

RE Curriculum – What will the children actually learn?

We have adopted the Emmanuel Project RE Scheme of work to meet the objectives set out in the Hertfordshire Agreed Syllabus for RE 2023-2028.

Key Threshold Concepts (Substantive Knowledge)

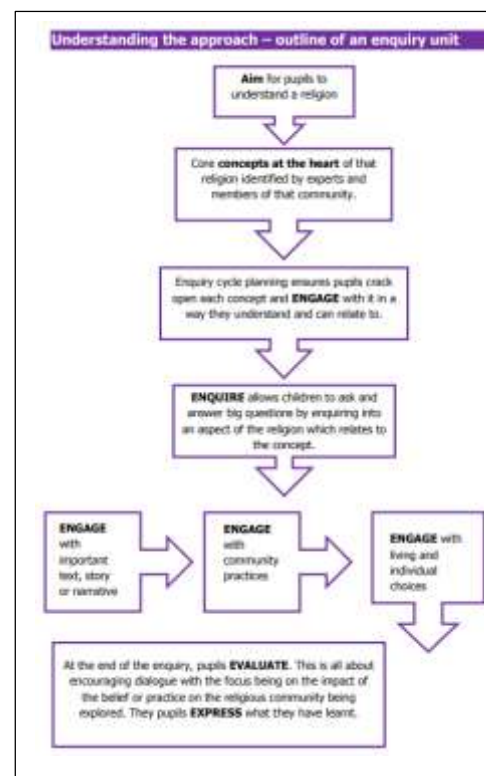
When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every unit of work and in every year group. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our RE lessons children learn about each unit of work by exploring the key threshold concepts (substantive knowledge) below:

1. Text/Narrative 2. Community Practice 3. Living

The Emmanuel Project’s approach to teaching about religions and worldviews builds upon pupils’ encounters with religious texts and stories (**Text/Narrative**). Pupils begin by exploring basic stories before building to analysing text for the purpose and significance it holds for believers (**Community Practice**). Pupils then progress to look at practice and community living with a good grasp of the theological concept being explored (**Living**).

The Enquiry Cycle approach is used to deliver lessons (see below):

- i) **Engage** with the key concept (religion) in their own lives/world
- ii) **Enquire** into an aspect which relates to the key concept (religion)
- iii) **Explore** an understanding of the key concept (religion) through 3 areas
(a) Text or Narrative (b) Community Practice (c) Living
- iv) **Evaluate** their learning about the key concept (religion)
- v) **Express** their learning about the key concept (religion)



Assessment Milestones:

End of year assessment expectations are set out under two attainment targets:

- Learning about religion and belief
- Learning from religion and belief

These attainment targets are then broken down into six strands to promote a broad and balanced RE curriculum (see table below)

Learning about religion and belief			Learning from religion and belief		
i) beliefs, teachings and sources	ii) practices and ways of life	iii) forms of expression	i) identity and belonging	ii) meaning, purpose and truth	iii) values and commitments

Topic Specific Milestones

In addition to the end of year expectations, our curriculum sets out progression in the form of topic specific 'Milestones' for every topic/unit of work taught. These can be seen below alongside the topics that are to be taught in each class. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate religious education vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working in their class. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestone EYFS (Year N & R)

– Assessment Tracker (print one copy of this page and tick/date the Milestone EYFS targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Title of unit	Vocabulary	Key outcome	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
Why is the word 'God' so important to Christians?	VIP, treasure, God, harvest, celebration,	Christians believe God is a VIP.	Explore the creation story.	Explore harvest at church.	Explore God's name being precious to Christians.
How can we help others when they need it?	Hero, prayer, cathedral, Lent	Christians believe we should help others just like Jesus did.	Explore the Good Samaritan Bible story.	Explore how Christians pray.	Explore what Christians do during Lent.
What makes every single person unique and precious?	Precious, special, unique, thanksgiving	Christians believe all humans were created by God and are loved by him.	Explore what happens in the story of Jesus welcoming the children.	Explore a thanksgiving service for a baby.	Explore the Golden Rule.
Why do Christians perform nativity plays at Christmas?	Nativity, crib, costume,	Christians believe that Jesus was a very special baby.	Explore the nativity story.	Explore Christmas at church.	Explore the giving of presents at Christmas.
Why do Christians put a cross in an Easter garden?	Cross, symbol, Easter, Palm Sunday, vicar,	Christians believe Jesus died on a cross but that he came back to life.	Explore the Easter story.	Explore what happens at church at Easter.	Explore Easter gardens.
How can we care for our wonderful world?	Caretaker, service, environment	Christians believe God created the world and it is our job to look after it.	Explore the Bible story of Adam naming the animals.	Explore a Sunday church service.	Explore how a Christian looks after their environment.

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of EYFS, pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

TOPICS TAUGHT in EYFS:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years Nursery and Reception together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

EYFS (Class 4 – Nursery & Reception) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Religious Education <small>(See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)</small>	Why is the word 'God' so important to Christians?	How can we help others when they need it?	What makes every single person unique and precious?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in an Easter garden?	How can we care for our wonderful world?
						
	CREATION 1	SALVATION 2	INCARNATION 2	INCARNATION 1	SALVATION 1	CREATION 2
	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
	A Muslim whispering Allah in a baby's ear	A Sikh story: Har Gobind and the 52 Princes	Hindus celebrating at Raksha Bandhan	A Muslim story: Muhammad and the Ants	A Buddhist story: The Monkey King	Tu be Shevat: the Jewish 'Birthday of Trees'

In EYFS children explore the three major Christian concepts of creation, incarnation and salvation in a way they can relate to and through experiences which are familiar. Children also have the opportunity to sample and compare other major world religions in order to extend their knowledge and understanding. The placement of these units maximise opportunities from the church calendar with learning focussing on Christmas, Easter and new beginnings. The Autumn 1 unit is important as it introduces what the word 'God' means to Christians, a word many children may have heard in different contexts but not truly understood. The nativity unit introduces the idea of Jesus as a special baby, of God becoming human. The summer 1 unit builds on this idea with the Christian teaching that we are all made in the image of God.

The Assessment Tracker documents below outline what children will learn within each topic?

RE: EYFS – Assessment tracker: Year N & R

Topic: Why is the word God so important to Christians?

