique, Muslim, prayer beads |
| **Christmas** | Christmas, Nativity, Magi, Wise Men, shepherds, Diwali, Rama, Sita |
| **Jesus** | Gospels, miracles, New Testament |
| **Easter** | Easter, Palm Sunday, Easter Sunday, cross, rose |
| **Baptism** | Vicar, priest, font, baptism, church, prayer |
| **Special Times** | Pentecost, Holy Spirit, festival, memories |
| **Creation** | Muslims, Hindu Bible |
| **Special Places** | Church, mosque, temple, Muslim, Hindu |
| **Prayer** | Prayer, pray, Lord’s Prayer, disciples, Daniel, Jonah, prayer beads, prayer mat |
| **My Word Jesus World** | Jewish, Synagogue, Passover |

**By the end of Year 3, our children will know;**

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| **Knowledge** | |
| **Harvest** | Harvest is celebrated by people of all faiths and none  Harvest is mentioned in the Old Testament  There is a connection between Christian belief and behaviour in relation to celebrating the harvest |
| **Christmas** | Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us  Christians believe God is with them through his son, Jesus and the Holy Spirit  Christians believe that the presence of God changes their lives  Christmas is a celebration of the good news  Angels and the good news bringers  What the good news impacts on the world then and now |
| **Jesus** | That the stories covered in this unit are from the New Testament  Christians believe that Jesus’ miracles reveal him to be the Son of God  Christians believe we should welcome everyone and try to be a friend of all as Jesus was  Christians believe that Jesus has the power to change people’s lives  Choosing to follow Jesus is not an easy option |
| **Easter** | There are different objects and symbols used to help and explain and understand the meaning of Easter  The Easter story is central to Christian belief  The death and resurrection of Jesus is part of God’s salvation plan  The events of Palm Sunday, Holy Week and Easter are a combined mixture of the emotions of joy and sadness  The church remembers and marks the events of Holy Week in a variety of ways  The events of Holy Week reveal what Jesus came to earth to do – God’s salvation plan |
| **Rules for Living** | All world faiths have rules to follow that have been established a long time ago  Christians and Jews believe that Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai  The 5 pillars set the rules for living  Muslims follow rules set out in the Qur’an  Muslims have 99 names for God that show his characteristics  Buddhists try and follow the teachings of the Buddha  Sikhs wear the 5Ks as a sign of their commitment to God  Some people choose not to follow any specific set of religious rules |
| **New Testament** | The Bible is in two parts; The Old Testament and The New Testament  The stories reveal Christian belief about Jesus  When people met Jesus or heard his stories, they changed their behaviour |
| **The Church** | The Hindu word for worship is puja  For Christians, the church is a holy place  People of Jewish faith worship in a synagogue  People of Muslim faith worship in a mosque  People of Hindu faith worship in a temple  Most Hindus will have a shrine in their home  The Ark is the most holy place in the synagogue as it contains the Sefer Torah and is the focal point of prayer |
| **Ascension and Pentecost** | Christians believe that 40 days after the resurrection, Jesus ascended into Heaven  Christians believe that God is three in one – Father, Son and Holy Spirit  Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still |
| **The Bible** | The Bible is the Christian holy book  The Bible is made up of a library of books  The Bible is in two sections; The Old Testament and The New Testament  Ownership of a Bible is important to Christians  People of world faiths have different holy books and there are some similarities and differences between these books and the Bible |
| **Skills** | |
| **Harvest** | Will be able to describe the ways in which Christian harvest festival celebrations show Christian values in action  Describe and recognise similarities between different religious harvest festivals |
| **Christmas** | Be able to make links between their own experiences and those of others  Be able to retell stories about the presence of Jesus changing people’s lives  How to describe the ways in which the actions of Christians show Jesus’ presence in the world  How to retell the Christmas story, including the story of Zechariah |
| **Jesus** | Be able to retell the stories from this unit  Make the connection between Bible stories and Christian belief |
| **Easter** | How to identify and name some of the symbols of Easter  How to retell the Easter story  How to describe the Easter story and why Christians celebrate it  How to explain what they think is the most important thing about Easter  How to ask questions about beliefs and values |
| **Rules for Living** | How to talk about the story of Moses and the impact of the ten commandments  Be able to identify the 5Ks  Identify and discuss religious and non-religious rules that affect their lives  Identify the impact that the 5 pillars have on a Muslim way of life  Recognise similarities and differences between religions |
| **New Testament** | Be able to retell known Bible stories  Identify Christian Values in the stories explored |
| **The Church** | Use religious vocabulary to describe features of a church, mosque, temple, synagogue and a Hindu shrine and what happens in these places |
| **Ascension and Pentecost** | Retell the stories of ascension and Pentecost  Describe symbols of the Holy Spirit  Connect the gifts of the spirit with the school’s Christian values |
| **The Bible** | Be able to talk about the Bible and why it is holy  Name and talk about the holy books from world faiths they have investigated  Reflect on the story of Mary Jones and consider ways in which they themselves can make a difference |
