

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Curriculum Outcomes Grid – Religious Education

Reception

Name: _____.

	General Faith	Christianity
Children aged 3 & 4 years		
Children in Reception	<ul style="list-style-type: none">• Understand why we are special and where we belong.• Understand which places are special and why.• Explore which stories are special and why.	<ul style="list-style-type: none">• Understand why Christmas special for Christians.• Understand why Easter special to Christians.• Explore which stories are special and why.
Early Learning Goals		

Year 1

Name: _____.

Units	General Faith	Christianity
<p>What does it mean to belong to a faith community?</p> <p>What do Christians believe God is Like?</p>	<ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities. • Recognise religious symbols. • Compare what happens at traditional welcome/naming ceremonies and weddings in Christianity/Judaism/Islam • Explain how people express identity and belonging in faith and other communities. 	<ul style="list-style-type: none"> • Identify what a parable is. • Recount Christian stories (The Lost Son and Nativity) • Explain how Christians show their beliefs through their actions. • Understand what Christians believe God is like.

Units	Islam, Judaism & Hinduism
<p>Who is Jewish and how do they live? (Part 1)</p> <p>Who is Jewish and how do they live? (Part 2)</p>	<ul style="list-style-type: none"> • Explore Jewish prayers and their importance to the daily lives of Jewish people. • Know what objects Jewish people have in their home and why. • Retell the Chanukah story and explain why it is important. • Know how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Explain how Jewish people remember God through celebrating festivals.

Units	General Faith	Christianity
<p>Who do Christians say made the World?</p> <p>How should we care for the world and for others, and why does it matter?</p>	<ul style="list-style-type: none"> • Understand the importance of being unique and valuable. • Explain what Genesis 1 tells Jews and Christians about taking care of the natural world. • Give examples of how everyone (religious and non-religious) cares for others and looks after the natural world. 	<ul style="list-style-type: none"> • Retell the creation story • Know what this story tells us about God. • Understand how the Harvest festival helps Christians show God gratitude. • Give examples of how Christians can say Thank You.

Step	b	w	s	s+
Total Statements = 20	40%	80%	90%	95%
No. of statements required	8	16	18	19

Year 2

Name: _____.

Units	Islam, Judaism & Hinduism	Christianity
<p>1Who is Muslim and how do they live? (Part 1)</p> <p>INCARNATION: Why does Christmas matter to Christians?</p>	<ul style="list-style-type: none"> • Understand the importance of God and Allah. • Know what the Shahadah is. • Explain what Muslims believe about Muhammed. • Identify and explain ways Muslims put prayer into action. 	<ul style="list-style-type: none"> • Explain the importance of Jesus' birth. • Retell the nativity story and explain its' importance. • Know what advent is and how Christians prepare. • Compare Christian Christmas traditions with non-religious Christmas traditions.

Units	Islam, Judaism & Hinduism	Christianity
<p>Who is Muslim and how do they live? (Part 2)</p> <p>SALVATION: Why does Easter matter to Christians?</p>	<ul style="list-style-type: none"> • Know why and how Muslims follow the Qur'an. • Understand the 5 pillars of Islam. • Explain and give examples of how Muslims pray. • Compare prayers in Islam with another religion. 	<ul style="list-style-type: none"> • Understand the emotions felt during the Easter story. • Retell the Holy week story. • Make connections between how Christians celebrate Easter and the events in the Easter story. • Understand vocabulary: incarnation, salvation and resurrection and explain where these happen in the Easter story.

Units	Christianity	General Faith
<p>GOSPEL: What is the good news Jesus brings?</p> <p>What makes some places sacred to believers?</p>	<ul style="list-style-type: none"> • Retell and explain what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Explain why forgiveness and peace are important to Christians. • Explore ways Christians share good news. 	<ul style="list-style-type: none"> • Understand what makes places special to people. • Know the difference between religious and non-religious special places. • Compare places of worship for Christians/Jews/Muslims. • Know vocabulary and symbols relating to places of worship in Christianity/Judaism/Islam.

