

Moseley Church of England Primary School RE End of Unit Outcomes EYFS

Why is the word 'God' so important to Christians? (Au1)	Who am I, and where do I belong? (Sp1) • To explore questions of identity, e.g., 'What makes you special and unique?' and 'How can we value others?', as well as thinking about the different places the children belong (school community, family, friendships etc.). • The children should also consider how new babies are welcomed into the world as a way of celebrating the uniqueness of a new life and investigate different ways in which people show they belong, including sharing stories about religious leaders.	What can we learn from stories? (Su1) • To explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to some people because they are about God or religious leaders. • Children could also consider whether stories can teach people things, and what they can learn from stories.
Why do Christians perform nativity plays at Christmas? (Au2)	Why do Christians put a cross in an Easter garden? (Sp2)	What makes a place special? (Su2) • To know that places are special for different people and that some places hold special memories. • The children will begin to understand that some people go to special buildings to pray or to be close to God. • Children may also reflect on places that are special for them, or places that they associate with special memories.

Moseley Church of England Primary School RE End of Unit Outcomes Y1

Who made the world? (Au1) • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world.	Is prayer important for everyone? (Sp1) • suggest why some people might pray and other people might not and recognise that this has something to do with their beliefs • begin to show awareness of similarities and differences in the way people pray, such as through using objects or being in special places, or using special words • suggest meanings for religious language and expression • talk about prayer / reflection as part of life in your school and how it shows what’s important to your community • talk about how prayer might help different people to join together as part of their community • respond sensitively to the views of others • give reasons why prayer might be important to someone and not to others • recognise that some questions about prayer are puzzling	Who is Allah, and how do Muslims worship him? (Su1) • talk respectfully about core beliefs about Allah • use the following vocabulary- Allah, beautiful names, pray, prayer, mosque • give examples of how Allah is worshipped by Muslims • talk about why some Muslims might pray together • talk about how different positions in prayer might help Muslims to focus on Allah • observe simple similarities and differences in Muslim worship • respond sensitively to questions about who or what’s important to them, showing • respect for the views of others • give simple reasons for the views they have
Why does Christmas matter to Christians? (Au2) • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. • Recognise that stories of Jesus’ life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.	Why does Easter matter to Christians? (Sp2) • Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. • 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.	What is important to Muslim families? (Su2) • talk respectfully and in straightforward terms about what Muslims believe about Muhammad and the Qur’an • use the vocabulary prophet, messenger, Qur’an, respect, Arabic, salaam (peace) etc. • know how the Qur’an should be treated and why • retell a story from Muhammad’s life and understand why it is important for many Muslims • talk about how holding these beliefs are shown in family and/or community life • recognise that not all families will do this in the same way • talk about what’s important to them and their family • reflect on how they, and Muslims, show respect, or what’s important to them, in the way that they behave

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Why do families celebrate the gift of Shabbat? (Au1) • reflect on why rest might important • be able to discuss respectfully that families have different routines and engage in a variety of activities during the week and at the weekend • be able to think of different reasons to get together for a family meal and why this might be important • investigate source materials e.g. photographs, stories, artefacts to help answer questions • talk about the different elements of Shabbat and why they might be important for Jewish families • use the vocabulary creation, work/rest, meal, Shabbat • talk about how Jewish families put their beliefs about the importance of Shabbat into practice in their homes and/or synagogue • talk about what might be important to the different Jewish families they encounter through the resources	What is the good news Jesus brings? (Sp1) • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn,	What is the Torah and why is it important to Jews? (Su1) • explain what it means to treat something with respect • identify important rules in their own lives – and say why they are important • suggest why the Torah might be valued by Jews • talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories • identify possible meanings for the commandments (rules) that God gave to Moses • identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for/respecting other people
Is giving better than receiving? (Au2) • talk simply about how giving is important to different people, and why • identify messages from stories about giving from Judaism and Christianity • identify how Sikhs give to others through the langar • talk about different communities of people and how giving expresses what's important to them • give examples of the difference that giving makes to individuals and communities • begin to understand how giving and receiving help to build a strong community • respond with sensitivity to the experiences of giving and receiving • talk about how giving / receiving might make someone happy	Why do Christians call Jesus Saviour? (Sp2) • talk about their own experiences of being rescued / 'saved' or forgiven • respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions • talk about how people who met Jesus might have felt (e.g. before, during and after meeting him) • talk about how other people in Zacchaeus' community might have reacted to what happened • talk about the impact of forgiveness on the Christian community • retell stories about how people were changed ('saved') by meeting Jesus • suggest why Christians call Jesus 'Saviour' • use the elements of an Easter Garden to retell the story	Why do we look after the world? (Su2) • identify similarities in what Christians, Jews and Muslims believe about caring for our world • retell religious, spiritual and moral stories • talk about how both religious and non-religious people share the belief that we should all care for the environment • talk about how different communities of people show care for our world • identify how beliefs about caring for our world are turned into actions for different groups of people • give a reason why our world is important to them, recognising that others may have different reasons • give simple reasons for why our world is important to them, or how they are grateful for it • respond sensitively and imaginatively to questions about caring for our world

• recognise that the question 'Is it better to give or to receive?' is difficult to answer and that different people will have different views • give simple reasons for their views	• suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art	• respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share
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What do Christians learn from the Creation story? (Au1) - Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) - 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.	What are important times for Jewish people? (Sp1) - link features of Jewish celebrations with stories, beliefs or objects - give examples of special times or special words for Jewish people, making links between them - describe some of the practices associated with the 'milestones' of a Jewish person's life and the impact this can have - compare their own lives with those of Jewish families - identify similarities and differences in the ways that different Jewish people celebrate important times - identify the impact of different beliefs on the way Jewish people live - evaluate the importance of special times for Jewish people and for themselves - give reasons for their own beliefs, attitudes and actions, thinking about where these come from	What is the trinity? (Su1) - Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
How do people use creative ways to express their beliefs? (Au2) - identify and describe similarities and differences in the way that people use the arts to express beliefs, religious and non-religious - consider how different forms of creative expression might demonstrate diversity in the things that people believe & convey deeply-held beliefs and values - identify and suggest meanings for a range of contrasting symbols and language, using appropriate vocabulary - identify how the Arts can help to express the beliefs of a community or bring a community together - appreciate that mysteries in life can be difficult to explain in words and that the Arts can help to do this - create their own piece of art that conveys their beliefs or inner feelings with justifications	What is it like to follow God? (Sp2) - Make clear links between the story of Noah and the idea of covenant. - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. - Make links between the story of Noah and how we live in school and the wider world.	How does ibadah (worship) show what is important to Muslims? (Su2) - use appropriate subject specific vocabulary when they talk - give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives - gather, select and organise ideas about Islam and worship - describe how features of a mosque or Muslim prayer reveal Muslim beliefs, using appropriate vocabulary - make links between features of a mosque/ prayer and Muslim beliefs - explain how prayer helps Muslims to submit to Allah/ how a mosque aids worship for a Muslim - investigate lived experiences of some Muslims through learning about how they worship and what is important to them

• suggest how art/the creative arts, as a source of inspiration or as a response to God, can make a difference to themselves and others		• suggest how praying or worshipping as a community might benefit Muslims • compare their own ideas (e.g. about prayer) with those of others, including Muslims
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What do Sikhs value? (Au1) - describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs - describe where many Sikhs worship and summarise their main duties, giving reasons why these are central to their beliefs - identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs (e.g. the importance of equality) - make links between Sikh beliefs, texts/ stories and practices - investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara - describe and reflect on how a Sikh's beliefs might impact their life - apply ideas about 'duties' or 'equality' to their own and others' lives	What kind of a world did Jesus want? (Sp1) - Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. - Make simple links between Bible texts and the concept of 'Gospel' (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	When Jesus left what was the impact of Pentecost? (Su1) - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God,
How do non-religious people celebrate new life? (Su2) - be able to explain what Humanism is and how and why Humanists celebrate new life - draw conclusions about non-religious beliefs from understanding how babies are welcomed into a Humanist community. - describe why it is important for many people to celebrate the birth of a baby - identify similarities and differences in the ways some people welcome babies and be able to give examples, linking with differences in beliefs - be able to describe how important these celebrations can be to a community - show that they have developed an understanding and respect for what is valued by others and how that value is expressed be able to share their own personal ideas about new life and new beginnings	Why do Christians call the day Jesus died 'Good Friday'? (Sp2) - Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Why do people make promises? (Au2) - suggest reasons why people might make promises to mark stages of life - suggest how promises religious people make might help them to feel closer to God - make links between different rites of passage & the beliefs of people making the promises, and talk about the reasons for some similarities and /or differences - talk about what types of promises are made in e.g. baptism, Bar/Bat Mitzvahs, Jewish weddings (Ketubahs), Humanist baby naming ceremonies and weddings. - explain what difference promises might make to a community - respond sensitively to the views of others - describe some of the challenges of making and keeping promises

