Essential Knowledge for RE in CWAC Primary Schools.

It is expected that all pupils will have an understanding of the following statements.

Essential content for EYFS

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| **Christianity:*** Develop a curiosity as to why Christians do nativity plays at Christmas.
* Explain why Christians give and receive presents at Christmas.
* Explain why Christians say Jesus is special.
* Wonder why a minister pours water on babies in baptism.
* Talk about some things Christians might do in church.
* Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.
 | **Essential terms for the pupil to be applying when learning about Christianity in EYFS:***Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible, Nativity, Christians, Christianity, minister.*  |

Essential content for KS1

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| **Christianity:*** Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.
* Explain why Christians might choose to follow Jesus.
* Recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan and other parables studied.
* Explain how Christians view the creation of the world and try to take care for it.
* Evaluate what it means to Christians to belong to a church.
* Talk about how Christians might use symbols in a church building and begin to suggest the reasons why.
* Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.
* Evaluate key teachings studied from the Bible and explain why they may be important to Christians.
 | **Essential terms for the pupil to be applying when learning about Christianity in KS1:***Christmas, Incarnation, Easter*, *resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour.*  |
| **Islam:*** Talk about who Muslims say Allah and Muhammed (pbuh) are e.g. 99 names of Allah/ Prophet of God.
* Explain that the Qu’ran is the holy book of Islam and say how it should be treated.
* Show an understanding of at least two Muslim artefacts and explain how they are used.
* Describe at least three things that might happen at a Muslim baby’s naming ceremony.
* Describe at least three things that might happen at a Muslim marriage.
 | **Essential terms for the pupil to be applying when learning about Islam in KS1:***Islam, Allah, Muhammed(pbuh), Qu’ran, Shahadah, Tawhid, Prophethood, Halal* |
| **Judaism:*** Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.
* Tell you why Shabbat is important to a Jew and how Jews may go to a Synagogue during this period.
* Identify some different artefacts and symbols for Judaism and recognise come of these in the Synagogue.
 | **Essential terms for the pupil to be applying when learning about Judaism in KS1:***Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema.*  |

Essential content for LKS2

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| **Christianity:*** Explain how Christians see God as ‘Three in one’ in symbols.
* Analyse what Christians can learn about Jesus from nativity stories.
* Describe and suggest reasons why Christians call Jesus, Saviour.
* Explain the concept of salvation.
* Describe how Christians live their lives as disciples.
 | **Essential terms for the pupil to be applying when learning about Christianity in LKS2:***Christmas, Incarnation, Easter*, *resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, evolution, good news, Bible, Lost Parables, Prodigal son.*  |
| **Islam:*** Identify and understand the Muslims believe the Prophets who came before Muhammed (pbuh) all taught the same message and that Muhammed (phub) is the last and final prophet.
* Recall at least three key facts about the story of the ‘Night of Power’ Muhammed’s (phub) first revelation. For example, Muhammed (phub) 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 Qu’ran and afterwards Muhammed (phub) became known to all Muslims as the ‘Prophet of God’.
* Recgonise the Qu’ran and identiy it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of Allah (God).
* Describe three ways in which Muslims worship shows devotion to Allah making reference to life at home and in the Mosque.
* Analyse how the main features of a Mosque explain Muslim key beliefs.
 | **Essential terms for the pupil to be applying when learning about Islam in LKS2:***Angels, Mosque, Ummah, Iman, Dhikr* |

Essential content for UKS2

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| **Christianity:*** Describe how celebrating Easter shows a Christians understanding of Sacrifice and Reconciliation.
* Outline how Christians around the world read the Bible to maintain their relationship with God.
* Explain how Christians seek to live to advance the Kingdom of God on Earth.
* Describe how references to Jesus’ death and resurrection found in the church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.
 | **Essential terms for the pupil to be applying when learning about Christianity in UKS2:***Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resuurection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah, Sacrifice, Reconciliation, trinity, Holy spirit.* |
| **Islam:*** Identify, describe and explain key Muslim beliefs related to Allah (God).
* Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.
* Name the Five Pillars and explain why they are important to Muslims.
* Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.
* Explain how Muslims’ organisations help people in need.
 | **Essential terms for the pupil to be applying when learning about Islam in UKS2:***Badah, Achlaq, Shahadah, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars.*  |

Essential content across KS2

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| **Judaism:*** Reflect on why and how Jews worship.
* Explain the importance of the Covenant for Jews.
* Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief.
* Evaluate why Pesach is important to Jews as an act of commemoration.
 | **Essential terms for the pupil to be applying when learning about Judaism in KS2:***Judaism, Jew, Torah, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh.*  |
| **Hinduism:*** Explain how a Hindu may worship at home or in the mandir.
* Describe and explain how a Hindu celebrates Diwali and Holi.
* Explain how a Hindu may view God.
* Retell some Hindu stories and explain their significance for a Hindu.
* Analyse a Hindu’s journey of life and significant events along the way.
 | **Essential terms for the pupil to be applying when learning about Hinduism in KS2:***Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.* |
| **Sikhism:*** Explain how Sikhs believe in all pathways leading to God.
* Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life.
* Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect.
* Explain the symbolism of the 5Ks.
* Analyse how Sikhs show community and equality in their lives.
 | **Essential terms for the pupil to be applying when learning about Sikhism in KS2:***Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Guru Nanak, 5Ks.* |
| **Humanism:*** Describe the main beliefs of Humanism and begin to compare it to following a religious belief.
* Say what Humanists think about God.
* Explain how Humanists believe they can be happy.
* Explore the happy human symbol.
* Describe how Humanists celebrate in their lives.
* Explain how Humanists lifestyles plays a role in modern society.
 | **Essential terms for the pupil to be applying when learning about Humanism in KS2:***Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant.*  |

Example of free choice unit.

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| **Baha’l:*** Explain who Baha’u’llah was and his station in the Baha’i faith.
* Describe what it meant by the Oneness of Religion.
* Explore the Baha’i concept of God.
* Talk about what the Baha’i faith teaches about children.
* Investigate Baha’i worship and the Houses of Worship.
* Explain the importance of community life.
 | **Terms for pupils to be applying when learning about Baha’i:***Baha’i, Baha’u’llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation.* |