Step	b	w	s	s+
Total Statements = 24	40%	80%	90%	95%
No. of statements required	9	18	20	22

Units	Christianity	
<p>CREATION/ FALL: What do Christians learn from the creation story?</p>	<ul style="list-style-type: none"> • Create a timeline of the concepts of God and the creation story. • Know what Christians can learn about God from his creations (looking after the world) • Explain how Genesis 3 is important for how Christians live today. • Understand what forgiveness means to Christians. 	
<p>PEOPLE OF GOD: What is it like to follow God?</p>	<ul style="list-style-type: none"> • Know the story of Noah and the flood. • Understand what a pact/covenant is. • Understand why the rainbow is an important symbol in Christianity and Judaism. • Make links between Noah’s covenant and promises at Christian weddings. 	

Units	Islam, Judaism & Hinduism	Islam, Judaism & Hinduism
<p>How do festivals and worship show what matters to a Muslim?</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<ul style="list-style-type: none"> • Identify beliefs about God in Islam. • Explain the importance of the mosque. • Understand the significance of prayer in Islam • Explore the different ways Muslims worship. (prayer, celebration, fasting) 	<ul style="list-style-type: none"> • Identify beliefs about God in Judaism. • Link the exodus story to Jewish belief and practices today. (Passover) • Describe how Jews show beliefs through worship and festivals (shabbat/Rosh Hashanah/Yom Kippur) • Explore how the ten commandments are relevant to Jews and other religions today.

Units	Christianity	General Faith
<p>GOSPEL: What kind of world did Jesus want?</p> <p>How and why do religious and non-religious people try to make the world a better place?</p>	<ul style="list-style-type: none"> • Understand what Gospels are and discuss examples. • Retell a story from the bible and make links with the importance to Christians today. • Explain how Christian leaders follow Jesus' teachings. • Compare the kind of world Jesus wanted with the world we live in today. 	<ul style="list-style-type: none"> • Identify some beliefs about what the world is not always a good place. • Compare how the teachings of different religions make the world a better place. • Explore the lives of some inspirational Christians and their contribution in making the world a better place. • Compare how religious vs non-religious people make the world a better place.

Step	b	w	s	s+
Total Statements = 24	40%	80%	90%	95%
No. of statements required	9	18	20	22

Year 4

Name: _____.

Units	Christianity	Islam, Judaism & Hinduism
<p>INCARNATION/ GOD: What is the Trinity and why is it important for Christians?</p> <p>What do Hindus believe God is like?</p>	<ul style="list-style-type: none"> • Explain what texts about baptism and Trinity might mean. • Describe baptism traditions and ceremonies. • Create a piece of art that represents baptism and the Trinity. • Describe how Christians show their beliefs about God and the Trinity in worship and in the way they live. 	<ul style="list-style-type: none"> • Explore stories to identify what Hindus believe about God. • Recognise Hindu symbols and explain what they signify. • Identify some different ways in which Hindus worship. • Explore and compare representations of Hindu Deities.

Units	Islam, Judaism & Hinduism	Christianity
<p>What does it mean to be a Hindu in Britain today?</p> <p>SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter</p>	<ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. • Give examples of how Hindus show faith in their families and communities. • Describe how Hindus celebrate festivals. • Give examples of how Hindus practice their faith at home. 	<ul style="list-style-type: none"> • Recount the events of Holy week. • Explain the importance of each day of Holy week. • Explore and understand how Mary (and others) might have felt during the events of Holy Week. • Describe how Christians show their belief about Jesus in worship.

Units	Christianity	General Faith
<p>KINGDOM OF GOD: For Christians, when Jesus left what was the impact of Pentecost?</p> <p>How and why do people mark the significant events of life?</p>	<ul style="list-style-type: none"> • Explain how Christians follow the word of God today including what Pentecost means to Christians today. • Retell and understand the story of Pentecost. • Make links between Pentecost and the Holy Spirit. • Describe how Christians show their beliefs about the Holy Spirit in worship. 	<ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Compare how different religions celebrate commitment. • Understand the metaphor 'life is a journey' through exploring milestones in different religions.

Step	b	w	s	s+
Total Statements = 24	40%	80%	90%	95%
No. of statements required	9	18	20	22

Year 5

Name: _____.

