

RE Sticky Knowledge

Year R

- I know some religious stories
- I know what makes my family and friends special to me
- I know the names of sacred text e.g. Bible
- I know Easter is a special time for Christians
- I know some stories that talk about the world, God and human beings.
- I know religious people have places which have special meaning for them.

Year 1

- Can retell the Christian Story of creation i.e. God created the world in 7 days / stages.
- Identify what a parable is.
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah).
- Give an account of what happens at a traditional Christian and Muslim (or Jewish) welcome ceremony.
- I know an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.

Year 2

- I know some examples of how stories about the Prophet show what Muslims believe about Muhammad.
- I know a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- I can share my ideas about whether prayer, respect, celebration and self-control have something to say to me too.
- I know the stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- I know some stories from the Bible and recognise a link with the concept of 'Gospel' or good news.
- I know that there are special places where people go to worship, and talk about what people do there.

Year 3

- I know about the concepts of God and Creation and can place them on a timeline of the Bible's 'Big Story'.
- I know that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.
- I know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.
- I can make links between the story of Noah and how we live in school and the wider world.

- I know some links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).
- know some examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.
- I know links between religious beliefs and teachings and why people try to live and make the world a better place

Year 4

- I know and make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.
- I know what a 'Gospel' is and give an example of the kinds of stories it contains.
- I know some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).
- know the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.
- I know and can offer informed suggestions about what the events of Pentecost in Acts 2 might mean.
- can give good reasons why they think ceremonies of commitment are or are not valuable today.

Year 5

- I know and can explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Muhammad as the Messenger, Qur'an as the message).
- I can weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today.
- I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary with a scientific account, giving good reasons for my views.
- I know and can explain Jewish beliefs about God.
- I know and make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- I know and make clear connections between Christian and Humanist ideas about being good and how people live.

Year 6

- I know the meanings for the story of the man in the well and explain how it relates to Hindu beliefs such as samsara and moksha.
- I know some clear connections between Bible texts studied and what Christians believe about God; e.g. through how cathedrals are designed.
- I know the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- I know different possible meanings for the biblical texts studied, showing awareness of different interpretations.

- I know beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences.