



EYFS RE Knowledge

PD / EAD curriculum area	Children in Reception will be learning to:		
	<p>AUTUMN: PEOPLE, CULTURE AND COMMUNITIES Children can talk about the people in their family and people who help them. Children can talk about important jobs people do and how that helps us. Children can talk about special places within Ropsley (school, church, Green Man, village hall/park). Children use stories to find out about different beliefs and celebrations (Diwali, Christmas)</p>	<p>SPRING: PEOPLE, CULTURE AND COMMUNITIES Children talk about similarities and differences between different beliefs and celebrations (Chinese New Year, Easter)</p>	<p>SUMMER: NATURAL WORLD Children can talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>

	Y1/2	Y3/4	Y5/6
Unit 1 – God Kingdom of God (Year 4)	Know what a parable is. Know the story of the Lost Son and recognise a link with the concept of God as forgiving father. Know, and give clear, simple accounts of what the story of the Lost Son means to Christians. Know how to think, talk and ask questions about whether they can learn anything from a parable for themselves and explore different ideas. Know that Christians believe in God and that	Know and make clear links between the story of the Day of Pentecost and Christian beliefs about the Kingdom of God on Earth. Know and offer suggestions about what the description of Pentecost and Acts 2 might mean. Know and give examples of what Pentecost means to some Christians now. Know that Christians believe that Jesus inaugurated ‘The Kingdom of God’ i.e. Jesus’ whole life was a demonstration of the belief that God is King, not just in heaven but here and now (Your Kingdom come, your will be done, on	Know what it means if God is loving and holy. Know and identify some different types of Biblical texts using technical terms accurately. Know and explain connections between Biblical texts and Christian ideas of God using theological terms. Know that Christians believe that God is omnipotent, omniscient and eternal and that this means God is worth worshipping. Know that Christians believe that God is both holy and loving and Christians have balance the ideas of God being angered by sin and



	<p>they find out about God in the Bible. Know that Christians believe that God is loving, kind, fair and forgiving and also Lord and King. Know and give at least 2 examples in which Christians show their belief in God as loving and forgiving e.g. saying sorry, being welcomed back, forgiving others. Know an example of how Christians put their beliefs into practice in worship e.g. saying sorry to God.</p>	<p>earth as it is in heaven’). Know that Christians believe Jesus is still alive and rules in their hearts and lives by the Holy Spirit if they let him. Know that Christians believe that after Jesus returned to be with God the father, he sent the Holy Spirit at Pentecost to help the church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. Know that Christians celebrate Pentecost of the Earth. Know and make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. Know and make links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God and how Christians live their whole lives and their church communities.</p>	<p>injustice but also loving, forgiving and full of grace. Know that not all Christians agree about what God is like but try to follow his path as they see it in the Bible or through church teaching. Know that Christians believe getting to know God is like getting to know a person rather than learning information. Know and weigh up how Biblical ideas and teachings about God as holy and loving might make a difference in the world today developing insights of their own. Know how to make clear connections between Bible texts studied and what Christians believe about God e.g. through how churches are designed. Know how Christians put their beliefs into practice in worship.</p>
<p>Unit 2 – Creation and Fall – (Year 4)</p>	<p>Know the story of the Creation from Genesis. Know and recognise that ‘Creation’ is the beginning of the ‘Big Story’ of the Bible. Know what story of Creation tells Christians about God, Creation and the world. Know that Christians believe that God created the Universe. Know that Christians believe that the Earth and everything in it are important to God. Know that God has a unique relationship with human beings as their creator and sustainer. Know how to think, talk and ask questions about living in an amazing world. Know at least one example of what Christians do to say thank you to God for the Creation. Know that humans should care for the world</p>	<p>Know and place the concepts of God and creation on a timeline of the Bible’s ‘Big Story’. Know and make clear links between Genesis 1 and what Christians believe about God and creation. Know that Christians believe God the Creator cares for the creation, including human beings. Know that the Bible shows that God wants to help people to be close to him and gives them guidance on good ways to live e.g. Ten Commandments. Know and ask questions and suggest answers about what might be important in the Creation story for Christians living today, and for people who are not Christians. Know and describe what Christians do because they believe God is creator (awe and wonder, caring for the Earth).</p>	<p>CORE Know and outline the importance of Creation on the timeline of the ‘Big Story’ of the Bible. Know and identify what type of text some Christians say Genesis 1 is, and its purpose. Know how to take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Know how to identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their response. Know how to weigh up how far the Genesis 1 narrative is in conflict or is complementary with a scientific account. Know there is much debate and some</p>



