



Curriculum Sequencing for Religious Education



God & Creation



End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>I know that God is a name.</p> <p>I know that Christians believe that God is the Creator of the universe and all that is in it including people and animals.</p> <p>I know that the Bible is a Christian's holy book.</p> <p>I know that Christians go to church to worship God.</p> <p>I know that I can speak to God when praying.</p>	<p>I know that Christians believe God created the world and that he created humans to look after his world.</p> <p>I know that Christians believe the first humans Adam and Eve didn't follow the rules and this caused humans to fall away from God.</p> <p>I know what the word harvest means and understand that we should be thankful the harvest.</p>	<p>I know that Christians believe God intended to create a perfect world.</p> <p>I know that Christians believe that God created humans to look after his perfect world. We call this Stewardship.</p> <p>I know that Christians praise God for all that he provides during the Harvest Festival.</p> <p>I know that other religions and cultures from around the world also have Harvest celebrations.</p>	<p>I know that the fall affected the relationship between God and man but he never stopped loving his creation.</p> <p>I know what a sin is and that somebody who sins is called a sinner. We are all sinners but are forgiven by God.</p> <p>I know that God is omnibenevolent and his love cannot be measured.</p> <p>I know that God is omnipotent and this can be seen through the creation story.</p>

I know that God created the universe. He is known as the creator.

I know that 'creation' means to make something.

I know that because God created humans to look after his wonderful world.

I can use the taught vocabulary for the God & Creation unit of work

I can understand the impact that the fall had on people's relationship with God.

I can explain the differences between the Christian festival of Harvest and the Jewish festival of Sukkot.

I know that the Bible is a collection of books.

I know that the Bible has two parts. The Old Testament and the New Testament.

I know that a parable is a story that Jesus told with a message.

I understand why the Bible is important to Christians.

I know when the 'fall of man' occurred in the Bible.

I know how the 'fall of man' affected our relationship with God and changed his big plan.

I can use the taught vocabulary for the God & Creation unit of work

I know the Christians call God their father and they are the children of God.

I know that some Christians use symbols to represent the nature of God.

I know that Christians believe that prayer is a form of direct communication with God.

I know the Lord's Prayer and what that reveals about God.

I can express my own beliefs and ideas about what God is like.

I know that God hates the sin but not the sinner. God could never stop loving his creation.

I can use the taught vocabulary for the God & Creation unit of work

I know that Biblical definition of Genesis means 'In the Beginning.'

I know that there are two accounts of the creation story in Genesis.

I know that some Christians believe that Bible as literal and that some believe it as non-literal.

I can compare and express my opinion about the creation accounts in Genesis.

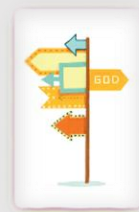
I can understand the term Judeo-Christian and that the creation stories for both Christians and Jews are the same.

I can compare the Judeo-Christian and Hindu story of creation.

Incarnation



End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>I know that Jesus is the name of someone very special. Jesus is God's son.</p> <p>I know that at Christmas we celebrate Jesus' birthday.</p> <p>I know how Christians celebrate Christmas.</p> <p>I know that people give presents at Christmas time to remember the special present that God gave to us. - Jesus.</p>	<p>I know that God sent his son, Jesus, to Earth to rescue us.</p> <p>I know that Christians believe Jesus was a gift from God.</p> <p>I know that I have special gifts that I can share with people such as my Christian Values.</p> <p>I know why people give gifts at Christmas time.</p> <p>I can use the taught vocabulary in the incarnation unit of work</p> <p>I know that the Birth of Jesus is recorded in the Bible.</p> <p>I can recall and retell the story of Jesus' Birth.</p> <p>I know that Christmas is a Christian festival.</p> <p>I know that the Bible tells me that Jesus' birth was extraordinary and he is worshipped as a king</p>	<p>I can explain why God sent his Son to us.</p> <p>I know that God was present throughout the Bible and is still present today.</p> <p>I know that God's presence can be seen in the actions of his people.</p> <p>I can use the taught vocabulary effectively in the incarnation unit of work</p> <p>I know that God sent his son, Jesus, to bring light to the world.</p> <p>I know that light is an important symbol to Christians.</p> <p>I know how Jesus brought light as a child and an adult in the hope of salvation.</p> <p>I know that Christians celebrate light at Christmas through Christingle services.</p>	<p>I know that the nativity story is recorded in the gospels.</p> <p>I know that there are two accounts of Jesus' birth in Matthew and Luke and that they were written for different audiences.</p> <p>I can compare the similarities and difference between the two accounts of Jesus' birth.</p> <p>I can talk about why Mary is important to Christians.</p> <p>I know that advent is a season of preparation for Christians that occurs annually.</p> <p>I know that advent focuses on the second coming of Jesus.</p> <p>I know that the themes of the advent candles tell 'God's Big Rescue Plan.' I know that Christians believe that Jesus is the promised Messiah who fulfils the Old Testament Prophecies.</p> <p>I can use the taught vocabulary effectively in the incarnation unit of work</p>
<p>People of God</p>			