Pupils:														
Targets: AT1 AT2 Chn can/know/explain/understand														
can remember something that happens in the Bible story of Creation.														
can recognise that Christians use God's name with care because God is their Creator.														
can recognise that the word 'God' is an important name for Christians.														
can talk about when and where people use my name and why.														
can talk about something interesting in the Creation story or in the world around me.														
can talk about who is important or special to me, my VIP														

EYFS – Why is the word 'God' so important to Christians?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Bible story of Creation	Rb I can recognise that Christians use God's name with care because God is their Creator	Rc I can recognize that the word 'God' is an important name for Christians	Rd I can talk about when and where people use my name and why	Re I can talk about something interesting in the Creation story or in the world around me	Rf I can talk about who is important or special to me, my VIP

Topic specific vocabulary:

VIP	treasure	God	harvest	celebration
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Milestone EYFS: Vocabulary (words to revisit throughout the two-years that the children study Milestone EYFS). Shaded words to be covered within this topic.

VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

Key Threshold Milestone (Year 1 & 2)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Title of unit	Vocabulary	Key outcome	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
Why is belonging to God and the church family important to Christians?	Baptism, Christening, Christian.	Christians believe baptism welcomes a person into God's family.	Recall a church song that makes everyone feel welcome.	Remember some of the events which happen at a baby's baptism.	Recall some of the ways Christians help each other.
Why is learning to do good deeds so important to Jewish people?	Jewish, Mitzvah, Tikkun Olan, Tzadakah box	Jewish people believe God's mitzvot are ways to help mend the world and make it better.	Know that Jewish stories contain examples of Good deeds.	Know that Jewish people welcome babies into their community.	Know that Jewish people care for their world.
What did Jesus teach about God in his parables?	Parable, Bible,	Parables are special stories which teach what God is like. That he is loving and forgiving.	Remember the parable of the Lost sheep and begin to explain what it means to Christians.	Recall some of the ways parables are shared e.g. stained glass windows	Recall how parables are passed on to others.
Why do Christians pray to God and worship him?	Prayer, Lord's Prayer, worship	Christians pray to and worship God because they believe he is great.	Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.	Know Christians worship God by singing.	Know Christians pray together at church.
How does celebrating Pentecost remind Christians that God is with them always?	Pentecost, Holy Spirit, Ascension	Christians believe the Holy Spirit to be an invisible friend who helps them to become more like Jesus.	Say how the Holy Spirit arrived at Pentecost as told in the Bible.	Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.	Know God works within a Christian to grow Fruit of the spirit.
Why do Jewish families say so many prayers and blessings?	Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony	Jewish people give thanks to God and learn about the importance of rest through listening to the creation story.	Say at the end of the creation story God rested.	Know that Jewish families have a day of rest every week.	Describe what some Jewish people wear when they pray.
Why do Jewish families talk about repentance at New Year?	Yom Kippur, Rosh Hashanah, Shofar	Saying sorry is important to Jewish people. God wants people to learn from their mistakes.	Retell the story of Jonah and begin to talk about its possible meanings.	Describe that for Jewish people new year is about saying sorry and making changes.	Describe what happens in a synagogue at Yom Kippur.
Why was Jesus given the name 'saviour'?	Advent, annunciation	Christians believe Jesus came to earth to help and save others.	Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.	Remember the importance of advent.	Know Christians like to help others e.g. Helping the homeless.

How do some Muslims show Allah is compassionate and merciful?	Allah, Muslim, prophet, Islam, Qur'an, Muhammad	Because Muslims believe Allah is a God of compassion they show compassion to others.	Tell a story about Muhammad and say what it teaches a Muslim about compassion.	Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.	Recall how Muslims prepare for and celebrate Eid-ul-Fitr.
What are the best symbols of Jesus' death & resurrection at Easter?	Resurrection, Good Friday, Good Sunday, celebration	Christians believe that Jesus is alive today.	Retell the Easter story.	Recognise things a Christian is doing at an Easter service at church.	Understand Easter eggs as a symbol for remembering Jesus
Why do Christians trust Jesus and follow him?	Trust, creed	Christians follow Jesus by trying to copy how he lived.	Explore the story of Jesus and Zacchaeus.	Know people follow Jesus because of the stories told about him in the Bible.	Explore why a Christian follows Jesus by asking suitable questions.
Why is the Torah such a joy for the Jewish community?	Simchat, Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew	The Torah is a special and important book for Jews. They believe it was given to them by God.	Know that the Torah is the most important book for Jewish people given by God.	Know the Torah contains rules.	Remember that a mezuzah contains important words for Jewish people (the Shema)

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of KS1, pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.

End of phase Judaism Core knowledge : What do we want pupils to know?

By the end of KS1, pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.

End of phase Islam Core knowledge : What do we want pupils to know?

By the end of KS1, pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals.

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 – Years 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.						Year B (2021-2022), (2023-2024), (2025-2026) etc.									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Belonging <i>Where and how people belong and why belonging is important.</i>		Stories and Books <i>How and why some stories and books are sacred and important</i>		Prayer and Worship <i>How and why some people pray and what happens in a place of worship.</i>		Celebrations <i>What celebrations are important in religion and why</i>		Prayer and Worship <i>How and why some people pray and what happens in a place of worship.</i>		Believing <i>What some families believe about God, the natural world, human beings, a significant figure.</i>		Symbols and Artefacts <i>How symbols and artefacts are used to express religious meaning and why</i>		Leaders & Teachers <i>Figures who have an influence on others locally, nationally and globally in religion and why</i>	
	Christianity Baptism / church <i>Why is belonging to God and the church family important to Christians?</i>	Judaism Mitzot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity Parables / gospel <i>What did Jesus teach about God in his parables?</i>	Christianity Prayer / worship <i>Why do Christians pray to God and worship him?</i>	Christianity Emmanuel / Holy Spirit <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	Judaism Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>	Judaism Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i>	Christianity Saviour / Jesus <i>Why was Jesus given the name 'saviour'?</i>	Islam Allah / mercy <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity Resurrection / joy <i>What are the best symbols of Jesus' death & resurrection at Easter?</i>	Christianity Disciple / faith <i>Why do Christians trust Jesus and follow him?</i>	Judaism Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>				

The Assessment Tracker documents below outline what children will learn within each topic?

