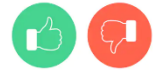




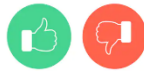
# RE Passport- Reception to Year 1



I know that Christians believe God made the world and we should look after it.



I know that Jesus came to Earth to show everyone we are all special to God.



I know that Christians believe Jesus came to show God's love and they try to show this love to others.



I know how people celebrate in different religions.



I have read stories from different religions



I can learn about special places and what makes them special.





## Reception RE



### Vocabulary

Allah	Mosque
church	creation
God	Holi
Gong Hey Fat Choy	parable
Fable	Synagogue
universe	Easter

### Knowledge

- ✓ To know the word God is a name.
- ✓ To know Christians believe God is the creator of the universe.
- ✓ To know Christians believe God made our wonderful world and so we should look after it.
- ✓ To know Christians believe God came to Earth in human form as Jesus.
- ✓ To know Christians believe Jesus came to show that all people are precious and special to God.
- ✓ To know Christians remember Jesus' last week at Easter.
- ✓ To know Jesus' name means 'He saves'.
- ✓ To know Christians believe Jesus came to show God's love.
- ✓ To know Christians try to show love to others.
- ✓ To know how different people celebrate.
- ✓ To know what makes places special.
- ✓ To know what we can learn from stories.

### Skills

#### Making Sense of the Text

- ✓ To recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- ✓ To tell stories from the Bible

#### Understanding the Impact

- ✓ To give examples of ways in which Christians use Bible stories in their own lives.
- ✓ To give examples of how Christians put their beliefs into practice in church worship.

#### Making the Connections

- ✓ To think, talk and ask questions about the stories.
- ✓ To recall facts about the religions / beliefs I have studied



## RE Passport- Year 1 to Year 2



### GOD

I can say what a parable is and retell the story of the Lost Son.  
I can say how Christians show that God is loving and forgiving.  
I can say how Christians worship God.  
I can ask questions.



### INCARNATION

I can retell the story of Christmas.  
I can say why Jesus is important to Christians.  
I know what the Gospels are and what they talk about.  
I can say what I am thankful for.

### SALVATION

I know that Christmas and Easter are part of the BIG STORY of the Bible.  
I can retell the events of Holy Week.  
I can think about which parts of the story were happy and which parts were sad.  
I can say what Easter traditions there are in churches.



### CREATION

I can say how it felt to make something.  
I can remember the Christian Creation story.  
I can express an opinion about the Christian belief about creation.

### JUDAISM

I can use the right names for things that are special to Jewish people during Shabbat and explain why.  
I can start to make a connection between being Jewish and decisions about behaviour.  
I can tell you something that either Rosh Hashanah or Yom Kippur is about.





## Year 1 RE



# Vocabulary

Shabbat  
Rosh Hashanah  
Yom Kippur  
Adam and Eve  
Judaism  
Holy Week

### Knowledge

- ✓ To remember the Christian Creation story and talk about it.
- ✓ To know the correct names for things that are special to Jewish people during Shabbat
- ✓ To know what Rosh Hashanah and Yom Kippur is about.
- ✓ To know that Christians believe in God, and that they find out about God in the Bible.
- ✓ To know that Christians believe God is loving, kind, fair
- ✓ To know that Christians worship God, and try to live in ways that pleases him.
- ✓ To know that Easter is very important in the 'big story' of the Bible.
- ✓ To know that Jesus showed that he was willing to forgive all people, even for putting him on the cross.
- ✓ To know that Christians believe Jesus builds a bridge between God and humans.
- ✓ To know that Christians believe Jesus rose from the dead, giving people hope of a new life.
- ✓ To know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem and came to bring good news.
- ✓ To know that Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.

### Skills

#### Making Sense of the Text

- ✓ To recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- ✓ To identify at least two different types of texts from the Bible.
- ✓ To tell stories from the Bible

#### Understanding the Impact

- ✓ To give examples of ways in which Christians use Bible stories in their own lives.
- ✓ To give examples of how Christians put their beliefs into practice in church worship.

#### Making the Connections

- ✓ To think, talk and ask questions about the stories.
- ✓ To recall facts about the religions / beliefs I have studied and begin to use the religious vocabulary



## RE Passport- Year 2 to Year 3



### CREATION

I can retell the story of creation from Genesis 1:1–2.3.

I know that 'Creation' is the beginning of the 'big story' of the Bible.

I can say what Christians do to say thank you to God for the Creation.

I can think, talk and ask questions about living in an amazing world.



### GOSPEL

I can tell stories from the Bible and understand what is meant by 'gospel'.

