



EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To develop positive attitudes about the differences between people.</p> <p>To develop an awareness of why people make good choices and the consequences of making poor choices.</p> <p>To talk about times of the year that are special to me and others.</p> <p>To talk about places that are special to me and others.</p>	<p>I can talk about things that happen to me.</p> <p>I can talk about what I find interesting or puzzling.</p> <p>I can talk about what is important to me and to other people.</p> <p>I can begin to talk about religion, using religious vocabulary.</p>	<p>I can talk about some of the things that are the same for different religious people.</p> <p>I can ask about what happens to others with respect for their feelings.</p> <p>I can talk about what is important to me and to others with respect for their feelings.</p> <p>I can talk about religion, using religious vocabulary.</p>	<p>I can describe some of the things that are the same and different for religious people.</p> <p>I can describe how people show their beliefs, using religious vocabulary.</p> <p>I can compare some of the things that influence me with those that influence other people.</p> <p>I can ask important questions about life and compare my ideas with those of other people.</p> <p>I can link things that are important to me and other people with the way I think and behave.</p>	<p>I can make links between the beliefs of different religious groups.</p> <p>I can describe and compare practises and experiences that are involved in belonging to different religious groups.</p> <p>I can explain religious beliefs using a range of religious vocabulary used by believers and suggest what they mean.</p> <p>I can discuss moral decisions I and other people make. I can suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.</p>	<p>I can explain how religious sources are used to provide answers to important questions about life and morality. (i.e. Holy scriptures/books etc).</p> <p>I can explain why people belong to religions and how religion can make a difference to the lives of individuals and communities.</p> <p>I can use religious vocabulary in suggesting reasons for the similarities and differences between religions and beliefs which people hold.</p> <p>I can give my own and others' views on questions about who we are and where we belong. (This is an opportunity to show their knowledge of a range of religious views).</p> <p>I can identify the challenges of belonging to a religion and explain what inspires and influences me.</p>	<p>I can consider the meaning of a range of forms of religious expression and understand why they are important in religion.</p> <p>I can describe, and begin to understand, religious and other responses to the meaning and purpose of life.</p> <p>I can identify and begin to describe the similarities and differences within and between religions.</p> <p>I can use and interpret information about religions from a range of sources.</p> <p>Personal reflection:</p> <p>I can reflect on what it means to belong to a faith community, communicating my own responses.</p> <p>I can recognise the challenges of commitment within religions and compare this with their</p>

						<p>own commitments.</p> <p>I can discuss my own and others' views of religious truth and belief, expressing my own ideas.</p> <p>I can reflect on ideas of right and wrong and my own and others' responses to them.</p> <p>I can reflect on sources of inspiration in my own and others' lives.</p> <p>I can ask questions about the meaning and purpose of life and suggest answers which relate to my own and others' lives.</p>
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Religion / belief	Essential content for Christianity	Essential content for Islam	Essential content for Judaism	Essential content for Hinduism	Essential content for Sikhism
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EYFS	<p>Develop curiosity as to why Christians do nativity plays at Christmas.</p> <p>Explain why Christians give and receive presents at Christmas.</p> <p>Explain why Christians say Jesus is special.</p> <p>Wonder why a minister pours water on babies in a baptism.</p> <p>Talk about some things Christians might do in church.</p> <p>Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.</p>				
Year 1	<p>Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</p> <p>Explain why Christians might choose to follow Jesus.</p> <p>Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied.</p> <p>Explain how Christians view the creation of the world and try to take care for it.</p> <p>Evaluate what it means to Christians to belong to a church.</p> <p>Talk about how Christians might use symbols in a church building and begin to suggest reasons why.</p>	<p>Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.</p> <p>Explain that the Qu'ran is the holy book of Islam and say how it should be treated.</p> <p>Show an understanding of at least two Muslim artefacts and explain how they are used.</p> <p>Describe at least three things that might happen at a Muslim baby's naming ceremony.</p> <p>Describe at least three things that might happen at a Muslim marriage.</p>			

Year 2	<p>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives</p> <p>Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period</p> <p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue</p> <p>To know the Jewish concept of creation and the Jewish understanding of God.</p> <p>Explain key features in a synagogue.</p>	<p>To retell part of the Easter story.</p> <p>To identify some practices associated with Easter.</p> <p>To recognise some symbols associated with Easter.</p> <p>To understand what the Bible is and why it is important to Christians.</p> <p>To know how Christians use the Bible to help them with their everyday lives.</p> <p>To name books within the Bible.</p> <p>To know what the old testament and new testament are</p> <p>To know the stages of life; naming ceremonies, baptism, weddings & funerals.</p>	
Year 3	<p>Explain how a Hindu may worship at home or in the mandir</p> <p>To describe some aspects of the Hindu community.</p> <p>Describe and explain how a Hindu celebrates Diwali and Holi</p>	<p>Explain how Christians see God as 'Three in One' through symbols.</p> <p>Analyse what Christians can learn about Jesus from nativity stories.</p> <p>To recognise how stories teach us about who Jesus was.</p> <p>To name the books the Bible contains.</p> <p>To identify some religious beliefs and teachings from the Bible.</p>	<p>Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet.</p> <p>Recall at least three 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 Qu'ran and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'</p> <p>Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)</p> <p>Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque.</p> <p>Analyse how the main features of a mosque explain Muslim key beliefs.</p>
Year 4	<p>To recognise aspects of Jewish family life</p> <p>Explain the importance of the Covenant for Jews</p> <p>Explain how Jews worship and explore how this relates to Jewish belief</p> <p>Evaluate why Pesach is important to Jews as an act of commemoration</p> <p>To relate aspects of Jewish family life to the beliefs contained behind them.</p>	<p>Describe and suggest reasons why Christians call Jesus, Saviour.</p> <p>Explain the concept of salvation.</p> <p>Describe how Christians live their lives as disciples.</p> <p>To state key beliefs about God expressed in and through a parable.</p> <p>To explain how Jesus taught Christians about God through parables.</p>	<p>Explain how a Hindu may view God</p> <p>Retell some Hindu stories and explain their significance for a Hindu</p> <p>Analyse a Hindu's journey of life and significant events along the way</p>

		To retell a parable.	
Year 5	<p>Identify, describe and explain key Muslim beliefs related to Allah (God).</p> <p>Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</p> <p>Name the Five Pillars and explain why they are important to Muslims.</p>	<p>Explain how Sikhs believe in all pathways leading to God</p> <p>Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life</p> <p>Explain the symbolism of the 5Ks</p>	<p>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.</p> <p>Outline how Christians around the world read the Bible to maintain their relationship with God.</p> <p>Explain how Christians seek to live to advance the Kingdom of God on Earth.</p>
Year 6	<p>Make connections between Christianity, Judaism and Islam.</p> <p>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.</p>	<p>Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>Explain how Muslims' organisations help people in need.</p>	<p>Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect</p> <p>Analyse how Sikhs show community and equality in their lives</p>