RE: KS1– Assessment tracker: Year 1 & 2

Topic: Why is belonging to God and the church family important to Christians?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can tell the story of Jesus welcoming children and say why it might be important to Christians													
can talk about some important things Christians do and say at a Church of England baptism ceremony													
can say what the water and light stand for at a Church of England baptism, or what some of the promises are about													
can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group													
can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this													
can talk about what it important to others, including religious people, about welcoming a new baby, & ask respectfully why													

KS1 Christianity - Why is belonging to God and the church family important to Christians?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the story of Jesus and the children and know who it is special to</i>	<i>1b I can use the right words to talk about what happens at a baby's baptism</i>	<i>1c I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian</i>	<i>1d I can talk about how we might welcome people in my family, my class or my religion</i>	<i>1e I can ask why a story is being told and what I learn from it, including a Bible story</i>	<i>1f I can talk about a present I have received and why it was important to me</i>
Y2	<i>2a I can tell the story of Jesus welcoming children and say why it might be important to Christians</i>	<i>2b I can talk about some important things Christians do and say at a Church of England baptism ceremony</i>	<i>2c I can say what the water and light stand for at a Church of England baptism, or what some of the promises are about</i>	<i>2d I can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group</i>	<i>2e I can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this</i>	<i>2f I can talk about what it important to others, including religious people, about welcoming a new baby, & ask respectfully why</i>

Topic specific vocabulary:

baptism	Christening	Christian
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment tracker: Year 1 & 2

Topic: Why is learning to do good deeds so important to Jewish people?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
I can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot													
can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue													
can say what the words in a song / picture about Tikkun Olam are about for a Jewish person													
I can talk about when someone has done a good deed to help me or my friends or family													
can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child													
can talk about the possible meanings in a story, including the Ruth story, and about any questions it raises													
can talk about what is important to others including Jewish people, about 'good deeds', and ask respectfully why													

KS1 Judaism - Why is learning to do good deeds so important to Jewish People?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the story of Ruth and know it is special to Jewish people (and Christians).</i>	<i>1b I can talk about something that might be a 'mitzvah' or 'good deed' for Jewish people</i>	<i>1c I can suggest why a tzedakah box (pushke) is important to a Jewish family</i>	<i>1d I can talk about when someone has done a good deed to help me or my friends or family</i>	<i>1e I can ask why a story is told, and what I learn from it, including the story of Ruth</i>	<i>1f I can talk about what is important to me about good deeds that help people and why</i>
Y2	<i>2a I can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot</i>	<i>2b I can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue</i>	<i>2c I can say what the words in a song / picture about Tikkun Olam are about for a Jewish person</i>	<i>2d I can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child</i>	<i>2e I can talk about the possible meanings in a story, including the Ruth story, and about any questions it raises</i>	<i>2f I can talk about what is important to others including Jewish people, about 'good deeds', and ask respectfully why</i>

Topic specific vocabulary:

Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Topic specific vocabulary:

parable	Bible
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment tracker: Year 1 & 2

Topic: Why do Christians pray to God and worship him?

Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian													
can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs													
I can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian													
I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray													
can talk about some of the phrases in the Lord's Prayer and about any questions they raise													
can talk about whether praying is important to other people, including Christians, and ask respectfully about why													

KS1 Christianity – Why do Christians pray to God and worship him?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the story of Jesus teaching his disciples to pray and know who it is special to</i>	<i>1b I can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen</i>	<i>1c I can suggest what is important about the Lord's Prayer to a Christian</i>	<i>1d I can talk about when I need to ask someone for help in my family, or my class, or my faith</i>	<i>1e I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it</i>	<i>1f I can talk about what happened when someone said thank you to me and why I liked it</i>
Y2	<i>2a I can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian</i>	<i>2b I can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs</i>	<i>2c I can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian</i>	<i>2d I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray</i>	<i>2e I can talk about some of the phrases in the Lord's Prayer and about any questions they raise</i>	<i>2f I can talk about whether praying is important to other people, including Christians, and ask respectfully about why</i>

Topic specific vocabulary:

prayer	Lord's Prayer	Worship
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment tracker: Year 1 & 2

Topic: How does celebrating Pentecost remind Christians that God is with them always?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost.													
can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers.													
can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for.													
can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church.													
can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises.													
can talk about an important message that people might want everyone to hear, including a message important to Christians.													

KS1 Christianity – How does celebrating Pentecost remind Christians that God is with them always?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the story of Jesus' ascension and know who it is special to</i>	<i>1b I can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost</i>	<i>1c I can suggest why red and orange colours are often used at Pentecost celebrations</i>	<i>1d I can talk about times in my family / class when I feel alone or lost, or have to wait</i>	<i>1e I can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost</i>	<i>1f I can talk about what helps me when I feel alone and why</i>
Y2	<i>2a I can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost</i>	<i>2b I can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers</i>	<i>2c I can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for</i>	<i>2d I can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church</i>	<i>2e I can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises</i>	<i>2f I can talk about an important message that people might want everyone to hear, including a message important to Christians</i>

Topic specific vocabulary:

Pentecost	Holy Spirit	ascension
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment tracker: Year 1 & 2

Topic: Why do Jewish families say so many prayers and blessings?

Pupils:																				
Targets: AT1 AT2 Chn can/know/explain/understand																				
can tell the story of creation and say why it be it might be important to Jewish people																				
can talk about some things Jewish families do together as part of Shabbat worship in the home																				
can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story																				
I can ask about what happens in groups my friends or others belong to on a special day, including Shabbat																				
can talk about the meaning in a story, including the Creation story, and about any questions it raises																				
can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why																				

KS1 Judaism – Why do Jewish families say so many prayers and blessings?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the biblical story of creation and know it is special to Jewish people</i>	<i>1b I can use the right words to say how a Jewish family celebrates Sukkot: (God, sukkah, lulav, blessings)</i>	<i>1c I can suggest why it is important to Jewish families to build their Sukkah in a special way</i>	<i>1d I can talk about things that my family or my class might like to do or happen on a day of rest</i>	<i>1e I can ask why a story is told, and what I learn from it, including the Creation story</i>	<i>1f I can talk about why saying thank you, including for food, is important to me</i>
Y2	<i>2a I can tell the story of creation and say why it be it might be important to Jewish people</i>	<i>2b I can talk about some things Jewish families do together as part of Shabbat worship in the home</i>	<i>2c I can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story</i>	<i>2d I can ask about what happens in groups my friends or others belong to on a special day, including Shabbat</i>	<i>2e I can talk about the meaning in a story, including the Creation story, and about any questions it raises</i>	<i>2f I can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why</i>

Topic specific vocabulary:

Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzedakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Topic specific vocabulary:

Yom Kippur	Rosh Hashanah	Shofar
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Topic: Why was Jesus given the name 'saviour'?												
Pupils:												
Targets: AT1 AT2 Chn can/know/explain/understand												
can tell the story about Simeon meeting Jesus and say why it might be important to a Christian.												
can talk about how Christians use an Advent wreath in their church services.												
can say what Posada stands for and what being involved might make a Christian think about.												
can ask, with respect, about what my friends or different groups do at Christmas, including Christians.												
can talk about how stories often have a meaning, and about questions the nativity story makes me ask.												
can talk about who or what my friends or family would think it was important to help & ask respectfully why.												