	<p>because it belongs to God.</p>		<p>controversy around the relationship between the account of creation in Genesis and contemporary scientific accounts. Know that these debates and controversies relate to the purpose and interpretation of the text. Know that there are many scientists throughout history who are now Christians. Know that the discoveries of science make Christians believe even more about the power and majesty of the Creator. Know how to make clear connections between Genesis 1 and Christian belief about God as Creator. Know and understand why many Christians find that science and faith go together.</p>
<p>Unit 3 – God - Islam</p>	<p>Know there is one God (Allah), who created the universe in harmony. Know that Allah created human beings to help keep the universe in harmony. Know that Allah provided a straight path (shariah) to help keep the universe in harmony. Know that there are 99 names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God). Know the story about the Prophet Muhammad receiving the Qu’ran (the ‘Night of Power’). Know that Allah provided guidance to help humans follow the straight path (Qu’ran, prophets, natural world). Know that the Qu’ran is the holy book of Islam; the words of Allah, providing guidance for human beings. Know that Muhammad received guidance (i.e. the Qu’ran) directly from Allah, lives it</p>	<p>Know and understand the oneness of God (tawhid) and its reflection in the shahadah (statement of faith); God as creator who has created the universe to be in harmony; has created human beings to be ‘abd’ (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qu’ran and the prophets) to help humans follow this path. Know the ways in which key practices express Muslim beliefs – Five Pillars – Shahadah (statement of belief), Salat (prayer 5 times a day), Zakat (charitable giving), Sawm (fasting during the month of Ramadan), Hajj (pilgrimage to Makkah). Know the masjid (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features; ways in which mosques engage with the local community.</p>	



	<p>out in his own life and leads people along the straight path.</p>		
<p>Unit 4 – Islam - Community</p>		<p>Recap of key beliefs. Know about God, tawhid, everything created in harmony, humans keep everything in harmony; the straight path they follow to help them do this; the guidance God provides to help follow the straight path – the natural world, the Qu’ran and the prophets. Know about the 5 pillars and the way they relate to Muslim beliefs. Know about Muslim festivals and the ways in which they relate to Muslim beliefs (Eid ul-Fitr, Eid ul-Adha). Know about Ummah – the global community of Muslims and the way this relates to the idea of harmony and the straight path. Know that the mosque (masjid) is the centre of the community; its role in providing education, welfare and engaging with the wider local community.</p>	
<p>Unit 5 – Places of Worship</p>			
<p>Unit 6 – Islam – Being Human</p>	<p>Know about Imam (faith) – shahadah (statement of faith) – one of the 5 pillars of Islam; used as a key part of Muslim prayer; connection with the belief in the oneness of God (tawhid) who has created a universe in harmony, and the importance of the prophets. Know stories about the prophets – (e.g. Ibrahim, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place. Know about Akhlaq (character, moral conduct) – making good choices that will</p>		<p>Know about the Five Pillars of Islam – keeps things as Allah intended them to be and binds the global Muslim community together. Know that Muslims follow the straight path (shariah). Know about the roles and responsibilities in Muslim family life. Know about the features of living in a Muslim family – e.g. prayer life, facilities for wudu, salah and dietary requirements. Know about the ways Muslim teachings affect the ways they act in the world, e.g. Hadith</p>



	<p>keep creation in harmony as God intended. Know the importance of serving others and showing compassion, e.g. zakat – helping address disharmony in the world through charitable giving.</p>		<p>(how to treat people), personal and corporate action, and the ways they help through agencies and charities like Islamic Aid. Know how Muslim beliefs are expressed in practice through inspirational contemporary people e.g. Amir Khan, Salma Yaqoob, Yusaf Islam, Nadiya Hussain, Zayn Malik, Mo Farah.</p>
<p>Unit 7 – Islam – Life Journey</p>	<p>Know the act of whispering the call to prayer (adhaan) into a baby’s ear just after they have been born – this reminds them to worship just one God; then the baby is given a taste of something sweet.</p> <p>Know about the aqiqah ceremony at 7 days old; mentioned by Muhammad in a collection of his sayings and teachings (Hadith).</p> <p>Know that babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures.</p> <p>Know about and compare this with other birth rites, e.g. baptism (Christianity) or Brit Milah (Judaism).</p> <p>Know the importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah).</p> <p>Know about celebrating a new member of the Muslim community – the birth of a baby as a blessing.</p> <p>Know that traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony.</p> <p>Know that some Muslims shave the baby’s hair at this time; the hair is weighed and this weight in silver is given to the poor.</p>		<p>Know that the choice of name given to a baby at birth is influenced by the qualities of people associated with certain names.</p> <p>Know about the role of madrasahs, e.g. training to become Hafez.</p>
<p>Unit 8 – Thankfulness</p>	<p>Christianity: Harvest Festival</p> <p>Know that saying thank you for the harvest connects with beliefs about God as creator,</p>		