I know that Jesus gives instructions to people about how to behave.

I know some ways that Christians follow the Jesus' teachings.

I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians.



### INCARNATION

I can say how I could help solve a problem by showing love.

I can remember the Christmas story.

I can explain that Christians believe Jesus was a gift from God.

I can tell you why Christians think God gave Jesus to the world.



### SALVATION

I can say what I believe happens to you when you die.

I can tell you how I remember people close to me.

I can recall what Christians believe happened on Easter Sunday.

I can start to suggest a different explanation as to what happened to Jesus after the empty tomb.

### ISLAM

I can understand how meeting in a certain place could make me feel like I belong.

I can explain what happens when Muslims pray alone or at the mosque.

I can tell you about a special journey and why it was special to me.

I can remember some of the events that happen during Hajj.

I can use the right words to describe how Muslims pray and begin to explain why they do this.







## Year 2 RE



### Vocabulary

Genesis	tomb
Gospel	Hajj
Incarnation	Islam
Salvation	Muslim
Easter Sunday	

### Knowledge

- ✓ To know that Christians believe-
  - God created the universe.
  - The Earth and everything in it are important to God.
  - God has a unique relationship with human beings as their Creator and Sustainer.
  - Humans should care for the world because it belongs to God.
- ✓ To remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.
- ✓ To say why Christians think God gave Jesus to the world.
- ✓ To recall what Christians believe happened on Easter Sunday.
- ✓ To know that Christians believe Jesus brings good news for all.
- ✓ To know that Christians believe Jesus is a friend to the poor and friendless.
- ✓ To know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
- ✓ To explain what happens when Muslims pray alone or at the mosque.
- ✓ To remember some of the events that happen during Hajj and the significance of this.

### Skills

#### Making Sense of the Text

- ✓ To recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- ✓ To identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- ✓ To tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.

#### Understanding the Impact

- ✓ To give examples of ways in which Christians use Bible stories in their own lives.
- ✓ To give examples of how Christians put their beliefs into practice in church worship.

#### Making the Connections

- ✓ To think, talk and ask questions about whether the text has something to say to them, exploring different ideas.
- ✓ To recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts.



## RE Passport- Year 3 to Year 4



### CREATION

I can place God and Creation on a timeline of the Bible's 'Big Story'.

I can make links between Genesis 1 and what Christians believe about God and Creation.

I can describe what Christians do because they believe God is Creator



### INCARNATION



I can identify the difference between a 'Gospel' and a letter.

I can talk about what baptism and the Trinity mean.

Describe how Christians show their beliefs about God the Trinity in worship. and in the way they live.

I can give ideas of their own about what the God of Christianity is like.

### GOSPEL

I know that Gospels tell about the life of Jesus.

I can make links between how Jesus called his first disciples and understand why Christians try to be 'fishers of people'.

I can think about how Jesus treated people and how Christians should treat people.

Give examples of how Christians try to show love to all.



### SALVATION



I can make links between the Gospel texts and how Christians mark the Easter events in their church communities.

I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

### HINDUISM

I can describe some of the ways Hindus celebrate Diwali.

I can start to say why Diwali might bring a sense of belonging to Hindus.

I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.

I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.





## Year 3 RE



# Vocabulary

Diwali	Palm Sunday
Fishers of Men	Hindus
Good Friday	River Ganges
Creator	Brahmen
Trinity	Hinduism
worship	

### Knowledge

- ✓ To know that Christians believe-
  - God the Creator cares for the creation.
  - Humans do best when they listen to God.
  - The Bible tells a story about how humans spoiled their friendship with God which means humans can't get close to God without God's help.
  - The Bible shows that God wants to help people to be close to and offers forgiveness even when they keep on falling short.
- ✓ To know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.
- ✓ To know Christians believe the Holy Spirit is God's power at work in the world and in their lives today.
- ✓ To know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- ✓ To know Christians today trust that Jesus really did rise from the dead.
- ✓ To know that Christians believe Jesus challenges everyone about how to live and shows love and forgiveness to unlikely people.
- ✓ To know that Christians try to put Jesus' teachings and example into practice.
- ✓ To describe some of the ways Hindus celebrate Diwali
- ✓ To describe what a Hindu might believe about one of the Hindu gods.
- ✓ I can describe a Hindu ritual that happens at/in the River Ganges.

