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.* |