KS1 Christianity – Why was Jesus given the name 'saviour'?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the Annunciation story and know who it is special to</i>	<i>1b I can use the words 'nativity' or '12th' to talk about what a Christian does at Christmas</i>	<i>1c I can suggest how a Christian shows which figures are important in a nativity set</i>	<i>1d I can talk about things that happen in my family or my class when we have needed help</i>	<i>1e I can ask why stories are told and what I learn from them, including the Nativity</i>	<i>1f I can talk about what really helps me when I am in trouble e.g. lonely, and why</i>
Y2	<i>2a I can tell the story about Simeon meeting Jesus and say why it might be important to a Christian</i>	<i>2b I can talk about how Christians use an Advent wreath in their church services</i>	<i>2c I can say what Posada stands for and what being involved might make a Christian think about</i>	<i>2d I can ask, with respect, about what my friends or different groups do at Christmas, including Christians</i>	<i>2e I can talk about how stories often have a meaning, and about questions the nativity story makes me ask</i>	<i>2f I can talk about who or what my friends or family would think it was important to help & ask respectfully why</i>

Topic specific vocabulary:

advent	annunciation
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment tracker: Year 1 & 2

Topic: How do some Muslims show Allah is compassionate and merciful?

Pupils:														
Targets: AT1 AT2 Chn can/know/explain/understand														
can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion.														
can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an.														
can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim.														
can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan.														
can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise.														
can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why.														

KS1 Islam – How do some Muslims show Allah is compassionate and merciful?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember the story of Muhammad and the Crying Camel and know who it is special to</i>	<i>1b I can use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan</i>	<i>1c I can suggest why the words of the Bismillah are important to Muslims</i>	<i>1d I can talk about when my family (or class) and I have cared for / shown compassion to an animal</i>	<i>1e I can ask why a story is told and what I learn from it, including a story of Muhammad</i>	<i>1f I can talk about what I think are important ways to show compassion and why</i>
Y2	<i>2a I can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion</i>	<i>2b I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an</i>	<i>2c I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim</i>	<i>2d I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan</i>	<i>2e I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise</i>	<i>2f I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why</i>

Topic specific vocabulary:

Allah	Muslim	prophet	Islam	Qur'an	Muhammad
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Topic specific vocabulary:

resurrection	Good Friday	Good Sunday	celebration
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment tracker: Year 1 & 2

Topic: Why do Christians trust Jesus and follow him?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can tell one of the stories about Jesus and say why it might be important to a Christian.													
can talk about how Christians learn more about following Jesus as part of their worship at church.													
can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is.													
can respectfully ask about how my friends, and people in different groups, including people in a faith group, know they can trust someone.													
can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise.													
can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why.													

KS1 Christianity – Why do Christians trust Jesus and follow him?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y1	<i>1a I can remember a story about Jesus and know who it is special to</i>	<i>1b I can talk about following Jesus to a Christian using the right words e.g. God, trust</i>	<i>1c I can suggest why pictures and stories of Jesus are important to Christians</i>	<i>1d I can talk about times when I need to trust someone in my family, my class or my religion</i>	<i>1e I can ask why a story is told, including the story of Zacchaeus, and what I learn from it</i>	<i>1f I can talk about how I know who to trust at school and why</i>
Y2	<i>2a I can tell one of the stories about Jesus and say why it might be important to a Christian</i>	<i>2b I can talk about how Christians learn more about following Jesus as part of their worship at church</i>	<i>2c I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is</i>	<i>2d I can respectfully ask about how my friends, and people in different groups, including people in a faith group, know they can trust someone</i>	<i>2e I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise</i>	<i>2f I can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why</i>

Topic specific vocabulary:

trust	creed
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Topic specific vocabulary:

Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	synagogue
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzedakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Key Threshold Milestone 2 (Year 3 & 4)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Title of unit	Vocabulary	Key outcome	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
How do Christians show that reconciliation with God and others is important?	Parable, reconciliation, Desmond Tutu	Christians believe God wants them to be peacemakers based on the example of Jesus.	Tell the story of the prodigal son and explain what it means to a Christian.	Explain the role of confession for some Christians around the world.	Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.
How does a Muslim show their submission and obedience to Allah?	Bismillah, Salat, Adhan, Muezzin, mu'adhin	Muslims submit to Allah because of his greatness. He is to be obeyed at all times.	Describe what a Muslim might learn from the story of Bilal and the first call to prayer.	Knowing how Muslims get ready to pray.	Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.
Why do Hindus want to collect good karma?	Karma, moksha, samsara, reincarnation, soul	Hindus take responsibility for gathering good karma and living the right way.	Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.	Explain that Hindus are encouraged to perform acts of selfless kindness.	Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.
Is the cross a symbol of love, sacrifice or commitment for Christians?	Sacrifice, holy week, crucifix	For Christians, the cross is an important symbol for God's love and is a sign of commitment as well as sacrifice.	Exploring the stories of Holy Week.	Understand Christianity is a global faith through exploring crosses across the world.	Explain why Christians wear crosses.
What do Christians mean when they talk about the Kingdom of God?	The Lord's Prayer, parable	Christians believe Jesus is their King and want to follow his way of life.	Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.	Describe what The Lord's Prayer teaches about the Kingdom of God.	Describe why charity work is important to Christians as a way of growing God's kingdom.
What symbols and stories help Jewish people remember their covenant with God?	Exodus, Passover, Sedar, Shavuot, Omer	Jewish people believe they have a covenant with God.	Understand the Exodus story	Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	Explain what happens at Shavuot.
How does believing Jesus is their saviour inspire Christians to save and serve others?	William Booth, Salvation Army, sin	Christians believe Jesus is the saviour of the world who rescues us from sin.	Use a Bible to find chapter and verse where Jesus helps, saves or heals.	Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.	Explore the Salvation Army.