### Skills

#### Making Sense of the Text

- ✓ To order at least five key concepts within a timeline of the Bible's 'big story'.
- ✓ To list two distinguishing features of different types of biblical text (eg. gospel, parable, letter)
- ✓ To make clear links between biblical texts and the key concepts studied.
- ✓ To offer suggestions about what texts might mean

#### Understanding the Impact

- ✓ To make simple links between Bible texts and how Christians live in their whole lives.
- ✓ To describe how Christians show their beliefs in worship and in the way they live.

#### Making the Connections

- ✓ To raise questions and suggest answers about how far the big ideas explored in the Bible might make a difference to how pupils think and live.
- ✓ To make links between some of the stories and teachings in the Bible and life in the world today.
- ✓ To recall facts about religions I have studied and select the facts that are most significant to the enquiry





# RE Passport- Year 4 to Year 5



## PEOPLE OF GOD

I can make clear links between the story of Noah and the idea of covenant.

I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

I can make links between the story of Noah and how we live in school and the wider world.



## KINGDOM OF GOD

I can make links between Pentecost and Christian belief about the Kingdom of God on Earth.

I can give examples of what Pentecost means to some Christians now.

I can make links between ideas about the Kingdom of God explored in the

## INCARNATION

I can design a symbolic object to show the significance of Christmas

I can describe one thing a Christian might learn about Jesus from a Christmas symbol.

I can ask questions about what Christmas means to Christians and compare this with what it means to me.



## SALVATION

I can talk about what sort of help I might need to show forgiveness.

I can describe what a Christian might learn about forgiveness from a Biblical text.

I can show an understanding of how Christians believe God can help them show forgiveness.

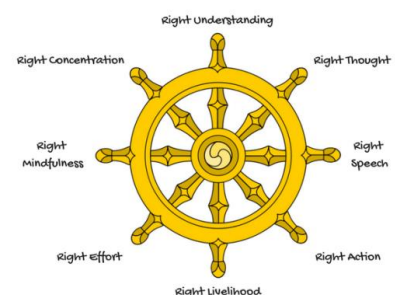
## BUDDHISM

I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.

I can describe one of my 'good' choices and the consequence of it and the consequences of making a different choice.

I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.

I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.





## Year 4 RE



# Vocabulary

### People of God

Noah

Kingdom of Heaven

Forgiveness

8-fold-path

Pentecost

Buddhism

covenant

Salvation

Buddhist

### Knowledge

- ✓ To know what symbols Christians use to represent different concepts.
- ✓ To know Christians believe God can help them show forgiveness.
- ✓ To know the Old Testament tells the story of the children of Israel – the People of God – and their relationship with God.
- ✓ To know the People of God try to live in the way God wants and believe he promises to stay with them.
- ✓ To know the Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.
- ✓ To know that Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now.
- ✓ To know Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.
- ✓ To know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible.
- ✓ To know Christians celebrate Pentecost as the beginning of the Church.
- ✓ To know that Christians believe being connected to Jesus means that the fruit of the Spirit can grow in their lives.
- ✓ To know some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
- ✓ To know and recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
- ✓ To describe how aspects of the 8-fold path would help Buddhists know how to live good lives.

### Skills

#### Making Sense of the Text

- ✓ To order at least five key concepts within a timeline of the Bible's 'big story'.
- ✓ To list two distinguishing features of biblical text.
- ✓ To make clear links between biblical texts and the key concepts studied.
- ✓ To offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.

#### Understanding the Impact

- ✓ To make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- ✓ To describe how Christians show their beliefs in worship and in the way they live.

#### Making the Connections

- ✓ Raise questions and suggest answers about how far the big ideas explored in the Bible might make a difference to how you think and live.
- ✓ Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of your own clearly.
- ✓ To recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their importance.



## RE Passport- Year 5 to Year 6



### GOD

I can explain connections between biblical texts and Christian ideas of God, using theological terms.

I can make clear connections between Bible texts studied and what Christians believe about God.

I can show how Christians put their beliefs into practice in worship.



### PEOPLE OF GOD



I can explain connections between the story of Moses and the concepts of freedom and salvation.

I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.

I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

### GOD

I can explain connections between biblical texts and Christian ideas of God, using theological terms.

I can make clear connections between Bible texts studied and what Christians believe about God.

I can show how Christians put their beliefs into practice in worship.



### INCARNATION

I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.

I can start to explain the Christian belief that Jesus was the Incarnation of God.

### HINDUISM

I can make links between how Sikhs practise their religion and the beliefs that underpin this.

I can recognise that stories can be an important way of expressing belief and meaning.

I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

I can describe how different practices enable Sikhs to show their commitment to God.





