



**Subject: RE – Believing**

Year Group	What knowledge would we like to know?	What skills would we like to know?	How else could we challenge the pupils?
YR	<p><b>F1 Which stories are special and why?</b> Talk about the Calming of the Storm, the parable of the two sons, David and Goliath, the first revelation of the Qur'an</p> <p>Recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad</p> <p>Identify and name the Bible and at least one other sacred text.</p> <p><b>F2 Which people are special and why?</b> Talk about people who are special to you including yourselves, your classmates and people from outside the class community</p> <p>Talk about people who are special to you in the local community</p> <p>Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it</p> <p>Identify some of the qualities of a good friend and identify your own good friends</p> <p>Recall and talk about a story of Jesus as a friend to the disciples</p> <p>Recall and talk about the story of the feeding of the 5,000</p> <p>Recall and talk about a story where Jesus shows friendship to another</p>	<p>Identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an</p> <p>Talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do</p> <p>Say what makes other people special to you</p> <p>Identify some of the qualities shown by the boy in the feeding of the 5,000</p> <p>Identify some of the qualities of a good friend</p>	<p>Draw a picture of Jesus. Tell me what makes him a good friend. Why?</p>

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<p>Y1</p>	<p>1.1 Who is a Christian and what do they believe?                  Describe simply some Christian beliefs about God                  Describe simply some Christian beliefs about Jesus                  Retell a story that shows what Christians believe about God                  Share what a story about God might mean</p>	<p>Share what the stories about Jesus say about good, bad, right and wrong                  Talk about issues of good and bad, right and wrong related to the stories                  Ask some questions about believing in God                  Explain some ideas of my own about God</p>	<p>Make links between a parable of Jesus and what Christians believe and do as a result of this                  Make links between a miracle of Jesus and what Christians believe and do as a result of this                  Make links between a story about the life of Jesus and what Christians believe and do as a result of this                  Make links between what Jesus taught about prayer and what Christians do</p>
<p>Y2</p>	<p>1.2 Who is a Muslim and what do they believe?                  Make links between a parable of Jesus and what Christians believe and do as a result of this                  Make links between a miracle of Jesus and what Christians believe and do as a result of this                  Make links between a story about the life of Jesus and what Christians believe and do as a result of this                  Make links between what Jesus taught about prayer and what Christians do                  1.3 Who is Jewish and what do they believe?                  Talk about how the mezuzah in the home reminds Jewish people about God (A3).                  Ask good questions about how Jewish artefacts are used and their meaning (B1)                  Talk about how Shabbat is a special day of the week for Jewish people (B1)                  Give some examples of what Jewish people might do to celebrate Shabbat (B1).</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different (C2).                  Suggest answers to questions arising from the story of Jonah (C1).                  Ask and suggest answers to questions arising from The Lost Sheep (C1).                  Talk about issues of good and bad, right and wrong arising from the teachings (C3).                  Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3).</p>	<p>Make links between what the Holy Qur'an says and how Muslims behave (A2).                  Ask some questions about God that are hard to answer and offer some ideas of their own (C1)                  Make links between some Jewish teachings and how Jewish people live (A2).                  Make links between the Jewish story of Chanukah and how it is celebrated (A2).                  Give thoughtful responses to how a Jewish artefact might be used and why, linked to prior knowledge of Judaism (A2)                  Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>

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	<p>Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2). Independently give reasons why a holy book is considered to be 'holy'. (A2)</p> <p>Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2).</p> <p>Re-tell the story of the Exodus (A2).</p> <p>Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2).</p> <p>Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)</p> <p>Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2).</p> <p>1.4 What can we learn from sacred texts? Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3)</p>		<p>Clearly describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways. (A2)</p> <p>Make links between the messages within Jesus' teachings from the Bible and the way people live (A2) Make links between the messages within the Ten Commandments and the way people live (A2). Independently give well thought out responses about how to treat holy texts, backed up with reasoning (A2)</p> <p>Make a link between the story of the black stone and something that Muslims do today (A2)</p> <p>Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2)</p> <p>Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1).</p> <p>Suggest their own ideas about meanings behind the story of Jonah (C1). Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah today (C3).</p>
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<p><b>Y3</b></p> <p><b>L2.1 What do people believe about God?</b> Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p><b>L2.2 Why is the bible important to Christians?</b> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p>	<p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p> <p>Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2).</p>
<p><b>Y4</b></p> <p><b>L2.3 Why is Jesus inspiring to some people?</b> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>		<p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>

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<p>Y5</p>	<p><b>U2.1 Why do some people believe God exists?</b>                  Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).                  Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).                  Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p><b>U2.2 What would Jesus do? Can people live by the values of Jesus in the 21<sup>st</sup> Century?</b>                  Outline Jesus' teaching on how his followers should live (A2).                  Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).                  Explain the impact Jesus' example and teachings might have on Christians today (B1).</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B5).                  Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).                  Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p>
<p>Y6</p>	<p><b>U2.3 What do religions say to us when life gets hard?</b>                  Express ideas about how and why religion can help believers when times are hard, giving examples (B2).                  Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).                  Explain some similarities and differences between beliefs about life after death (B2).                  Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>		<p>Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1)                  Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B5).</p>

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**Subject: RE – Expressing**