End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>I know that God sent special people to help make the world a better place.</p> <p>I know that Old testament stories teach us what God is like.</p> <p>I can recall/retell three stories from the old testament that Jesus would have heard.</p> <p>I can discuss which story is my favourite and why.</p>	<p>I know the stories of Moses and explain that God spoke to him.</p> <p>I understand that God sent special people to spread his message in the Old Testament.</p> <p>I can give an example of a Bible story that shows that God's people put their trust in him.</p> <p>I can use the taught vocabulary effectively in the People of God unit of work</p> <p>I can explain that a prophet is a person who shares God's word.</p> <p>I can explain why God gave us rules to live by.</p> <p>I can give examples of why Moses is such an important part in God's Big Story.</p>	<p>I can explain why God needed prophets on Earth.</p> <p>I can explain why the value of TRUST is fundamental for God's people.</p> <p>I understand that God makes and fulfils his promises.</p> <p>I can use the taught vocabulary effectively in the People of God unit of work</p> <p>I can explain that the People of God panel covers many generations.</p> <p>I understand that the people of Israel faced many challenges and, at times, turned away from God.</p> <p>I can describe the impact that a prophet had on God's people.</p> <p>I know a significant woman from the Old Testament.</p>	<p>I can explain that the people God sent to restore his world struggled to change the people.</p> <p>I can talk about how God uses people in his Big Plan.</p> <p>I understand that even God's chosen people had the ability to sin.</p> <p>I can use the taught vocabulary effectively in the People of God unit of work</p> <p>I can give examples of prophets who conveyed God's message.</p> <p>I understand that God's message has never changed and is still impacting our lives today.</p> <p>I know how the prophets are still impacting believer's lives today.</p>



End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>I know that news can be good or bad.</p> <p>I know that Jesus brought good news to people.</p> <p>I can know that the story of the Good Samaritan was a story that Jesus told.</p> <p>I know that Jesus had 12 special friends called the disciples who helped him to spread the good news.</p>	<p>I know that Jesus brought good news to people.</p> <p>I know that there are 4 gospels.</p> <p>I know that Jesus' good news teaches Christians how to live.</p> <p>I can use the taught vocabulary effectively in the Gospel unit of work</p> <p>I know that Jesus brought good news to people.</p> <p>I know what a miracle is and can name at least two of Jesus' miracles.</p> <p>I know that Jesus performed miracles to show people God's good news in action.</p> <p>I can reflect on the teachings of Jesus and explore how this impacts on a believer's life.</p> <p>I can use the taught vocabulary effectively the Gospel unit of work</p>	<p>I know what it means to change.</p> <p>I know that Christians believe that Jesus had the power to change lives.</p> <p>I know how Jesus is still changing lives today through the gospel. (Mother Teresa)</p> <p>I can name an example of somebody from the Bible whose life was changed by Jesus.</p> <p>I can use the taught vocabulary effectively the Gospel unit of work</p> <p>I know that the gospel gives examples of Jesus calling his apostles.</p> <p>I can explain how Jesus called people to follow him.</p> <p>I can give examples of when Jesus showed his authority and power.</p>	<p>I know that God sent his son, Jesus to earth, to show people how to live.</p> <p>I can give examples of times when Jesus showed humility when others didn't.</p> <p>I understand that doing the right thing isn't always the easiest option.</p> <p>I can explore recent topical issues and consider what Jesus would do about this.</p> <p>I can explain why Christians follow the mantra, 'What would Jesus do?' (W.W.J.D)</p> <p>I can use the taught vocabulary effectively the Gospel unit of work</p> <p>I can explain what Jesus meant when he said he was the 'Light of the World'</p> <p>I can compare and contrast the teaching of Jesus as 'Light of the World' with at least two other 'I am' sayings of Jesus John's gospel.</p> <p>I can reference other aspects of Jesus' life as evidence.</p>

I can use bible scripture to support my argument for if Jesus is the Son of God.