	<p>and human beings as stewards (i.e. there to look after God’s creation).</p> <p>Know the importance of gratitude (saying thank you) – do you only have to say it if you believe in God?</p> <p>Christianity: Harvest Festival</p> <p>Know and explore the painting Dalit Madonna (Jyoti Sahi) which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, flowers etc) and the gift of Jesus.</p> <p>Christianity: Harvest Festival</p> <p>Know about and explore different ways in which Christians around the world celebrate harvest, e.g. in India it is in late December and early January, around the time they are celebrating the birth of Jesus.</p>		
<p>Unit 9 – Salvation</p>	<p>Know and recognise that salvation is part of the ‘Big Story’ of the Bible.</p> <p>Know and tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation, (Jesus rescuing people).</p> <p>Know and recognise that Jesus gives us instructions about how to behave.</p> <p>Know that Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Know, think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>Know and give at least 3 examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p>	<p>Know the order of Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘Big Story’.</p> <p>Know and offer suggestions for what the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Know and give examples of what the texts studied mean to some Christians.</p> <p>Know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</p> <p>Know the events of Holy Week (such as the Last Supper) were important in showing the disciples what Jesus came to earth to do.</p> <p>Know that Christians believe that Jesus really did rise from the dead so he is still alive today (in heaven).</p> <p>Know that Christians remember and celebrate Jesus’ last week, death and resurrection.</p> <p>Know and make links between some of the</p>	<p>Know the outline of the timeline of the ‘Big Story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Know and suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Know and explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope using theological terms.</p> <p>Know and explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Know how to offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>



		<p>stories and teaching in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>Know and make simple links between the gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Know and describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	<p>Know how to make clear connections between Christian belief in the Resurrection, and how Christians worship on Good Friday and Easter Sunday.</p> <p>Know how Christians put their beliefs into practice in different ways.</p>
<p>Unit 10 – Incarnation</p>	<p>Know and recognise that incarnation is part of the ‘Big Story’ of the Bible.</p> <p>Know and give a clear, simple account of the story of Jesus’ birth and why Jesus is important to Christians.</p> <p>Know and recognise that stories of Jesus’ life come from the gospels.</p> <p>Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>Know that Advent is a time of getting ready for Jesus’ coming.</p> <p>Know and decide what they personally have to be grateful for at Christmas.</p> <p>Know and give examples of ways in which Christians use the story of the Nativity to guide their beliefs.</p>	<p>Know and identify the difference between a gospel (which tells the story of the life and teachings of Jesus) and a letter from the Bible (2 Corinthians 13-14).</p> <p>Know and offer suggestions about what texts about Baptism and Trinity might mean e.g. Matthew 3: 11-17</p> <p>Know and give examples of what these texts mean to Christians today.</p> <p>Know that Christians believe that God is Trinity – Father, Son and Holy Spirit.</p> <p>Know that Christians believe the father creates, he sends the Son who saves his people and the Son sends the Holy Spirit to his followers.</p> <p>Know that Christians believe that God is challenging and that people spend their whole lives learning more and more about God.</p> <p>Know that Christians really want to try and understand God, and so try to describe him in song, story, poems and art.</p> <p>Know that Christians worship God as Trinity.</p> <p>Know that Trinity is a huge idea to grasp and Christians have created art to express this belief.</p> <p>Know that Christians believe that the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Was Jesus who he said he was?</p> <p>Did the Resurrection happen?</p> <p>Does it matter if it didn’t happen?</p> <p>Know the place of Incarnation and Messiah within the ‘Big Story’ of the Bible.</p> <p>Know and identify Gospel and prophecy texts, using technical terms.</p> <p>Know and explain connections between biblical texts, Incarnation and Messiah using theological terms.</p> <p>Know Jesus was Jewish.</p> <p>Know that Christians believe that Jesus was God in the flesh.</p> <p>Know that Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>Know that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. Some texts talk about what the Messiah would be like.</p> <p>Know that Christians believe that Jesus fulfilled these expectations and that he is the Messiah (Jewish people do not think Jesus is the Messiah).</p> <p>Know that Christians see Jesus as their Saviour.</p> <p>Know how far the idea that Jesus is Messiah (a</p>