| **Vocabulary** | |
| **Harvest** | Old Testament |
| **Christmas** | Emmanuel, Holy Spirit, presence, good news, Zechariah |
| **Jesus** | New Testament, belief, charity, transformation |
| **Easter** | Symbol, resurrection, cross, crucifix, Palm Sunday, Good Friday, Easter Day |
| **Rules for Living** | Sikh, Sikhism, Buddha, Buddhists, 5Ks, Qur’an, Muslim, Mount Sinai, Ten Commandments |
| **New Testament** | New Testament, Old Testament |
| **The Bible** | New Testament, Old Testament, holy |
| **The Church** | Mosque, temple, shrine, synagogue |
| **Ascension and Pentecost** | Pentecost, ascension, resurrection Holy Spirit |

**By the end of Year 5, our children will;**

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| **Knowledge** | |
| **David and the Psalms** | Know that David is a key figure in God’s plan for his people  Some Christians have had to ensure great struggles and persevere in difficult circumstances to keep faith in God and follow his way |
| **Christian Art** | Know that Christianity is a worldwide faith  Know that some believers express their faith and worship through art |
| **Christmas** | Know that the nativity story is recorded in Gospels of Matthew and Luke  Know that the true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ  Know that Hanukkah is an important Jewish festival of light  Know that light is used as a metaphor to describe Jesus and his impact on the world  Know that the light of Jesus bring hope in dark places |
| **Jesus** | Know that the parables of Jesus explain Christian beliefs and actions  Know that there are links between the teaching of Jesus and our Christian values  Know that Jesus’ teaching makes an impact on people’s lives, their values, choices and behaviour  Know that Christians believe that Jesus is the Son of God  Know that Christians believe that Jesus is the Son of God and he was both God and man  Know that Christians believe that Jesus has power and authority from God over every aspect of creation, life and death  Know that the Jewish holy day is Shabbat and some of the traditions and rules that go with it |
| **Easter** | Know that trust and forgiveness are key Christian values and are also school’s Christian values  Know that the incidents of betrayal and trust in the Easter story are significant to the outcome  Know that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan  Know that Christians believe that they can trust Jesus  Know that Christians believe that Christ’s resurrection is a victory over death and talk about it with understanding  Christians believe that the death and resurrection of Jesus restored the relationship between God and the people  Know that the Easter story is at the very heart of Christian belief |
| **The Church** | Know that not all church buildings are the same but have similar features according to the Christian denomination  Peter and his disciples ‘built’ the church after the events of Pentecost  Know that Christianity a worldwide faith  Know that Bible gives guidance to the church about behaviour and attitudes  Know that world faiths have different [places of worship and the names of those buildings, key features and the worship that takes place there  Know that the Hindu murtis are expressions of god. They are not to be worships but are a focus for worship  Know that the symbol of light is used across several religions  Know that there are similarities and differences between places of worship they have explored  Know that the features of the places of worship can be linked to Holy Scripture and beliefs  Know that the Imam is the leader of the Mosque and the local Muslim community  Know that the Rabbi is the leader of synagogue  Know that Darshan is important to Hindus |
| **Christian Worship** | Know that singing is one form of an expression of worship  Know that Christians sing in worship as an expression of faith, love, joy and celebration  Know that Christians sing as an expression of feelings and beliefs  Know that the words of hymns reveal Christian beliefs |
| **The Bible** | Know that there are several different genres of writing in the Bible  Know that there are many translations of the Bible in English and other languages  Know that the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues  Know that each world faith has a holy book that teaches, guides and impacts on the daily life of believers  Know that Christians believe that the Bible is inspired by the word of God  Know that the Bible gives guidance for Christian living and this impacts on believers lives and communities |
| **Loss, Death and Christian Hope** | Know that Christians believe that through the death and resurrection of Jesus they have the promise of living with God forever  Know that Christians believe that when you die your spirit goes to be with God in Heaven  Know that Muslims believe that on the last day/the day of judgement the dead will either go to paradise or hell  Know that Hindus and Buddhists believe there is a cycle of life and death – samsara.  Know that there are similarities and differences between the funeral traditions in each world faith |
| **Old Testament Women** | Know that there are significant women in the Bible who made incredible choices that have an impact on God’s big story  Know that Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation  Know that sometimes people of faith face great challenges and remain true to their faith |
| **Skills** | |
| **David and the Psalms** | Be able to retell stories about David  Be able to recognise their own values and the values of others  How to ask important and relevant questions  Be able to show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God |