Salvation



End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>I can recall the events of Holy Week, as celebrated by Christians</p> <p>I can tell you that Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'</p> <p>I can tell you that Christians believe Jesus rose from the dead</p>	<p>I can recall the events of Jesus' entry into Jerusalem on Palm Sunday as told in the Bible</p> <p>I can tell you that people thought Jesus was very special</p> <p>I can recall the events of the Last Supper as told in the Bible</p> <p>I can recall the events of Good Friday as told in the Bible</p> <p>I can recall the events of Easter Sunday as told in the Bible</p> <p>I can talk about how people felt when Jesus rose from the dead</p> <p>I can explain that Christians believe that Easter is a new beginning and recognise that</p>	<p>I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'Big Story'</p> <p>I can offer suggestions about what the narrative of the Last Supper might mean</p> <p>I can offer suggestions about what the narrative of Judas' betrayal might mean</p> <p>I can offer suggestions about what the narrative of Peter's Denial might mean</p> <p>I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today</p> <p>I know that Christians see Holy Week as the culmination of Jesus' earthly life leading to his death and resurrection</p>	<p>I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</p> <p>I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms</p> <p>I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <p>I can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others</p> <p>I can use the taught vocabulary effectively in the Salvation unit of work</p> <p>I can outline the timeline of the 'big story' of the Bible, explaining the</p>

Incarnation and Salvation are part of a 'big story' of the Bible.

I can use the taught vocabulary effectively the Salvation unit of work

I can recall and retell the events of Holy Week and Easter and make links with the idea of Salvation

I can recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible

I can identify bread and wine as symbols relating to Easter

I can begin to understand what Holy Communion means for Christians

I can explain the role of water in the Easter story
I can explain that water symbolises forgiveness and new life for Christians

I can use the taught vocabulary effectively in the Salvation unit of work

I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'

I can make links between the Gospel texts and how Christians mark the Easter events in their church communities

I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion

I can explain how the living out of ritual in church at Easter inspires and influences Christians

place within it of the ideas of Incarnation and Salvation

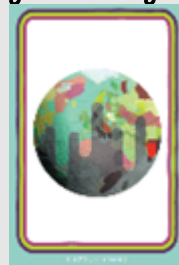
I can describe and link the Christian belief of forgiveness with the Easter story and how this has an impact upon Christians

I can make clear connections between Christian belief in the Resurrection and how Christian worship on Good Friday and Easter Sunday: understand the meaning of each station of the cross

I can give reasons for the similar and different beliefs which Christians hold about Easter and explain how religious sources give answers to the purpose of Easter and important questions about life

I can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms

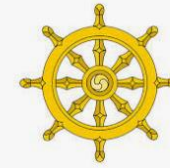
Kingdom of God



End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>I can talk about how a King should behave.</p> <p>I know that Christians believe that Jesus was a king.</p> <p>I can talk about a time when Jesus was treated like a king. (Palm Sunday)</p>	<p>I know that Christians call Jesus the 'King of Kings'.</p> <p>I can retell the parable of the Mustard Seed.</p> <p>I can give examples of what Jesus wanted his kingdom to be like.</p> <p>I can use the taught vocabulary effectively in the Kingdom of God unit of work</p> <p>I know two very significant events - ascension and Pentecost</p> <p>I can explore the concept of God as three in one.</p>	<p>I can describe what people can learn from a story about the kingdom found in the Bible and say why.</p> <p>I can suggest some good questions people ask about the Kingdom of God and compare my answers with others.</p> <p>I can use the taught vocabulary effectively in the Kingdom of God unit of work</p> <p>I know three stories: The parable of the Great Feast, the parable of the Hidden Treasure and the story of Jesus welcoming the children</p> <p>I can offer suggestions about what the description of Pentecost in Acts 2 might mean</p> <p>I can give examples of what Pentecost means to Christians now</p> <p>I can make simple links between the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God and how Christians live their lives.</p>	<p>I can explain connections between biblical texts and the concept of the Kingdom of God</p> <p>I can different possible meanings for biblical texts studied.</p> <p>I can make connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways</p> <p>I can use the taught vocabulary effectively in the Kingdom of God unit of work</p> <p>I can explain connections between biblical texts and the concept of the Kingdom of God- where God rules human lives</p> <p>I can identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their response.</p>