Why do Muslims call Muhammad the 'seal of the prophets'?	Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine	Muslims believe Muhammad is the messenger of God and the last prophet.	Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.	Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.	Describe ways some Muslims celebrate Muhammad's birthday.
How does the story of Rama and Sita inspire Hindus to follow their dharma?	Dharma, Raksha Bandhan, murti, Diwali, divas	Hindus celebrate Rama and Sita's commitment to duty.	Describe what a Hindu might learn from the story of Rama and Sita.	Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.	Describe what happens at a Hindu wedding.
Why are good stewardship and generous giving important for every Christian?	Steward, offering, tithe	Christians believe they should give generously as a sign of love for God and care for his creation.	Describe what Christians might learn from the parable of the Three Servants about good stewardship.	Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	Describe some things that Christians believe they should do as stewards of God's world.
Why do Christians believe they are people on a mission?	Great Commission, Pentecost, Marks of Mission	Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.	Explain what the Great commission is and how the Holy Spirit strengthens Christians.	Describe how Pentecost is celebrated and acknowledged in church.	Recall the 5 marks of mission of the Anglican church.
How do Sikhs put their beliefs about equality into practice?	Sikh, Kaur, langar, Patka, Gurdwara	Sikhs believe everyone is equal because God is present in everyone.	Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.	Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.	Explain and describe the practice of the langar.

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of LKS2, pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.

End of phase Judaism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.

Please note: the above will depend on if both Judaism units are taught in your KS2 scheme of work.

End of phase Hinduism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

End of phase Islam Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

End of phase Sikhism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.						Year B (2021-2022), (2023-2024), (2025-2026) etc.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Religion and the Individual <i>What is expected of a believer following a religion and the impact of belief on peoples' lives?</i>			Symbols and Religious Expression <i>How religious and spiritual ideas are expressed</i>	Beliefs in Action in the World <i>How religions respond to global issues</i>	Revisiting Judaism ~ Symbols and Religious Expression	Inspirational People <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			Religion and the Individual - additional	Religion, Family and Community <i>How religious families & communities practice their faith & the contributions this makes to local life</i>	Encountering Sikhism ~ Religion, Family and Community
	Christianity <i>How do Christians show that reconciliation with God and others is important?</i>	Islam <i>How does a Muslim show their submission and obedience to Allah?</i>	Hinduism <i>Why do Hindus want to collect good karma?</i>	Christianity <i>Is the cross a symbol of love, sacrifice or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the Kingdom of God?</i>	Judaism <i>What symbols and stories help Jewish people remember their covenant with God?</i>	Christianity <i>How does believing Jesus is their saviour inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the prophets'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their dharma?</i>	Christianity <i>Why are good stewardship and generous giving important for every Christian?</i>	Christianity <i>Why do Christians believe they are people on a mission?</i>	Sikhism <i>How do Sikhs put their beliefs about equality into practice?</i>

The Assessment Tracker documents below outline what children will learn within each topic?

Topic specific vocabulary:

parable	reconciliation	Desmond Tutu
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

Bismallah	Salat	Adhan	Muezzin	mu'adhin
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

karma	moksha	samsara	reincarnation	soul
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

sacrifice	holy week	crucifix
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

Lord's Prayer	parable
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

Exodus	Passover	Sedar	Shavuot	Omer
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

RE: Lower KS2 – Assessment tracker: Year 3 & 4

Topic: How does believing Jesus is their saviour inspire Christians to save and serve others?

Pupils:														
Targets: AT1 AT2														
Chn can/know/explain/understand														
can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'														
can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different.														
can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards.														
can compare some things (or people) that influence me with who influences other people, including a practising Christian.														
can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect.														
can link things or people that my friends and I value with the way we choose to think and behave.														

KS2 Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Christian might learn from a story about how Jesus helped or saved someone	3b I can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers	3c I can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge	3d I can ask recognise some of the things which influence me to help others e.g. family, friends, faith	3e I can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers	3f I can link things that are important to me about receiving help when I need it to how I think and behave
Y4	4a I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'	4b I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different	4c I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards	4d I can compare some things (or people) that influence me with who influences other people, including a practising Christian.	4e I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect.	4f I can link things or people that my friends and I value with the way we choose to think and behave

Topic specific vocabulary:

William Booth	Salvation Army	sin
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

prophet	shahadah	mosque	seal	calligraphy	arabic	divine
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

Dharma	Raksha Bandhan	murti	Diwali	divas
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

steward	offering	tithe
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

RE: Lower KS2 – Assessment tracker: Year 3 & 4

Topic: Why do Christians believe they are people on a mission?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can describe what Christians might learn from the story of Jonah about God e.g. obeying God, God's love.													
can describe some things most Christians would see /do as part of the mission of the church, and some that a smaller number might concentrate on.													
can describe some different ways Christians might show their beliefs about the coming of the Holy Spirit at Pentecost in words, art or symbols.													
can compare some things / people that influence me with who influences others, including how Jesus' words influence a practising Christian.													
can ask what things make a positive difference to people's lives and compare with some Christian ideas e.g. in a song.													
can link things that I, and others, value e.g. the Marks of Mission, with how people choose to think and behave.													

KS2 Christianity – Why do Christians believe they are people on a mission?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Christian might learn from the Jonah story e.g. about a mission	3b I can describe some things churches typically do as part of their mission to love God and love their neighbour	3c I can use religious words to describe how Christians show their beliefs about Pentecost in church celebrations	3d I can recognise some things which influence me (family, friends, faith) when I think about having a mission in life	3e I can ask good questions about having a mission or purpose in life, and share some of my ideas for answers	3f I can link things that I think are important to make the world better with the way I think and behave myself
Y4	4a I can describe what Christians might learn from the story of Jonah about God e.g. obeying God, God's love	4b I can describe some things most Christians would see /do as part of the mission of the church, and some that a smaller number might concentrate on	4c I can describe some different ways Christians might show their beliefs about the coming of the Holy Spirit at Pentecost in words, art or symbols	4d I can compare some things / people that influence me with who influences others, including how Jesus' words influence a practising Christian	4e I can ask what things make a positive difference to people's lives and compare with some Christian ideas e.g. in a song	4f I can link things that I, and others, value e.g. the Marks of Mission, with how people choose to think and behave

Topic specific vocabulary:

Great Commission	Pentecost	Marks of Mission
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Topic specific vocabulary:

Sikh	Kaur	langar	Patka	Gurdwara
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka	Gurdwara

Key Threshold Milestone 3 (Year 5 & 6)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.