Year Group	What knowledge would we like to know?	What skills would we like to know?	How else could we challenge the pupils?
YR	<p><b>F3 Which places are special and why?</b></p> <p>Be aware that churches have special meaning for Christians</p> <p>Be aware that mosques have special meaning for Muslims</p> <p>Identify some significant features of churches/mosques</p> <p>Recognise a church</p> <p>Recognise a mosque</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place</p> <p><b>F4 Which times are special and why?</b></p> <p>Give examples of special occasions that they and others have experienced and suggest features of a good celebration</p> <p>Recall a simple story connected with Diwali.</p> <p>Recall a simple story connected with Christmas.</p> <p>Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</p> <p>Recall simple stories connected with festivals.</p> <p>Say why festivals are special times for members of faith communities</p>	<p>Talk about the things that are special and valued in a church/mosque</p> <p>Talk about somewhere that is special to you, saying why</p> <p>Say why Sukkot is a special time for Jewish people.</p> <p>Say why Diwali is a special time for Hindus.</p> <p>Say why Christmas is a special time for Christians.</p>	

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<p><b>Y1</b></p>	<p><b>1.5 What makes some places sacred?</b>                  Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A)                  Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).                  Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>		<p>How do people worship in different ways?</p>
<p><b>Y2</b></p>	<p><b>1.6 How and why do we celebrate special and sacred times?</b>                  Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).                  Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).                  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p>	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/ Christmas, Chanukah and/ or Eid-ul-Fitr (A3).                  Identify some similarities and differences between the celebrations studied (B9).</p>

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<p><b>Y3</b></p> <p><b>L2.4 Why do people pray?</b> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>		<p>Explain similarities and differences between how people pray (B3). Consider and evaluate the significance of prayer in the lives of people today (A1).</p>
<p><b>Y4</b></p> <p><b>L2.5 Why are festivals important to religious communities?</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). <b>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</b> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	<p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Suggest how and why religious festivals are valuable to many people (B2).</p> <p>U2/</p> <p>Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>



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<p>Y5</p>	<p><b>U2.4 If God is everywhere, why go to a place of worship?</b>                  Make connections between how believers feel about places of worship in different traditions (A3).                  Select and describe the most important functions of a place of worship for the community (B3).                  Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).                  Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>
<p>Y6</p>	<p><b>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</b>                  Describe and make connections between examples of religious creativity (buildings and art) (A1).                  Show understanding of the value of sacred buildings and art (B3).                  Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p>	<p>Apply ideas about values and from scriptures to the title question (C2).</p>	<p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).                  Examine the title question from different perspectives, including their own (C1).</p>



**Subject: RE – Living**

Year Group	What knowledge would we like to know?	What skills would we like to know?	How else could we challenge the pupils?
<p><b>YR</b></p> <p><b>F5 Where do we belong?</b>                      Share occasions when others have made them feel special                      Share and record occasions when they belong to a group                      Recall simply what happens at a traditional Christian infant baptism                      Recall simply what happens when a baby is welcomed into the Muslim tradition                      Share occasions when things have happened in their lives that make them feel special</p> <p><b>F6 What is special about our world?</b>                      Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.                      Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature.                      Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.                      Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens.                      Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings.                      Talk about what people do to mess up the world and what they do to look after it.                      Talk about their own experiences and feelings about when the world is and is not looked after.</p>	<p>Re-tell the story of Jesus blessing the children, making connections with personal experiences</p> <p>Relate knowledge about the world to own life experiences, giving reasons for their feelings.</p>	<p>Draw a picture to show an occasion that could make someone feel special.</p> <p>Make your own creation from nature and explain how it feels</p> <p>Suggest ideas of how to look after our world</p>	

*Settrington-All Saints' Long-Term Planning - Skills and Knowledge Ladder*



<p><b>Y1</b></p>	<p><b>1.7 What does it mean to belong to a faith community?</b> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).  Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).  Identify two ways people show they belong to each other when they get married (A1).</p>	<p>Respond to examples of co-operation between different people (C2)</p>	<p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).  Identify some similarities and differences between the ceremonies studied (B3).</p>
<p><b>Y2</b></p>	<p><b>1.8 How should we care for others and the world, and why does it matter?</b> Re-tell Bible stories and stories from another faith about caring for others and the world (A2).  Identify ways that some people make a response to God by caring for others and the world (B1).</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).  Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)  Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>	<p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).  Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>

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<p><b>Y3</b></p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b>                  Describe some examples of what Christians do to show their <u>faith</u> and make connections with some Christian beliefs and teachings (A1).                  Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).                  Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>	<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).                  Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>
<p><b>Y4</b></p>	<p><b>L2.8 What does it mean to be a Hindu in Britain today?</b>                  Describe some examples of what Hindus do to show their <u>faith</u> and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).                  Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).                  Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p><b>L2.9 What can we learn from religions about deciding what is right and wrong?</b>                  Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).                  Make connections between stories of temptation and why people can find it difficult to be good (A2).                  Give examples of ways in which some inspirational people have been guided by their religion (B1).</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).                  Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>

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<p><b>Y5</b></p> <p><b>UZ.6 What does it mean to be a Muslim in Britain today?</b></p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Answer the key question from your own perspective.</p>	<p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question from different perspectives, including their own (C1).</p>
<p><b>Y6</b></p> <p><b>UZ.7 What matters most to Christians and Humanists?</b></p> <p>Describe what Christians mean about humans being made in the Image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <b>UZ.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</b> Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p>	<p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).  Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>Give examples of similarities and differences between Christian and Humanist values (B3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>