I can express my own ideas about the Kingdom of God and how Christians do God's work today.

Other Faiths



End points for EYFS

I can understand that Judaism is a religion that people follow and they have special customs that might be different to mine.

I can explore religious artefacts and why they are special. Including the: Star of David, Menorah, Torah, yad, kippah, tefillin, challah loaf.

I can why the Torah is special to Jewish people.

End Points for KSI

I can recall and name the different Jewish festivals (Rosh Hashanah, Sukkot, Hanukkah) that are important to Jewish people.

I can explain how each festival is celebrated.

I can ask questions and respond to questions about why the Jewish people celebrate each festival.

I can begin to describe things that make being a Jewish person different from a non-Jewish person but similar to other faith believers, particularly Christians.

I know what a promise/covenant is.

End Points for LKS2

I can explain that Islam is a way of life.

I can describe that Babies are welcomed into the world by having the adhaan recited into their right ear.

I can describe some ways in which Muslims pray.

I know that Muslims believe that there is One God and that the prophet Muhammed (pbuh) is his messenger.

I know that the Qur'an is the holy book for Muslims revealed to the prophet Muhammad (pbuh). Muslims believe it to be the word of God.

I know names of the five pillars of Islam and what they stand for.

End Points for Key Stage Two

I can explain that Hinduism teaches that there is one God in many forms and that God is present in all living things.

I can describe some of the deities that Hindus might worship and how the qualities of these deities are expressed through imagery and stories.

I can describe how and why Hindus might worship and explain symbolic aspects of worship and rituals.

I know concept of dharma and how Hindus might find guidance about their dharma from the stories that are celebrated at festivals such as Diwali, Holi and Navarati.

I know why festivals and rites of passage are important to individuals and the community and what Hindus might learn from these celebrations.

	<p>I can explain the significance of the Shema (Affirmation of the Jewish faith)</p> <p>I can describe what the significance of the Passover is for Jewish people.</p> <p>I can describe the importance of the seder meal for Jewish people.</p> <p>I can explain the importance of the ten commandments for Jewish people.</p> <p>I can describe what a Jewish person might learn from a sacred text and what it might mean.</p> <p>I can use the taught vocabulary effectively in the other faiths unit of work</p>	<p>I know that Prayer is very important to a Muslim's daily life and for many Muslims takes place five times a day.</p> <p>I can use the taught vocabulary effectively in the other faiths unit of work</p> <p>I know the key features inside a Muslim's place of worship.</p> <p>I know why the mosque is important to many Muslims.</p> <p>I know that Sawm is fasting and explain why Muslims fast.</p> <p>I can explain the importance and significance of the first and second pillars of Islam in helping Muslims to show commitment to God (Allah).</p> <p>I can explain the importance of Zakat for Muslims</p> <p>I can explain what Hajj is and why it is important for a Muslim to go on pilgrimage.</p>	<p>I can describe Hindu beliefs about samsara, using religious vocabulary such as karma and moksha.</p> <p>I can use all my knowledge from previously learnt world faiths</p> <p>I can analyse Buddhist beliefs and teachings about how to be content</p> <p>I can explain Buddhist beliefs and values contained within the story of Prince Siddhartha</p> <p>I can make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</p> <p>I can describe and explain what is involved in following the Eight-Fold Path of Buddhism - and the impact that following this might have on the life of a Buddhist.</p> <p>I can consider the importance of daily meditation in Buddhism</p> <p>I can discuss similarities and differences between world religions</p> <p>I can use the taught vocabulary effectively in the other faiths unit of work</p>
--	---	---	--