Class name: _____

Year groups: _____

Academic year: _____

Title of unit	Vocabulary	Key outcome	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
Why is the gospel such good news for Christians?	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit	The gospel is good news for Christians because it contains the teachings and stories of Jesus.	Articulate teachings from the Gospels and explain how these are good news for Christians.	Describe and compare what may happen in a church when the Gospels are read.	Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.
What does the Qur'an reveal about Allah and his guidance?	Revelation, Hira, Gabirel, recite, Hafiz, Madrassah	For Muslims, the greatest revelation has comes from Allah to the Prophet Muhammad and is recorded in the Qur'an.	Retell the story of how the Qur'an was revealed to Muhammad.	Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.	Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.
What spiritual pathways to Moksha are written about in Hindu scriptures?	Krishna, yoga, moksha, Bhakti, Gita, Janmashtami	Hindus believe in different pathways to become united with God.	Understand that some Hindus read from the Gita every day for guidance, comfort and advice.	Express the importance role of devotion or those who follow the Bhakti pathway.	Give examples of how Hindus express beliefs and feelings about Krishna.
When Christians need real wisdom where do they look for it?	Proverbs, sermon on the mount, Psalms, foolishness, wisdom, Solomon	Christians believe true wisdom comes from God and the Bible.	Know that Christian ideas about wisdom come from the Bible e.g. Proverbs, Psalms, parables.	Describe how Christians use the Psalms in their worship.	Describe how Jesus understood wisdom through reference to his parables and sayings.
What is the great significance of the Eucharist for Christians?	Passover, Eucharist, Holy Communion, thanksgiving	The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty.	Understand and compare the different Gospel writers accounts of the Last Supper.	Explain what the Holy communion service means to Christians.	Explore Christian belief in the importance of giving thanks.
How did Buddha teach his followers to find enlightenment?	Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation	Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings.	Retell the story of Buddha's enlightenment.	Describe the Eightfold Path as techniques for overcoming suffering.	Describe the use and importance of stillness and meditation

How do Christians show their belief that Jesus is God incarnate?	Divine, incarnate, Emmanuel, ichthus,- humanity, identify, Anglican, creed, christingle	Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity	Explore the Biblical origin of Christian belief in Jesus as God.	Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.	Explore how the Children's Society 'incarnate' the love of Jesus.
How does tawhid create a sense of belonging to the Muslim community?	Kaaba, Ummah, Hajj, Tawhid	Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.	Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.	Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'	Describe the impact of Hajj on a Muslim.
How do questions about Brahman and Atman influence the way a Hindu lives?	Brahman, atman, Namaste, deities, Ahimsa	Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'.	Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.	Explain the different ways Hindus explain their ideas of God	Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.
How do Christians try to capture the mystery of God as Trinity?	Mystery, icon, agnostic, atheist, trinity, symbol, baptism, prophecy	Christians experience God as the Holy Trinity - three separate persons- Father, God and Holy Spirit.	Describe what a Christian might learn about the Trinity from the story of Jesus' baptism.	Describe and compare trinitarian practices involved in belonging to different Christian groups.	Explain that for a Christian, the purpose of life is found in relationships, as personally experienced through a relationship with the trinitarian God.
Should believing in the resurrection change how Christians view life and death?	Resurrection, creed, hallelujah, collect, euphemisms.	Christians believe in the resurrection and the afterlife.	Explore the witness to the resurrection accounts in the Gospel.	Understanding why Easter services are celebratory	Exploring Christian funerals and the belief in the afterlife.
Why do Humanists say happiness is the goal of life?	Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,	Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else.	Describe how Humanist advertising expresses their beliefs.	Describe some practices involved at Humanist celebrations.	Explore how being a humanist affects someone's life and decision making.

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of UKS2, pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.

End of phase Humanism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principals which lay behind this worldview. Pupils will have opportunities to encounter thought of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.

End of phase Hinduism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

End of phase Islam Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

End of phase Buddhism Core knowledge : What do we want pupils to know?

By the end of KS2, pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path.

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.						Year B (2021-2022), (2023-2024), (2025-2026) etc.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Teachings and Authority <i>What sacred texts and other sources say about God, the world and human life</i>			Teachings & Authority - additional <i>What sacred texts and other sources say about God, the world and human life</i>	Worship, Pilgrimage and Sacred Places <i>Where, how & why people worship, etc. importance of particular religious sites</i>	Encountering Buddhism ~ Symbolism and Religious Expression	Beliefs and Questions <i>What key beliefs people hold about God, the world and humans</i>			Beliefs and Questions - additional	Journey of Life and Death <i>Why some occasions are sacred to believers and what people think about life after death</i>	Encountering Humanism ~ Journey of Life and Death
	Christianity <i>Why is the gospel such good news for Christians?</i>	Islam <i>What does the Qur'an say about Allah and his guidance?</i>	Hinduism <i>How spiritual journeys in Hinduism are written about in Hindu scriptures?</i>	Christianity <i>When Christians need real wisdom where do they look for it?</i>	Christianity <i>What is the great significance of the Eucharist for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find enlightenment?</i>	Christianity <i>How do Christians show their belief that Jesus is God incarnate?</i>	Islam <i>How does Shariah create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about Brahman and Atman influence the way a Hindu lives?</i>	Christianity <i>How do Christians try to capture the mystery of God as Trinity?</i>	Christianity <i>Should believing in the resurrection change how Christians view life and death?</i>	Humanism <i>Why do Humanists say happiness is the goal of life?</i>

The Assessment Tracker documents below outline what children will learn within each topic?

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: Why is the gospel such good news for Christians?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same.													
can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life.													
can express the Christian belief that Jesus is good news in an image influenced by Forsey or Vallotton, or in poem or song, and explain my ideas.													
can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all.													
can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus.													
can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important.													

