



Religious Education  
Curriculum Knowledge and Skills Progression Document  
Year Reception



The following four units have been designed to be taught over the course of the year in Reception. There is no specific time frame for each unit to be taught as some of the units might need more teaching and learning time than others (see guidance in unit plans). Content from the units, once taught, can then be revisited through teaching and learning activities, including continuous provision in the classroom.

Carefully select ideas from the unit planning (See Teacher Drive / RE / RE Planning) to develop teaching and learning ideas / Continuous Provision to meet the following outcomes:

<b>F5 Where do we belong?</b>		
The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.		
One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.		
<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions, my own views and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
I can recognise symbols or badges which show belonging, including religious ones. I am starting to know some Christian beliefs about how people are special to God. I can retell the story of Jesus blessing the children. I can talk about how babies are welcomed. I can recall simply what happens at a traditional infant baptism. I can recall simply what happens when a baby is welcomed into the Muslim tradition (or different religions of children in the setting).	I can share occasions when others have made me feel special. I can share occasions when things have happened in my life that has made me feel special. I can share and record what groups I belong to and any badges / symbols associated with them. I can talk about what other groups people belong to. I can retell the story of Jesus blessing the children, making connections with personal experiences. I can talk about similarities and differences between myself and others and amongst families. I can talk about how belonging makes me feel.	I can use talk to clarify my thinking and ideas about how I am special. I can listen with enjoyment to a religious story and respond with relevant comments, questions and actions. I can talk about and show the feelings of myself and others. I have a developing respect for the way that my family and other families welcome babies. I can ask questions about religious artefacts.



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Carefully select ideas from the unit planning (See Teacher Drive / RE / RE Planning) to develop teaching and learning ideas / Continuous Provision to meet the following outcomes:

F4 What times are special and why?		
This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas and Diwali. However, teachers may decide to focus on other religious special times depending on their class' needs.		
<p><b>A. Know about and understand a range of religions and worldviews.</b></p>	<p><b>B. Express ideas and insights about the nature, significance and impact of religions, my own views and worldviews.</b></p>	<p><b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p>
<p>I can give some examples of special occasions. I know that people from different religions have some different celebrations. I can say why Diwali is a special time for Hindus. I can recall a simple story connected with Diwali (E.g. Rama and Sita) / Christmas (Christmas Story) I can say why Christmas is a special time for Christians. I can talk about some of the special features of Diwali / Christmas. I can say why festivals are special times for members of faith communities. I know some of the special places where people might go and celebrate their special times. (E.g.church, temple, mosque). I can talk about some of the special things that happen in a church / temple / mosque during special times.</p>	<p>I recognise what makes a special occasion 'special'. I can give examples of special occasions that I have celebrated. I can talk about how special occasions make me feel. I can talk about celebrations others have experienced and suggest features of a good celebration. I can talk about some of the special places where I celebrate special times and what happens there. I can give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival (simple comparison between celebrations).</p>	<p>I can listen to a story and respond with relevant comments and actions. I can explore, observe and find out about a festival. I can begin to know and talk about my own culture (if applicable) and beliefs and those of other people.</p>



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Carefully select ideas from the unit planning (See Teacher Drive / RE / RE Planning) to develop teaching and learning ideas / Continuous Provision to meet the following outcomes:

<b>F2 Which people are special and why?</b>		
<p>The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.</p>		
<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions, my own views and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
<p>I can talk about some of the stories Jesus told about being a friend and caring for others. I can recall and talk about a story of Jesus as a friend to the disciples. I can recall and talk about the story of feeding of the 5000. I can identify some of the qualities shown by the boy in the feeding of the 5000. I can identify what a Christian can learn from a story of Jesus. I recognise that stories about Jesus are very important to Christians. I can talk about stories other special people have told in other religions and what they teach us. I know the beliefs of a person from a religious community. I know who special people in a faith community are. E.g. vicar, Imam, Priest. I can give reasons why these people are special.</p>	<p>I can talk about how I am special. I can talk about people who are special to me (E.g. myself, classmates, people from outside the community). I can talk about how others in the local community have special qualities. I can say what makes my family and friends special to me. I can identify my friends and some of the qualities of a good friend.</p>	<p>I can reflect on the question, 'Am I a good friend?' I can show sensitivity to others' feelings and form positive relationships. I can listen attentively to a speaker, responding to what they hear with relevant comments questions and actions. I can listen attentively and with enjoyment to stories, responding with relevant comments, questions and actions.</p>