Units	Islam, Judaism & Hinduism	Christianity
<p>Why is the Torah so important to Jewish people?</p> <p>INCARNATION Why do Christians believe Jesus was the Messiah? Christmas</p>	<ul style="list-style-type: none"> • Explore texts to identify Jewish names for and beliefs about God. • Give examples of how the Torah is used in Jewish belief and daily practice. • Use texts to make connections between Jewish commandments and how Jews live. • Compare the practices of orthodox and progressive Jews 	<ul style="list-style-type: none"> • Define the term 'Messiah' and explain what qualities a Messiah should possess. • Research texts and stories from the bible to make connections between Incarnation and the Messiah. • Show how Christians put their beliefs into practice when celebrating Christmas. • Explore and compare the relevance of a Messiah during biblical times to today.

Units	Christianity	Islam, Judaism & Hinduism
<p>GOD: What does it mean if Christians believe that God is Holy and Loving?</p> <p>What does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> • Use texts to identify what Christians believe about God. • Compare Christian beliefs about God to other religions. • Through texts, song and prayer examine the difference between God as holy and God as loving. • Explain how Christian places of worship express ideas about God. • Compare how Christians and humanists use laws and guidelines to live their lives. 	<ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. • Describe how these beliefs guide the way in which Muslims live. • Explore the different Muslim groups to compare their daily lives and practices. • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Explain how Muslim places of worship reflect their beliefs by researching local Muslim communities.

Units	Christianity	General Faith
<p>GOSPEL: How do Christians decide to live? What would Jesus do?</p> <p>How does faith help people when life gets hard?</p>	<ul style="list-style-type: none"> Identify features of Gospel texts (e.g. teachings, parable, narrative). Compare interpretations of biblical texts. Give examples of how Christians use Jesus' teachings to decide how they live their lives. Explore Christian communities across the world and compare how they show generosity. Understand Christians' 'foundations for living' and give examples of what this looks like in Christian lives today. 	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. Compare ceremonies and prayers that mark death/passing away in different religions. Explore art works relating to the after life to create an 'art in heaven' piece.

Step	b	w	s	s+
Total Statements = 27	40%	80%	90%	95%
No. of statements required	11	22	24	26

Units	Islam, Judaism & Hinduism	Christianity
<p>How does a Muslim show commitment to God?</p> <p>U2.6 KINGDOM OF GOD: For Christians what kind of King is Jesus? Christmas</p>	<ul style="list-style-type: none"> • Understand what it means to make a commitment. • Understand and explain some of the ways Muslims show commitment to God. • Know what the five pillars of Islam are, and how is it applied in day to day living. • Know who the Prophet Muhammad is and answer questions relating to him. • Write an affirmation or short mission statement to reinforce their commitment to their chosen focus. 	<ul style="list-style-type: none"> • Consider and compare different interpretations of Biblical texts. • Using texts/parables, understand and explain where the kingdom of God is. • Identify how Christians try to make the world more like the Kingdom of God through their practice. • Give examples of how you can improve local communities by following Jesus' teachings.

Units	Christianity
<p>CREATION/ FALL: Creation & Science – Conflict or Complimentary?</p> <p>SALVATION: What do Christians believe</p>	<p>CREATION/FALL</p> <ul style="list-style-type: none"> • Examine Genesis 1 and identify its' purpose. • Explain the different ways Genesis 1 might be interpreted. • Explore the scientific 'beginning of the universe' and evolution and make links with the creation story. • Explain how Christians who are scientists interpret the creations tory. • Identify key ideas in Genesis 1 and explain how these are helpful and inspiring to Christians.

Jesus did to 'save' people? Easter	<p>SALVATION</p> <ul style="list-style-type: none"> • Explore and explain how incarnation and salvation fit within the big story/holy week. • Understand why Christians say Jesus' death was a sacrifice. • Make connections between Jesus' death as a sacrifice and how Christians celebrate Holy communion/Lord's supper. • Define different types of sacrifice and explore its' place in the world today.
---	---

Units	Islam, Judaism & Hinduism	General Faith
<p>Why do Hindus want to be good?</p> <p>Why do some people believe in God and some people not?</p>	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. <i>dharmā</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately. • explore Hindu ideas of karma and explain why a Hindu might try to be good. • Explain the different stages of Hindu life and how these help Hindus be good. • Research influential Hindus and their impact on the world. 	<ul style="list-style-type: none"> • Define and compare the beliefs theists, atheists and agnostics. • Understand and give reasons as to why people do not believe in God. • Explain the impact believing/not believing in God has on the way someone live their life.

Step	b	w	s	s+
Total Statements = 25	40%	80%	90%	95%
No. of statements required	10	20	22	24