KS2 Christianity – Why is the gospel such good news for Christians?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible	5b I can use the right religious words to describe and compare what may happen in a church when the Gospels are read	5c I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why	5d I can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him	5e I can ask questions about the meaning and purpose of life and suggest what answers others, including Christians might give	5f I can ask about moral decisions I, and others, including Christians, make when we believe something is 'good news' for people
Y6 6a I can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same	6b I can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life	6c I can express the Christian belief that Jesus is good news in an image influenced by Forsey or Vallotton, or in poem or song, and explain my ideas	6d I can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus	6f I can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important

Topic specific vocabulary:

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel	account	pulpit
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: What does the Qur'an reveal about Allah and his guidance?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can make links between the beliefs and teachings of the Qur'an or Sunnah and why Muslims might make different choices about how they should live.													
can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.													
can express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall.													
can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain.													
can ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others.													
can discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school.													

KS2 Islam – What does the Qur’an reveal about Allah and his guidance?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links that show how Muslims beliefs and practices come from teachings of the Qur'an or from the Sunnah of the Prophet	5b I can use the right religious words to describe the practices and experiences of Muslim children at a madrasah	5c I can show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means	5d I can ask questions about how celebrating with others can make us feel we belong, including reference to why Muslims celebrate Laylat-ul-Qadr	5e I can ask questions about who I believe tells me the truth about life, comparing my ideas with answers I think a Muslim might give	5f I can ask about moral decisions, I, and others, make based on our values, and what is meant by 'keeping to the straight and narrow'
Y6 6a I can make links between the beliefs and teachings of the Qur'an or Sunnah and why Muslims might make different choices about how they should live	6b I can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others	6c I can express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall	6d I can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain	6e I can ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others	6f I can discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school

Topic specific vocabulary:

Revelation	Hira	Gabriel	recite	Hafiz	Madrasah
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrasah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: What spiritual pathways to Moksha are written about in Hindu scriptures?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them.													
can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway.													
can express religious ideas about Krishna in a style of art, craft or storytelling used by Hindus, explaining what I am trying to convey.													
can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON).													
can compare my own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'													
can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles' in life.													

KS2 Hinduism – What spiritual pathways to Moksha are written about in Hindu scriptures?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita.	5b I can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha	5c I can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why	5d I can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna	5e I can ask if being really devoted to something gives life meaning and purpose, suggesting my own answers and those a Hindu might give	5f I can ask about moral decisions I and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna
Y6 6a I can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them	6b I can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway	6c I can express religious ideas about Krishna in a style of art, craft or storytelling used by Hindus, explaining what I am trying to convey	6d I can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON)	6e I can compare my own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'	6f I can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles' in life

Topic specific vocabulary:

Krishna	yoga	moksha	Bhakti	Gita	Janmashtami
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: When Christians need real wisdom where do they look for it?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain some of the key things Christians say about God's Wisdom and about wise ways to live and link their ideas and beliefs to Bible texts.													
can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining how acting on his teaching is wise even if it is tough.													
can express Christian feelings and beliefs in an image or dance based on a Bible passage and explain what I am trying to convey													
can ask about the diverse groups people belong to in society and why Christians may be called foolish for belonging to groups which value religious sources of wisdom.													
can compare my ideas about whether the purpose of life is to become wise or search for wisdom, with those of others, including a Christian.													
can discuss some of the benefits and problems of holding strongly to the value of wisdom, including the wisdom spoken of in the Bible, and being committed to act wisely.													

KS2 Christianity - When Christians need real wisdom where do they look for it?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how some Christian ideas about wisdom come from the Book of Proverbs, or other Wisdom teachings, in the Bible	5b I can use the right religious words to describe /compare how Christians celebrate God's Wisdom in the Bible e.g. dance, song, flags, drama	5c I can show how two parables express Christian beliefs and feelings about wisdom and foolishness in different ways and suggest why	5d I can ask questions about groups we choose to belong to and how we would decide whether belonging to them was wise, and who would inspire us to join	5e I can ask whether the search for wisdom in life is important for humanity and suggest my own answers and that of a Christian	5f I can ask about moral decisions I, and others, make as a result of particular values and commitments, relating these to Solomon and the two mothers
Y6	6a I can explain some of the key things Christians say about God's Wisdom and about wise ways to live and link their ideas and beliefs to Bible texts	6b I can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining how acting on his teaching is wise even if it is tough	6c I can express Christian feelings and beliefs in an image or dance based on a Bible passage and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society and why Christians may be called foolish for belonging to groups which value religious sources of wisdom	6e I can compare my ideas about whether the purpose of life is to become wise or search for wisdom, with those of others, including a Christian	6f I can discuss some of the benefits and problems of holding strongly to the value of wisdom, including the wisdom spoken of in the Bible, and being committed to act wisely

Topic specific vocabulary:

proverbs	Sermon on the mount	Psalms	foolishness	wisdom	Solomon
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: What is the great significance of the Eucharist for Christians?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas.													
can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated.													
can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means.													
can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs.													
can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give.													
can discuss some of the benefits and problems associated with always being thankful, including a Biblical view.													

KS2 Christianity – What is the great significance of the Eucharist for Christians?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching	5b I can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most	5c I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why	5d I can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians	5e I can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest my own, and a Christian, answer	5f I can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'
Y6 6a I can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas	6b I can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated	6c I can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means	6d I can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs	6e I can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give	6f I can discuss some of the benefits and problems associated with always being thankful, including a Biblical view

Topic specific vocabulary:

Passover	Eucharist	Holy Communion	thanksgiving
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: How did Buddha teach his followers to find enlightenment?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life.													
can describe, and compare, with examples from interviews, how belonging to Buddhist groups can involve different practices and experiences.													
can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.													
can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain.													
can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school.													
can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments.													

KS2 Buddhism – How did Buddha teach his followers to find enlightenment?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha	5b I can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path	5c I can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment	5d I can suggest who I think would be important to ask about suffering in life and say why Buddhist groups would be inspired to ask what Buddha said	5e I can ask questions about the meaning and purpose of life and suggest various ideas/ answers including my own and a Buddhist's	5f I can ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha
Y6 6a I can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life	6b I can describe, and compare, with examples from interviews, how belonging to Buddhist groups can involve different practices and experiences	6c I can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.	6d I can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain	6e I can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school	6f I can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments

Topic specific vocabulary:

Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: How do Christians show their belief that Jesus is God incarnate?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas.													
can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them.													
can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama...) and give an explanation.													
can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ													
can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian like Nick Vujicic might give.													
can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint.													