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Carefully select ideas from the unit planning (See Teacher Drive / RE / RE Planning) to develop teaching and learning ideas / Continuous Provision to meet the following outcomes:

<b>F6 What is special about our world?</b>		
This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation.		
<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions, my own views and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
I re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. I can retell the main events from the stories of Muhammad and the Crying Camel and Muhammad and the Kittens I can talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings. I know that many Christians and Muslims believe that they should look after and care for the world.	I can talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. I can think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature. I can express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens. I can talk about what people do to mess up the world and what they do to look after it.	I can reflect upon my own experiences and feelings about when the world is and is not looked after. I can explore, observe and find out about the natural world. I can respond in a variety of ways to what they can see, hear, smell and touch in the natural world. I can think and talk about issues of right and wrong, including showing we are sorry and animal welfare. I can talk about my own and others behaviour and its consequences, and know that some behaviour is very good. I can think and talk of issues to do with right and wrong.



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Year 1



The following four units have been designed to be taught over the course of the year in Year 1. There is no specific time frame for each unit to be taught as some of the units might need more teaching and learning time than others. If possible, the special and sacred times unit (1.6) should be taught during Autumn 2 to coincide with the times of the festivals being taught. The units should be taught in the progression outlined below so that knowledge and skills can be built upon in a systematic way. For example, Unit 1.1 will give the children a grounding in the major beliefs, practices and thinking of the Christian faith in order for comparisons and revisitation opportunities to be made in later units. The outcomes are progressive within each unit and should enable assessment for learning opportunities to be integrated into planning so that there is no need for an end of unit assessment.

Carefully select ideas from the **unit planning** (See Teacher Drive / RE / RE Planning) to develop teaching and learning ideas and activities to meet the following outcomes:

<p><b>1.1 Who is a Christian and what do they believe?</b>  <i>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.</i></p>		
<p><b>A. Know about and understand a range of religions and worldviews.</b></p>	<p><b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b></p>	<p><b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p>
<p>I know that a religion is a set of beliefs that people follow.            I know that some religions have been around for a long time.            I can talk about the fact that Christians believe in God and Jesus.            I can talk about why God is important for Christian people.            I can talk about the fact that Christians try to do what Jesus taught they should do.            I can recognise symbols, pictures and words that Christians use to describe God.            I can share some of my own ideas about God.            I can describe simply some Christian beliefs about God and Jesus.            I know that the Bible is a sacred book that helps Christians to live the ways God taught them..            I can retell a story that shows what Christians believe about God.            I know that a parable is a story with a teaching or lesson behind it.            I know that a miracle is something wonderful that we thought could never happen.            I can make links between a story / parable / miracle about the life of Jesus and what Christians believe and do as a result of this            I can make links between what Jesus taught about prayer and what Christians do.</p>	<p>I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</p>	<p>I can ask some questions about believing in God.            I can explain some ideas of my own about God.            I can share what the stories about Jesus say about good, bad, right and wrong.            I can talk about issues of good and bad, right and wrong related to the stories.</p>



