

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.

<p>Essential content for Christianity in EYFS</p> <ul style="list-style-type: none"> • 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. 	<p>Essential terms for the pupil to be applying when learning about Christianity Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible, Nativity, Christians, Christianity, minister</p>
<p>Essential content for Christianity in KS1</p> <ul style="list-style-type: none"> • 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. 	<p>Essential terms for the pupil to be applying when learning about Christianity in KS1 Christy, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, good news, Bible Trinity, Holy Spirit, saviour</p>

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

<p>Essential content for Islam in KS1</p> <ul style="list-style-type: none"> • 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. • 	<p>Essential terms for the pupil to be applying when learning about Islam in KS1. Islam, Allah, Muhammad (pbuh), Qu’ran, Shahada, Tawhid, Prophethood, Halal</p>
<p>Essential content for Islam in lower KS2</p> <ul style="list-style-type: none"> • 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. • 	<p>Essential terms for the pupil to be applying when learning about Islam in LKS2. Angels, Mosque, Ummah, Iman, Dhikr</p>
<p>Essential content for Islam in Upper KS2</p> <ul style="list-style-type: none"> • 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. 	<p>Essential terms for the pupil to be applying when learning about Islam in UKS2. Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj,</p>

<ul style="list-style-type: none"> • 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. 	<p>Kabbah, Pilgrimage, Mumin, Five Pillars</p>
<p>Essential content for Judaism in KS1</p> <ul style="list-style-type: none"> • 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 • 	<p>Essential terms for the pupil to be applying when learning about Judaism in KS1.</p> <p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema</p>
<p>Essential content for Judaism in KS2</p> <ul style="list-style-type: none"> • 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 	<p>Essential terms for the pupil to be applying when learning about Judaism in KS2</p> <p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh</p>
<p>Essential content for Hinduism in KS2</p> <ul style="list-style-type: none"> • 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 	<p>Essential terms for the pupil to be applying when learning about Hinduism.</p> <p>Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.</p>

<p>Essential content for Sikhism in KS2</p> <ul style="list-style-type: none"> • 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 • 	<p>Essential terms for the pupil to be applying when learning about Sikhism Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks</p>
<p>Essential content for Humanism in KS2</p> <ul style="list-style-type: none"> • 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. 	<p>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</p>

<p>Example of what content may look like for a Free Choice Unit. Baha'i.</p> <ul style="list-style-type: none"> • 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 	<p>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</p>
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