KS2 Christianity – How do Christians show their belief that Jesus is God incarnate?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament	5b I can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God	5c I can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus	5d I can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle	5e I can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs	5f I can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society
Y6	6a I can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas	6b I can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them	6c I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama...) and give an explanation	6d I can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ	6e I can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian like Nick Vujcic might give	6f I can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint

Topic specific vocabulary:

divine	incarnate	Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: How does tawhid create a sense of belonging to the Muslim community?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain some key Muslim teachings about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith.													
can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion													
can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explain what I am trying to convey.													
can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here.													
can compare my own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story.													
can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid.													

KS2 Islam – How does tawhid create a sense of belonging to the Muslim community?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how the Muslim belief in Tawhid comes from key verses in the Qur'an and is supported by stories of the life of Prophet Muhammad	5b I can use the right terms to describe the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah'	5c I can show how the Muslim faith expresses the idea of 'one-ness' in many different ways e.g. prayer direction, prayer words, Kaaba	5d I can ask questions about groups people choose to belong to and whether choosing to pray daily, or fast, inspires Muslims and makes them feel they belong	5e I can ask questions about a Muslim view of the meaning and purpose of life and suggest my own opinions about life's meaning and purpose	5f I can ask about moral decisions I, and others make, asking if it matters what you have at the 'centre' of your life, and how this might affect your decisions
Y6	6a I can explain some key Muslim teachings about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith	6b I can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion	6c I can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here	6e I can compare my own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story	6f I can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid

Topic specific vocabulary:

kaaba	Ummah	Hajj	Tawhid
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: How do questions about Brahman and Atman influence the way a Hindu lives?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories.													
can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator.													
can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey.													
can ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are 'pervaded' by Brahman.													
can compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu.													
can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities.													

KS2 Hinduism – How do questions about Brahman and atman influence the way a Hindu lives?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) Identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig	5b I can use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals	5c I can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why	5d I can ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul	5e I can ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view	5f I can ask about moral decisions I, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate
Y6	6a I can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories	6b I can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator	6c I can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are 'permeated' by Brahman	6e I can compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu	6f I can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities

Topic specific vocabulary:

Brahman	atman	Namaste	deities	Ahimsa
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: How do Christians try to capture the mystery of God as Trinity?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain some of the reasons why Christians believe God is Trinity and explain how this is based on the way they experience God as well as hinted at in Biblical text.													
can use a wide religious vocabulary to produce a guide to Rublev’s icon which compares how and why some Christians might use this icon and how it draws them to God.													
can capture religious beliefs, ideas or feelings about the Trinity in a style (e.g. triptych, or dance) used by Christians and explain what I am trying to convey.													
can ask about the diverse groups people belong to in society, how they make choices about what to believe, and how easy it is to have faith in a ‘mystery’ when people ask for proof.													
can compare my own ideas with the Christian idea that meaning and purpose of life is found in loving relationships, as expressed in their belief in the Trinity.													
can discuss some of the benefits and problems of holding strong values and commitments, considering if we ever venerate people a bit like religious icons.													

KS2 Christianity – How do Christians try to capture the mystery of God as Trinity?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can show that some Christian beliefs about how God helps them in their lives link to Bible metaphors about God and Jesus e.g. Rock, Shepherd	5b I can use the right religious words to describe and compare 'Trinitarian' practices which may be involved in belonging to different Christian groups	5c I can show how Christians express beliefs and feelings about God as Trinity in various ways (prayers, music, song, 2D / 3D art) and suggest why	5d I can ask questions about groups people belong to and understand that some groups are strongly influenced by who or what they believe God is like	5e I can ask big questions about the mysteries of life and the universe and consider answers Christians and atheists, might offer about the idea of God	5f I can ask about how I, and others, make moral decisions and how the use of icons has been controversial and led to different decisions by Christians
Y6 6a I can explain some of the reasons why Christians believe God is Trinity and explain how this is based on the way they experience God as well as hinted at in Biblical text	6b I can use a wide religious vocabulary to produce a guide to Rublev's icon which compares how and why some Christians might use this icon and how it draws them to God	6c I can capture religious beliefs, ideas or feelings about the Trinity in a style (e.g. triptych, or dance) used by Christians and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, how they make choices about what to believe, and how easy it is to have faith in a 'mystery' when people ask for proof	6e I can compare my own ideas with the Christian idea that meaning and purpose of life is found in loving relationships, as expressed in their belief in the Trinity	6f I can discuss some of the benefits and problems of holding strong values and commitments, considering if we ever venerate people a bit like religious icons

Topic specific vocabulary:

mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

lectern	Herod	authority	Matthew	Mark	Luke	John	Gospel		
account	pulpit	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah		
Krishna	yoga	moksha	Bhakti	Gita	Janmashtami	proverbs	Sermon on the mount		
Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: Should believing in the resurrection change how Christians view life and death?

Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages.													
can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians.													
can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey													
can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas.													
can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers.													
can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have.													

KS2 Christianity – Should believing in the resurrection change how Christians view life and death?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible	5b I can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel	5c I can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.	5d I can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ	5e I can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own	5f I can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them
Y6 6a I can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages	6b I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians	6c I can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey	6d I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas	6e I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers	6f I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have

Topic specific vocabulary:

resurrection	hallelujah	collect	euphemisms
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Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

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Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies

RE: Upper KS2 – Assessment tracker: Year 5 & 6

Topic: Why do Humanists say happiness is the goal of life?

Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live.													
can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why.													
can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey.													
can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups.													
can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist.													
can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature.													

KS2 Humanism – Why do Humanists say happiness is the goal of life?

Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5 5a I can make links between Humanist beliefs and the sources from which they draw their ideas, or which they use to promote their views of life	5b I can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people	5c I can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why	5d I can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so	5e I can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one	5f I can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone
Y6 6a I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live	6b I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why	6c I can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why humanists challenge religious groups	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist	6f I can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature

Topic specific vocabulary:

Humanist	secularist	reason	rights	responsibilities	ceremonies
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Psalms	foolishness	wisdom	Solomon	Passover	Eucharist	Holy Communion	thanksgiving		
Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation	divine	incarnate		
Emmanuel	ichthus	humanity	identity	Anglican	creed	Christingle	kaaba		
Ummah	Hajj	Tawhid	Brahman	atman	Namaste	deities	Ahimsa		
mystery	icon	agnostic	atheist	trinity	symbol	baptism	prophecy		
resurrection	hallelujah	collect	euphemisms	Humanist	secularist	reason	rights	responsibilities	ceremonies