Carefully select ideas from the unit planning to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.6 How do we celebrate special and sacred times? (Split Unit across Year 1 and Year 2. Revisited in Year 2 with an emphasis on comparing religious belief and practice)</p> <p><i>This unit enables pupils to learn in depth from different religious and spiritual ways of life about Christmas, Easter, Ramadan and Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations. In Year 1, the children will focus primarily on Christianity and the festival of Christmas. They will then revisit this unit in Year 2, with a focus on Easter and the chance to compare Christian festivals with the festival of Eid-ul-Fitr, noticing similarities and differences between them (E.g. fasting at Ramadan and Lent). In Year 1. They might revisit the festival of Diwali from the Foundation Stage, as a festival of light, like Christmas and make simple comparisons.</i></p>		
<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
<p>I know that a celebration is a special event that we organise because something good has happened.                  I can identify a special time I have celebrated and describe its importance (why and how).                  I can think of reasons why some people celebrate important events.                  I can explain simply what celebration means.                  I know that festivals are religious celebrations.                  I can describe who Christians think Jesus is and why he is special.                  I can describe how a festival is celebrated.                  I can identify some ways Christians celebrate Christmas.                  I can retell stories connected with Christmas and say why these are important to Christians.                  I can describe why Christmas is an important festival to Christians.                  I can retell the Diwali story.                  I can identify some of the ways Hindus celebrate Diwali.                  I can talk about some of the symbolism associated with Christmas (E.g. light) and compare with Diwali (revisit Foundation Stage).</p>	<p>I can make simple comparisons between the festivals of Diwali (revisit Reception) and Christmas (E.g. gift giving, festival of lights, reverence to a special person e.g. Jesus / God and Lakshmi).                  I can compare how people use art, dance and music to celebrate special times (E.g. Christmas songs about Jesus, rangoli patterns, dance to retell religious stories).                  I can talk about the way music, drama / dance or art might make me feel or how they can be used to express feelings, thoughts and ideas.</p>	<p>I can give examples of what people do, give, sing, remember or think at religious celebrations and can say why they matter to believers.                  I can give reasons why some people use music in celebrations.                  I can ask questions about religious festivals and celebrations.</p>



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Year 1



Carefully select ideas from the unit planning to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.5 What makes some places sacred? <i>This unit enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and Muslims. Within the unit, teachers should plan for a visit to the places of worship being studied if at all possible. Pupils will have the opportunity to act as detectives, answering their own questions about places of worship, what they are used for and their significance in the local community. They will make comparisons between the different places of worship. Children will be introduced to some basic beliefs and practices about Islam through this sacred places unit and they will have the opportunity to build upon and revisit this knowledge through the Unit 1.2 'Who is a Muslim and what do they believe?' at the beginning of Year 2.</i></p>		
<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
<p>I can talk about places which are special to me or that make me feel safe. I can talk about places which are special to the community and can say why (E.g. hospital, school, shop) I recognise that there are some special places where people go to worship and people from different religions worship in different places. I can identify three objects that are used in worship in the church / mosque. I know that sacred is something which is very special to someone who has a religion. I can talk about why places of worship are important to the local community. I can talk about what happens at the church / mosque. I can identify sacred objects in a church / mosque and say how they are used and what they mean to believers.</p>	<p>I can ask appropriate and respectful questions of believers. I can describe the ways that Christians / muslims worship God (E.g. prayer, music) and where they might do this. I can describe similarities and differences between the ways different people worship God. I can express ways in which stories, objects, symbols and actions show / express what people believe. I can talk about how Christians might feel safe in their place of worship. I can talk about and appreciate why the church may be important to non-believers in the community.</p>	<p>I can ask appropriate and respectful questions of believers or during a school visit or experience to find out more about places of worship.</p>





Carefully select ideas from the unit planning to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.7 What does it mean to belong to a faith community?                  This unit enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.</p>		
<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
<p>I can talk about some places that I belong to.                  I know that we all belong to something and belonging is an important part of our lives.                  I can recognise symbols of belonging from my own experience.                  I can recognise symbols of belonging for Christians and Muslims and I can start to recognise some symbols of belonging for other faiths.                  I can think about why symbols of belonging matter to believers.                  I understand that Christians believe God cares for them and can give examples of why they might think this.                  I can describe what religious stories tell us about belonging to a religious community (E.g. The Lost Coin / The Boy who Threw Stones at Trees).                  I can describe what happens at an Islamic welcoming ceremony.                  I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.                  I can identify two ways people show they belong to each other when they get married.</p>	<p>I can talk about what is special and of value about belonging to a group that is important to me and how it makes me feel.                  I can show an awareness that some people belong to different religions.                  I know belonging can be expressed in different ways e.g. through photographs, membership cards, jewellery etc.                  I can give examples of ways in which believers express their identity and belonging within faith communities responding sensitively to differences in the way believers express their identify and belonging.                  I can identify some similarities and differences between the ceremonies studied (E.g. infant baptism and Islamic belonging ceremonies).</p>	<p>I can respond to examples of co-operation between different people.                  I can ask 'wonder' questions about religious stories so that I can find out more.                  I can think of reasons why Christians / Muslims may baptise their babies / perform welcoming ceremonies.</p>





