**Essential Knowledge for Religious Education in Cheshire West and Chester Council Primary Schools**

It is expected that all pupils will have an understanding of the following statements.

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| **Essential content for Christianity in EYFS**   * Develop curiosity as to why Christians do nativity plays at Christmas. * Explain why Christians give and receive presents at Christmas. * Explain why Christians say Jesus is special. * Wonder why a minister pours water on babies in a baptism. * Talk about some things Christians might do in church. * Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important. | **Essential terms for the pupil to be applying when learning about Christianity**  Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible,  Nativity, Christians, Christianity, minister |
| **Essential content for Christianity in KS1**   * Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. * Explain why Christians might choose to follow Jesus. * Recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan and other parables studied. * Explain how Christians view the creation of the world and try to take care for it. * Evaluate what it means to Christians to belong to a church. * Talk about how Christians might use symbols in a church building and begin to suggest reasons why. * Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. * Evaluate key teachings studied from the Bible and explain why they may be important to Christians. | **Essential terms for the pupil to be applying when learning about Christianity in KS1**  Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan  God, symbols, creation, stewardship, good news, Bible  Trinity, Holy Spirit, saviour |
| **Essential content for Christianity in Lower KS2**   * Explain how Christians see God as ‘Three in One’ through symbols. * Analyse what Christians can learn about Jesus from nativity stories. * Describe and suggest reasons why Christians call Jesus, Saviour. * Explain the concept of salvation. * Describe how Christians live their lives as disciples. | **Essential terms for the pupil to be applying when learning about Christianity in lower KS2**  Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan  God, symbols, creation, stewardship, evolution, good news, bible  Lost Parables,  prodigal son, |
| **Essential content for Christianity in Upper KS2**   * Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. * Outline how Christians around the world read the Bible to maintain their relationship with God. * Explain how Christians seek to live to advance the Kingdom of God on Earth. * Make connections between Christianity, Judaism and Islam. * Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness. | **Essential terms for the pupil to be applying when learning about Christianity in Upper KS2.**  Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan  God, symbols, creation, good news, Bible  Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation |
| **Essential content for Islam in KS1**   * Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. * Explain that the Qu’ran is the holy book of Islam and say how it should be treated. * Show an understanding of at least two Muslim artefacts and explain how they are used. * Describe at least three things that might happen at a Muslim baby’s naming ceremony. * Describe at least three things that might happen at a Muslim marriage. | **Essential terms for the pupil to be applying when learning about Islam in KS1.**  Islam, Allah, Muhammad (pbuh), Qu’ran, Shahada, Tawhid, Prophethood, Halal |
| **Essential content for Islam in lower KS2**   * 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. * 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’ * 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) * Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. * Analyse how the main features of a mosque explain Muslim key beliefs. | **Essential terms for the pupil to be applying when learning about Islam in LKS2.**  Angels, Mosque, Ummah, Iman, Dhikr |
| **Essential content for Islam in Upper KS2**   * Identify, describe and explain key Muslim beliefs related to Allah (God). * Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will. * Name the Five Pillars and explain why they are important to Muslims. * Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God. * Explain how Muslims’ organisations help people in need. | **Essential terms for the pupil to be applying when learning about Islam in UKS2.**  Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars |
| **Essential content for Judaism in KS1**   * Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives * Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period * Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue | **Essential terms for the pupil to be applying when learning about Judaism in KS1.**  Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema |
| **Essential content for Judaism in KS2**   * Reflect on why and how Jews worship * Explain the importance of the Covenant for Jews * Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief * Evaluate why Pesach is important to Jews as an act of commemoration | **Essential terms for the pupil to be applying when learning about Judaism in KS2** Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh |
| **Essential content for Hinduism in KS2**   * Explain how a Hindu may worship at home or in the mandir * Describe and explain how a Hindu celebrates Diwali and Holi * Explain how a Hindu may view God * Retell some Hindu stories and explain their significance for a Hindu * Analyse a Hindu’s journey of life and significant events along the way | **Essential terms for the pupil to be applying when learning about Hinduism.**  Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha. |
| **Essential content for Sikhism in KS2**   * Explain how Sikhs believe in all pathways leading to God * Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life * Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect * Explain the symbolism of the 5Ks * Analyse how Sikhs show community and equality in their lives | **Essential terms for the pupil to be applying when learning about Sikhism**  Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks |
| **Essential content for Humanism in KS2**   * Describe the main beliefs of Humanism and begin to compare it to following a religious belief * Say what Humanists think about God * Explain how Humanists believe they can be happy * Explore the happy human symbol * Describe how Humanists celebrate in their lives * Explain how Humanists lifestyle plays a role in modern society. | **Essential terms for the pupil to be applying when learning about Humanism**  Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant |

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| **Example of what content may look like for a Free Choice Unit. Baha’i.**   * Explain who Baha’u’llah was and His station in the Baha’i Faith * Describe what is meant by the Oneness of Religion * Explore the Baha’i concept of God * Talk about what the Baha’i Faith teaches about children * Investigate Baha’i worship and the Houses of Worship * Explain the importance of community life | **Terms for the pupil to be applying when learning about Baha’i**  Baha’I, Baha ‘u’llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation |