

## Lower KS2 Content Coverage

Content: Christianity 'I can'.....	Covered in...				
Essential Content: Christianity 'I can'.....					
17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions).	Year A Autumn 2	Year B Autumn 1			
18. Explain what Christians can learn about Jesus from the nativity stories, e.g. 'God with us 'Emmanuel'.	Year A Autumn 2				
19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.	Year B Autumn 1	Year B Autumn 2	Year B Spring 2		
20. Explain with reference to the creative arts how God has a salvation plan for humans.	Year B Spring 2				
21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. (Use examples from different traditions). Compare and contrast different Christian places of worship.	Year A Autumn 1				
22. Compare and contrast 'infant' and 'believers' baptism', suggesting why they are important to most Christians.	Year B Autumn 2				
23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer'). (Use examples from different traditions).	Year A Autumn 1	Year B Summer 1			
<b>Essential Content: Islam</b>					

24. Explain how Muslims describe Allah, eg using 99 names.	Year B Spring 2				
25. Know Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). (Use examples from different traditions).	Year B Spring 2				
26. Recall five key facts about the story of the 'Night of Power' - Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'.	Year B Spring 2				
27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of 'Allah' (God). (Use examples from different traditions).	Year A Spring 1				
28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. (Use examples from different traditions). Compare different mosques.	Year A Spring 1				
29. Explain how Muslims organisations help people in need.	Year A Summer 1				
<b>Essential Content: Judaism</b>					
30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions).	Year B Summer 2				
31. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.	Year B Summer 2				
32. Explain two key aspects of the 'covenant' God made with the Jews. Make reference to key texts e.g. Abraham.	Year A Spring 2				

33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.	Year A Spring 2				
34. Identify ways in which the Jews show respect for the Torah. <i>(Use examples from different traditions).</i>	Year A Spring 2				
<b>Cross Religious/Non-Religious Viewpoints</b>					
35. Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.	Year B Autumn 2				
36. Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. <i>(Use examples from different traditions).</i>	Year A Spring 2				
37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.	Year A Spring 2	Year B Summer 2			
38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. <i>(Use examples from different traditions).</i>	Year A Autumn 2	Year B Autumn 1			
39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. <i>(Use examples from different viewpoints).</i> Identify the impact for religious/non-religious groups on society past and present.	Year A Summer 1				
40. Raise relevant questions in response to material studied and suggest answers using reasons	Year A Summer 1	Year A Summer 2			

to support their views. Make reflective links between own experiences and material studied.					
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## Upper KS2 Content Coverage

Content: Christianity 'I can' .....	Covered in...				
Essential Content: Christianity 'I can' .....					
41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in some Christian views of God. <i>(Use examples from different Christian viewpoints)</i>	Year A Autumn 2	Year B Spring 2			
42. Describe why many Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. <i>(Use examples from different viewpoints)</i>	Year A Autumn 2				
43. Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus.	Year A Autumn 2				
44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). <i>(Use examples from different viewpoints)</i>	Year B Spring 2				
45. Suggest answers to questions that the resurrection of Jesus might raise.	Year A Spring 2				
46. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. <i>(Use different views)</i>	Year A Autumn 2	Year A Spring 2			
47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. <i>(Use examples from different viewpoints)</i>	Year B Autumn 2				
48. Describe how signs of salvation in churches reinforce the Christian idea of forgiveness. <i>(Use examples from different traditions and viewpoints)</i>	Year B Autumn 2				

49. Analyse how diverse expressions of Christian worship can reinforce faith and belief.	Year B Spring 2				
<b>Essential Content: Islam</b>					
50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. <i>(Use examples from different traditions).</i>	Year B Spring 1				
51. Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet.	Year B Spring 1				
52. Understand many Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.	Year B Spring 1				
53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable most Muslims to have peace with God. <i>(Use examples from different traditions eg Sunni and Shi'ite).</i>	Year A Spring 1				
54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death.	Year A Spring 1				
55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. <i>(Use examples from different traditions).</i>	Year A Spring 1	Year B Spring 1			
56. Explain why the Qur'an is so important to Muslims. <i>(use key texts to explain ideas)</i>	Year A Spring 1	Year B Spring 1			
57. Analyse how main features of a mosque explain Muslim key beliefs. <i>(Use examples from different traditions).</i>	Year A Spring 1				
<b>Essential Content: Hindu Dharma</b>					
58. Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja.	Year B Autumn 1				

59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindu.	Year B Autumn 1				
60. Identify key Hindu Dharma symbols and explain their meaning, eg Aum, Swastika.	Year B Autumn 1				
61. Describe how and suggest why many Hindus celebrate Diwali and Holi. ( <i>Use examples from different traditions</i> ).	Year B Autumn 1				
62. Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.	Year A Summer 1				
63. Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment.	Year A Autumn 1				
64. Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. ( <i>Use examples from different traditions</i> ).	Year A Summer 1				
65. Explain the Hindu Dharma idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. ( <i>Use examples from different traditions</i> ).	Year A Autumn 1				
<b>Cross Religious/Non-Religious Viewpoints</b>					
66. Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God. ( <i>eg Atheism/Agnosticism</i> )	Year B Summer 2				
67. Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. ( <i>Use examples from different traditions</i> ).	Year B Summer 2				
68. Compare and contrast what motivates people of a religious faith (eg Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact UK and the	Year A Summer 1	Year A Summer 2			

wider world through environmental and global charities, eg Islamic Aid, Christian Aid.					
69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (eg examine role of art and music in religious expression or life after death.),	Year A Autumn 2	Year A Summer 2	Year B Summer 1		
70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage.	Year A Autumn 2	Year A Summer 2	Year B Summer 1		