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Year 2



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Carefully select ideas from the unit planning (See Teacher Drive / RE / RE Planning) to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.2 Who is a Muslim and what do they believe?</p> <p>This investigation enables pupils to revisit learning from Year 1 (E.g. sacred places, belonging to a faith community) but will also enable pupils to learn in greater depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions. <b><i>They will focus on Ramadan and the festival of Eid-ul-Fitr later on in the year (Spring Term) as part of the unit 1.6 'How do we celebrate special times?' as a comparative study with the festival of Easter.</i></b></p>		
<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
<p>I can talk about things which matter / are important to me. I know that people have the right to believe in what they like and can follow any God/Gods, or no God, if they wish to. I know that Islam is a religion and that Muslims are part of this religion. I can talk about the fact that muslims believe in God (Allah) and follow the example of the Prophet Muhammad (PBUH). I know why Muhammad is special to Muslims and how they treat him with respect. I recognise that Muslims do not draw Allah or the prophet but use calligraphy to say what the prophet is like. I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. I can retell a story about the life of the prophet Muhammad / Allah. I can talk about the mosque as a special place for Muslims – special practices / objects, using appropriate vocabulary. (revisit). I know the Qur'an is a holy book (read from right to left) and can talk about how it is treated with respect. (The Quran will be covered in greater depth in the following unit 1.4 'What can we learn from sacred books?') I can recognise some of the objects used by Muslims and suggest why they are important (E.g. prayer beads), using appropriate vocabulary. I can make links between what the Holy Quran says (E.g. Shahadah) and how Muslims behave / live their lives.</p>	<p>I can express my own beliefs. I can respond sensitively to what matters to me and what matters to Muslims. I can express who inspires me to be kind and live a good life. I can express my views on what makes a good leader. I can express some ways in which Islam and Christianity are similar and different (revisit).</p>	<p>I can find out about and respond with ideas to examples of cooperation between people who are different. I can ask some questions about God which are hard to answer and offer some ideas of my own.</p>



Carefully select ideas from the unit planning to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.4 What can we learn from sacred books? This unit enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book. The children will study the Bible and the Qur'an and make comparisons.</p>		
<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
<p>I can talk about a special book to me. I know that sacred is something that is very special to someone who has a religion. I know that people who are religious use sacred / holy books to show them how to live their lives. I can talk about a story that is used in religion. I can recognise some independently give reasons why a holy book is considered to be 'holy' / sacred. I can re-tell the story of The Lost Sheep or another story from the NT and suggest the meaning(s) of this story. I can identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (Sermon on Mount). I can suggest a meaning for the story of Prophet Muhammad and the Black Stone or another story from the Qur'an. I can clearly describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways. I can make links between the messages within Jesus' teachings from the Bible and the way people live. I can independently give well thought out responses about how to treat holy texts, backed up with reasoning. I can make a link between the story of the black stone (or another story from the Qur'an) and something that Muslims do today. I can make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness.</p>	<p>I can express how people who care about me help me to live my life and make the right choices. I can express which rules I follow, which ones are hard to follow and which ones I would like to change and why. I can express how different stories make me feel. I can recognise some ways in which Christians and Muslims treat their sacred books. I can recognise that sacred texts contain stories which are special to many people and should be treated with respect. I notice and respond sensitively to how people from different faiths still tell stories today. I can compare and contrast the similarities and differences between the Bible / Qur'an e.g. languages / how they're treated with respect etc I can express whether living biblically means obeying the whole Bible.</p>	<p>I can ask and suggest answers to questions arising from The Lost Sheep (or another story from the NT). I can talk about issues of good and bad, right and wrong arising from the teachings. I can suggest my own ideas about The Lost Sheep (or other NT story) and give reasons for its significance. I can ask questions and can share my thoughts and ideas about things that should / should not be forgiven and why.</p>