| **Christian Art** | Be able to talk with confidence about what they find interesting or puzzling about a piece of artwork  Retell a Bible story and its meaning expressed in a painting  Be able to talk with understanding about a piece of Christian art using appropriate religious vocabulary  How to express their opinion about a piece of artwork and listen to the views of others  Be able to explain how a piece of religious art an be used to provide answers to ultimate questions |
| **Christmas** | Be able to identify which parts of the story are found in each gospel and the purpose of each writer  Be able to identify the influence the two stories have on our Christmas celebrations  Describe the nativity using religious vocabulary  Understand the significance of the flight to Egypt  Be able to talk with understanding about the ways in which Jesus’ followers bring his light into the world  Be able to create light metaphors for Jesus that show understanding of his actions and divinity |
| **Jesus** | Be able to retell in detail some of the stories covered in this unit  Ask important and relevant questions about the teaching of Jesus  Describe and understand the Christian beliefs revealed through the parables  Be able to describe how the parables in this unit answer questions about values and commitments  Be able to talk about people who have inspired them and why |
| **Easter** | Be able to identify and explain the significance of the incidents of betrayal and trust in the Easter story  Be able to ask questions about people’s values and commitments  Be able to use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter  Be able to describe and show understanding of the Christian value of forgiveness in relation to the story of Peter  Be able to retell the Easter story in detail and talk about what it means to Christians  Describe the impact of belief in the Easter story on a person’s life  Be able to talk about and describe feelings in relation to situations of victory; make links between people’s values and commitments and their attitudes and behaviour with regard to situations of victory |
| **The Church** | How to use religious vocabulary to name features of the church building  Be able to identify similarities and differences between churches and Christian denominations world-wide  Be able to link between values and beliefs and behaviour  Be able to talk knowledgeably about places of worship, features of the building and the worship that goes on there  Be able to recognise the similarities and differences between the worship that takes place in a Church/Mosque/Synagogue/Mandir/Gurdwara  Be able to describe why light is used as a symbol for God in several religions  Be able to describe the roles of the Imam and Rabbi |
| **Christian Worship** | Be able to talk about why Christians sing in worship  Be able to identify that nature and characteristics of God expressed in hymns  Be able to link singing in worship to Bible texts  Be able to describe different forms of Christian music |
| **The Bible** | Be able to make links between Bible passages and Christian values, attitudes and beliefs  Be able to use religious language to ask relevant questions  Be able to talk about the work and perseverance of the Bible translators  Be able to describe what inspires and influences them  Be able to describe the impact of the Bible on believers’ lives  Be able to make comparisons between the holy books of at least three world faiths including the Bible |
| **Loss, Death and Christian Hope** | Be able to make links between what the Bible says about death and heaven and Christian beleifs  Be able to identify Christian beliefs about God and heaven found in prayers and hymns  Be able to give their own opinion about what happens when you die  Be able to talk about what they think heaven is  Be able to show an understanding of the similarities and differences between world faiths on the subject of death and heaven  Be able to use appropriate religious vocabulary to show understanding about Christian and Muslims beliefs about death  Be able to talk about reincarnation |
| **Old Testament Women** | Be able to make links between their own values and those of others  Be able to ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments  Be able to reflect on the lives of the women in the Bible and describe the features that inspire them |
| **Vocabulary** | |
| **David and the Psalms** | Psalms, persevere, imagery |
| **Christian Art** | Renaissance, icon, textiles |
| **Christmas** | Gospels, nativity, magi, Messiah, Hanukkah |
| **Jesus** | Parable, Shabbat, inspiration |
| **Easter** | Betrayal, trust, Holy Week, Lent |
| **The Church** | Imam, Rabbi, Synagogue, Gurdwara, Mosque, Mandir, Aarti, Darshan |
| **Christian worship** | Hymn, lyrics |
| **The Bible** | Torah. Torah Scroll, Hebrew Bible (Tanakh), the Hadith, the Qur’an |
| **Loss, Death and Christian Hope** | Death, heaven, funeral reincarnation |
| **Old Testament Women** | Identity, purpose, truth, values, commitment, Purim, Esther |

**By the end of Year 6, our children will;**

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| **Knowledge** | |
| **Life as a Journey** | Know that some people undertake a pilgrimage as part of living out their faith  Know that the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today  Know that being a Christian and following the teaching of Jesus has an impact on a person’s life  Know that Christians in many countries are persecuted because of their faith |
| **Advent** | Know that Advent is a time when the church focusses prayer on the second coming of Christ  Know that denominations within Christianity hold differing beliefs about the importance and status of Mary  Know the themes of Advent tell ‘the big story’ of God’s salvation plan  Know that Christians believe that Jesus is the promised Messiah but Jewish people do not |