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| | | <ul style="list-style-type: none">• give reasons for some of the views they have, relating to where their ideas come from |
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What does it mean if God is holy and loving? (Au1) - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. - Show how Christians put their beliefs into practice in worship. - Weigh up how biblical ideas and What does it mean if God is holy and loving?	What helps Muslims live a good life? (Sp1) - describe and connect some key beliefs about Allah, worship practices and the pillars and explain how they help to shape a good life for Muslims - use key vocabulary accurately - refer to sources (e.g. Hadith, pillars) when explaining how or why Muslims try to live a good life - explain and make connections between Islam and other religions they have studied - describe the impact of living a 'good life' on individuals and / or the ummah (Muslim community) - give reasons why living a good life might be important to Muslims and how / why their own ideas might be similar / different - suggest how Muslims' beliefs might affect their decisions and the challenges this might present	What could be done to reduce racism (Su1) - describe 3 or more examples of responses to racism, saying what they think is unjust in each case - consider and explain some examples of racism, connecting these to peoples' beliefs, texts and values - express reasoned, deep and varied ideas, related accurately to beliefs and teachings, about the reduction of racism and prejudice (e.g. in art) - discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism - explain / comment on connections between teachings, attitudes and actions for different people and consider the impact on our local and global communities - explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings
Can following Jesus bring justice and freedom? (Au2) - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	What did Jesus do to save human beings? (Sp2) - Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice. - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	What does it mean to be part of a synagogue community? (Su2) - describe the role of Jewish objects as part of prayer and explain their links with Jewish beliefs - describe how the Torah is shown respect and explain some of the Mitzvot from it and what impact this has on the synagogue community. - identify what belonging to a synagogue community might mean for/to different people - explain connections between forgiveness at Yom Kippur & celebrating a new year at Rosh Hashanah - link the Jewish value of Tzedek (Justice) (or other Jewish values) with what is important to the synagogue community - explain how different Jewish people show Chessed (loving kindness) and Gemilut Chasadim (doing good deeds) through engaging in Mitzvah Day or

strive for Tikun Olam in their efforts to behave and act constructively and beneficially

- compare Jewish beliefs, practices and values with their own, giving reasons for similarities or differences and describing how they might help shape Jewish identity

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How did all begin? (Au1) • explore, gather, select and organise ideas about how / why the world began, drawing on key texts/sources and concepts where appropriate • express their understanding of concepts of how / why the world began in theological terms • suggest some ways in which different people might interpret key texts/sources • comment on connections between beliefs, explaining their importance to different communities • describe the impact of beliefs about how /why the world began for different people • explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently • suggest how actions may be affected by their own and others' thinking, attitudes and actions, drawing on examples from their learning • develop insights of their own around the question of how / why it all began • reflect on possible connections between worldviews and the human search for meaning	What is the Buddhist way of life? (Sp1) • gather, select & organise ideas about the Buddha and his teachings • consider whether worship and meditation are different things and why this might be • express their understanding of Buddhism using theological vocabulary • express clear views about how following the Eightfold Path might create challenges for a Buddhist • consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • connect the key beliefs and teachings of Buddhism with features of a religion e.g. artefacts, symbols, rituals and what these mean to the Sangha (Buddhist community). • apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, others' and Buddhists' lives • articulate what it might mean for a Buddhist to live a 'good life', reflecting where their ideas/values come from, and consider how this view might be similar to or different from their own personal worldview (personal knowledge)	What kind of a king is Jesus? (Su1) • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
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Was Jesus the Messiah? (Au2) • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Was Jesus the Messiah?	What difference does the resurrection make the Christians? (Sp2) • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • 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. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • 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.	What helps Hindus to worship? (Su2) • explain some key beliefs / concepts in Hindu (Sanatan) Dharma using correct vocabulary • describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals and/or pilgrimage • recognise a variety of deities/avatars/ manifestations of Brahman and the attributes that they represent • suggest some meanings from a story from Hindu (Sanatan) Dharma, and how different Hindus might interpret the story e.g. about good & evil / values / how to live • organise their ideas, making comparisons with learning from other religions • make comparisons between their own experiences of places of worship and the mandir, and what happens there • investigate and describe similarities and differences in people's lived experience within Hindu (Sanatan) Dharma and across religions / beliefs • reflect on how worship, stories, festivals and/or practices of Hindu (Sanatan) Dharma relate to their own experiences or the human search for meaning in life
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