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Carefully select ideas from the unit planning to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.6 How and why do we celebrate special times? This unit is a split unit and builds upon the teaching and learning undertaken in Year 1. It enables pupils to learn in greater depth from different religious and spiritual ways of life about Easter and Ramadan and Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.</p>		
<p><b>A. Know about and understand a range of religions and worldviews.</b></p>	<p><b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b></p>	<p><b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p>
<p>I can identify a special time I have celebrated and describe its importance – what, why, how (revisit). I can explain simply what celebration means (revisit). I can describe who Christians think Jesus is (revisit). I can identify some ways Christians celebrate Easter. I know what crucifixion is and that the crucifix reminds Christians that Jesus died for them. I know that resurrection means that someone ‘rises’ from the dead. I can describe what happens during Ramadan. I know that fasting means going without food / drink. I can retell stories connected with Easter (key events) and say why these are important to Christians. I can describe why Easter is an important festival to Christians. I can describe what three symbols tell us about the story of Easter. I can suggest meanings for aspects of different services during holy week. I can suggest meanings for a variety of symbols used in the Christian celebration of Easter. I know that Muslims celebrate Eid twice per year. Eid means festival. I can describe what happens and what is being celebrated at Eid-ul-Fitr.</p>	<p>I can express how different celebrations / traditions make me feel and why. I can express how music makes me feel. I can express about a time when I have felt sad and I can talk about things which make me feel better. I can consider questions such as how might these foods help people remember this festival? I can think of reasons why some people choose to fast during Ramadan. I can note similarities and differences between different festivals. I can describe similarities and differences between different services celebrated at holy week. I can identify similarities and differences in the way Easter is celebrated by different people. I can note similarities and differences between the celebration of Id-ul-Fitr and Easter.</p>	<p>I can give reasons why some people like to celebrate important events. I can give reasons why some people use music in celebrations. I can talk about ‘big questions’ such as what I believe happens when you die. I can describe the link between a selection of Easter artefacts and the story and celebration of Easter events. Within my class. I can investigate why and how different people celebrate and can find similarities and differences. I am respectful of others’ traditions. I can investigate and share what religious symbols / actions might mean and why they are special. (E.g. showing a hot cross bun / Muslims at the Ka’aba).</p>



Carefully select ideas from the unit planning to develop teaching and learning ideas and activities to meet the following outcomes:

<p>1.8 How should we care for others and the world, and why does it matter?                  This unit enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer, pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.</p>		
<p><b>A. Know about and understand a range of religions and worldviews.</b></p>	<p><b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b></p>	<p><b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b></p>
<p>I understand that everyone in the world matters and can talk about what makes me, me.                  I know that friendship should be a 'two way' promise to care for one another.                  I can give an example of what Jesus said about the importance of children.                  I know that some people look after the world because God is a creator.                  I can give examples what Jesus said about the importance of people.                  I can give simple reasons why Jesus told the story of the Good Samaritan.                  I can retell the Biblical creation story.                  I can retell the Islamic creation story.                  I can talk about how religious leaders care for the people in the community they serve.</p>	<p>I can talk about who / what matters to me and what makes them / it special.                  I can express how people care for me.                  I can give simple examples of how people are unique and valuable.                  I can express if I should / how I care for the world / others around me.                  I can express what my ideal world would look like.                  I can consider questions such as what does this story teach about caring? / what would it be like if everyone followed the Golden Rule?                  I can express why Christians and Muslims may wish to care for the world around them.                  I can describe how it feels when people are not kind.                  I can give examples of some ways Christians / Muslim people care for people (Zakat) and the world.                  I can give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man.                  I can identify similarities and differences between different stories from the bible about caring.                  I can compare the Christian and Islamic creation stories.                  I can describe how Mother Teresa or Dr Barnado have put their beliefs into action.</p>	<p>I can answer questions such as what would it be like if everyone followed the golden rule?                  I can describe different ideas about what God might be like from reading the creation story.                  I can share my own creative ideas about what the creation story says about God.                  I can give my own answer to the unit question, giving simple reasons for my answers.                  I can use nature to investigate, discover and share what is special about our world. I can share what I am in awe of and what makes me wonder.                  I can explore common themes in religion and can share why people may want to care for others and the world around them.                  I can investigate and debate whether if God looked at the world now, would he still feel the world was beautiful.                  I can suggest ways to encourage more people to care about the world.</p>