## Year 5 RE



# Vocabulary

Sikhism	Sikh
Moses	theological
Communion	freedom
sacrifice	commitment

### Knowledge

- ✓ To know how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
- ✓ To explain the Christian belief that Jesus was the Incarnation of God.
- ✓ To know that Christians read the 'big story' of the Bible as pointing out the need for God to save people.
- ✓ To know Christians remember Jesus' sacrifice through the service of Holy Communion and know the New Testament says that Jesus' death was somehow 'for us'.
- ✓ To know that Christians believe God is omnipotent, omniscient and eternal.
- ✓ To know that Christians believe Jesus was born, lived, was crucified and rose again to show God's love.
- ✓ To know Christians do not all agree about what God is like, but try to follow his path.
- ✓ To know that Christians believe getting to know God is like getting to know a person rather than learning information.
- ✓ To know that the Old Testament pieces together the story of the People of God including the story of Moses and the Exodus and how this shows how God rescued his people from slavery in Egypt.
- ✓ Christians see the Christian Church as part of the ongoing story of the People of God.
- ✓ To know how Sikhs practise their religion and the beliefs that underpin this.
- ✓ To know that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.
- ✓ To describe how different practices enable Sikhs to show their commitment to God.

### Skills

#### Making Sense of the Text

- ✓ To outline the timeline of the 'big story' of the Bible.
- ✓ To identify at least five different types of biblical texts, using technical terms accurately.
- ✓ Taking account of the context, suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts.

#### Understanding the Impact

- ✓ To make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave.
- ✓ To show how Christians put their beliefs into practice in different ways.

#### Making the Connections

- ✓ To identify ideas arising from their study of texts and concepts.
- ✓ To weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today.
- ✓ To recall facts about religions and explain differences in practice.



## RE Passport- Year 6 to Year 7



### CREATION

I can identify what type of text some Christians say Genesis 1 is, and its purpose.

I can talk about how people interpret things in different ways.

I understand why many Christians find science and faith go together.

I can weigh up how far Genesis 1 is in conflict, or is complementary, with a scientific account.



### INCARNATION



I can identify Gospel and prophecy texts, using technical terms.

I can explain connections between biblical texts, Incarnation and Messiah.

I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

### GOSPEL

I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community.

I can relate biblical ideas, teachings or beliefs to issues in their own life and in the world.



### SALVATION



I can compare the four gospel accounts of the Resurrection.

I can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope.

I can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.

I can explain why some people find belief in the Resurrection makes sense and inspires them.

### KINGDOM OF GOD

I can consider possible meanings from texts in the Bible, showing awareness of different interpretations.

I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways.

I can talk about Christian teachings or beliefs about God's kingdom and how these can be related to the outside world.



### Islam



I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.

I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.

I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.





## Year 6 RE



# Vocabulary

Conflicting  
complementary  
prophecy  
Messiah  
Incarnate

Resurrection  
Aakhirah  
Jihad  
transformed

### Knowledge

- ✓ To know there is much debate around the relationship between the accounts of creation in Genesis and scientific accounts.
- ✓ To know Jesus was Jewish and Christians believe Jesus is God in the flesh.
- ✓ To know Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- ✓ To know that the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah and that Christians believe this was Jesus.
- ✓ To know that Christians remember Jesus' sacrifice through the service of Holy Communion
- ✓ To know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- ✓ To know that Christians believe that Jesus offers a way to heal the damage done by human sin.
- ✓ To know that Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future
- ✓ To know that Christians believe that they should bring this good news to life in the world in different ways
- ✓ To know Jesus told many parables about the Kingdom of God and these suggest that there will be a future Kingdom, where God's reign will be complete.
- ✓ To know the Kingdom is compared to a feast where all are invited to join in.
- ✓ To know many Christians try to extend the Kingdom of God by challenging unjust social structures.
- ✓ To understand how believing in Akhirah influences Muslims to do their best to lead good lives.
- ✓ To know there are two different Muslim interpretations of Jihad.

### Skills

#### Making Sense of the Text

- ✓ To outline the timeline of the 'big story' of the Bible.
- ✓ To identify at least five different types of biblical texts, using technical terms accurately.
- ✓ To explain connections between biblical texts and the key concepts studied.
- ✓ Taking account of the context, suggest meanings for biblical texts studied, and compare these with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

#### Understanding the Impact

- ✓ To make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- ✓ To show how Christians put their beliefs into practice in different ways, for example in different denominations.

#### Making the Connections

- ✓ To identify ideas arising from your study of texts and concepts, and comment on how far these are helpful or inspiring giving reasons for your ideas.
- ✓ To weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of your own.
- ✓ To recall facts about religions and explain differences in practice and interpretation within and between religions.