			<p>Saviour from God) is important in the world today and if it is true what difference that might make in people's lives.</p> <p>Know how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Know and comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>
Unit 11 – Big Questions – Why Do We Celebrate?			
Unit 12 – Big Questions – What does it mean to live a good life?			
Unit 13 – Hinduism – Being Human			<p>Know that Hindus reflect their faith through devotion to Brahman; respect for mother earth; respect for mother, father, ancestors and family; respect and care for all living things; truthfulness and honesty.</p> <p>Know about rituals in the home, e.g. puja, aarti and devotion shown to individual deities.</p> <p>Know that Hindus believe in satsang (togetherness) – the importance of the family, community and society in thinking about dharma (their duty).</p> <p>Know that Hindus seek to achieve moksha by doing their duty, respecting all, aiming for liberation; through yoga, meditation and renunciation; living without committing harm.</p> <p>Know about karma (action) – Hindus believe every action has an equal reaction, either</p>



			immediately or in the future. This drives the cycle of samsara - the process of reincarnation, and moksha is freedom from this process.
Unit 14 – Additional Unit Expressing beliefs through the arts.			<p>Year 5 unit – Lincolnshire Syllabus says – At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</p> <p>Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies.</p> <p>Use the personal strengths of the teacher to pick which arts this unit is taught through.</p>
Unit 15 – Additional Unit – Do you have to believe in God to be good?			<p>Know that being ‘good’ can be interpreted in different ways.</p> <p>Know that Buddhism started in India over 2,500 years ago. Buddhists follow the teachings of a man called Siddhartha Gautama. He became known as the Buddha, which means ‘enlightened’.</p> <p>Know that Buddhism is a faith that is not based on a belief in God. Siddhartha Gautama’s story and understanding of life focuses on the escape from the cycle of birth, death and rebirth. The Eightfold Path and Five Precepts act as moral guidance to help Buddhists to achieve this.</p> <p>Know that Humanists do not believe in a god. Know that they believe it is possible to live a good and fulfilling life without following a traditional religion.</p> <p>Know that they do not follow a holy book either. Instead Humanists value traits like reason and rely on science to explain the way things are.</p> <p>Know that Humanists believe that people have one life to live – there is no afterlife. As a result, they focus on being happy and making</p>



			the most of their life. They also believe they have a duty to support others.
Unit 16 – Hinduism – Life Journey			<p>Know about samskaras – the rites of passage in life.</p> <p>Know what happens during the ceremonies of namkarna (the naming ceremony for a new baby), and jatakarma (welcoming the baby into the family).</p> <p>Know about the practice of ear piercing (karmavedha) as an expression of belonging.</p> <p>Know what happens during the sacred thread ceremony (upananyana).</p>
Unit 17 – Hinduism - God		<p>Know that Hinduism is an umbrella term for a collection of religious expressions.</p> <p>Know that some Hindus describe their world view as Sanatana Dharma (the eternal duty).</p> <p>Know that Hinduism is a monotheistic religion (belief in one ultimate reality) Brahman, the ultimate reality, the life force in all things.</p> <p>Know about the Trimurti – representing the cycle of life.</p> <p>Know about the symbol of the lotus flower and its association with Brahman, Vishnu and the story of creation.</p> <p>Know that other deities are a means of knowing more about Brahman, e.g. Lakshmi, Hanuman, Ganesh.</p> <p>Know about Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things.</p> <p>Know that the atman travels continuously through the cycle of life, samsara (birth, life, death, reincarnation).</p> <p>Know that the goal is for the atman to break free from this cycle of life (moksha).</p> <p>Know about stories from the Hindu texts.</p>	



		<p>Know that the aum symbol is believed by some Hindus to be the first sound of creation; the use of the aum sound during meditation and in Hindu holy texts.</p>	
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Know that humans can achieve Moksha through fulfilling their dharma (duty) – the actions (karma) they carry out help them to do this.