| **The Exodus** | Know that the Exodus is a significant event in Jewish and Christian history  Know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover  Know that Christianity is rooted in Judaism and Jesus celebrated the Passover  Know that for Jews, the event of the Exodus and Passover are at the very heart of their beliefs |
| **The Eucharist** | Be able to make links between Christian beliefs, the Eucharist, the Last Supper and the Passover  Know that there is important symbolism associated with the Eucharist that explains Christian belief  Know that celebrate the Eucharist and why it is important |
| **Jesus** | Know that Jesus is given a variety of names to describe his character and purpose  Know that there is a strong connection between Christmas and Easter and the concepts  Know that Christians believe Jesus was a holy man, a wise teacher and a ‘god’  Know that many Buddhists refer to Jesus as an ‘enlightened man’  Know that Jews believe Jesus was a teacher and a healer but not the Messiah  Know that people of no faith generally acknowledge that Jesus was a wise, moral teacher |
| **People of Faith** | Know that Muslims are required to live their lives in accordance with the Qur’an and the teachings of Muhammad  Know that Buddhists follow the teachings of the Buddha and the Noble Eightfold path  Hindu practices and beliefs are rooted in the teachings of the sacred texts known as the Vedas  Know that there are people who live and have lived extraordinary lives of faith and we can be inspired by them  Know that there are similarities and differences between the behaviour and values of all people of faith  Know that Christian people are called to live out the teaching in the Bible and build God’s kingdom through righteous living |
| **God** | Know that Bible stories help to deepen our knowledge and understanding of God  Know that Christians believe God is three in one – the Trinity  Know that God is given many names by Christians and members of all world faiths and that these names describe his nature and characteristics  Know that there are similarities and differences across World faiths about what people about God  Know that Bible texts are used to answer questions about the characteristics and nature of God |
| **Skills** | |
| **Life as a Journey** | Recognise the similarities and differences between pilgrimages made by Christians and people of other world faiths  Identify several places of pilgrimage around the world  Describe the impact that following the teaching of Jesus has on people’s lives  Describe the features of living life as a Christian  Explain why people of faith make pilgrimages  Describe the actions of pilgrims in the places studied |
| **Advent** | Describe the symbolism, practices, beliefs and themes of Advent  Explain the ways in which Jesus fulfilled the Old Testament Prophecies  Express and explain their hopes and dreams for the future  Use religious vocabulary to show they understand the themes of Advent  Express their opinion about what they think the message of John the Baptist would be today  Reflect and decide what they have learnt from the unit about Christianity themselves |
| **The Exodus** | Retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal  Make links between the Passover, Last Supper and the Eucharist  Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom  Express their opinion about what freedom is and what it is not  Identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians  Explain the significance of the Passover and why it is not forgotten |
| **The Eucharist** | Use religious vocabulary to show understanding of why Christians celebrate the Eucharist  Identify similarities and differences within and between the ways Christian denominations celebrate the Eucharist  Ask thoughtful questions about the words and actions of the Eucharist service  Talk about the way in which the Eucharist service answers questions about Christian beliefs  Explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives  Suggest reasons for the similarities and differences between denominations |
| **Jesus** | Be able to express their own and the opinion of others in response to the question, ‘Who was Jesus?’  Use appropriate religious vocabulary to show they understand Christian, Muslim, Buddhist, Jewish and Hindu beliefs about Jesus  Be able to use the Bible as a source to discover the answer to the question, ‘Who was Jesus?’ |
| **People of Faith** | Describe and illustrate with examples, the ways in which the actions of Christian people are building God’s kingdom here on earth  Use an increasingly wide religious vocabulary to explain what motivates people of faith  Talk, with understanding, about the characteristics of a person living out their faith  Explain aspects of the lives of people of faith that inspire them  Recognise the similarities and differences within and between the beliefs and lifestyles of the people of faith they have studied  Interpret Bible stories and explain how that story answers questions about what it means to have faith |
| **God** | Use religious language to show a development of an understanding of the Trinity  Identify the elements in Christian worship that express Christian beliefs about God  Ask big questions and express their own views |
| **Vocabulary** | |
| **Life as a Journey** | Pilgrimage, pilgrimages, Mecca, Lourdes |
| **Advent** | Advent, prophecies, symbolism |
| **The Exodus** | Exodus, Seder, Passover, Eucharist, Last Supper |
| **The Eucharist** | Eucharist, Last Supper, Passover, holy, sacrifice, mercy, salvation, faith |
| **Jesus** | Messiah, enlightened |
| **People of Faith** | Qur’an, Noble Eightfold Path, Vedas |
| **God** | Trinity |