

RE	Nursery		Reception	
	Nursery Themes	Knowledge Outcome	Sefton RE Syllabus	Knowledge Outcome
	<p><b>Myself / My Senses</b> Personal, Social and Emotional Development</p>	<p>Develop their sense of responsibility and membership of a community.</p>	<p><b>F1 Which stories are special and why?</b> Talk about some religious stories using new vocabulary. Recognise some religious words about God, holy books or places of worship. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible. Talk about what Jesus teaches about keeping promises is a good thing to do. Hold a conversation about what Jesus teaches about saying thank you and why it is good to thank and be thanked. Know some similarities and differences between religious communities in Britain.</p>	<p>Know the Bible is the Christians holy book which helps them understand more about God.</p> <p>Know and use the vocabulary Bible, Christian, Holy Book, Scripture when talking about religious stories.</p> <p>Know and explore stories from the Bible/Jesus told e.g. Making Promises, Saying thank you.</p>
	<p><b>Special Times</b> Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<p>Talk about Special times. What are special times? What makes them special. Identify what is special for other people what is the same? What is different? How do people celebrate in other cultures?</p>	<p><b>F2 - Which people are special and why?</b> Talk about people who are special to them Hold conversations about what makes their family and friends special to them.</p>	<p>Know and talk about special people in their lives.</p> <p>Know and talk about their family and special friends explaining why they are special.</p> <p>Know and talk about what makes a good friend.</p>

		<p>Recall stories of celebration Rama and Sita and the celebration of the Festival of Light... How does it compare to the other festivals</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Identify some of the qualities of a good friend.</p> <p>Reflect on the question Am I a good friend?</p> <p>Recall and talk about stories of Jesus as a friend to others.</p> <p>Recall stories about special people in other religions and talk about what we can learn from them.</p> <p>Know some similarities and differences between religious communities in Britain.</p>	<p>Know and recall a story about Jesus being a good friend. talk about him as a friend/leader from another religion.</p> <p>Know the story of Moses and Know and respect that in</p> <p>Britain people have different beliefs and religions.</p>
	<p><b>My Special Things</b> Personal, Social and Emotional Development</p>	<p>Talk about things that are special to them...</p> <p>Discuss and think about people who are special</p> <p>Talk about their special bear and why it is special..</p> <p>Know about times and items that are special and what maybe be special for one friend may be different to another...</p>	<p><b>F3 -Which places are special and why?</b></p> <p>Talk about somewhere special to them and why.</p> <p>Know some similarities and differences between religious communities in Britain.</p> <p>Be aware that some religious people have places which have special meaning to them.</p> <p>Hold conversations about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise 2 different places of worship.</p> <p>Learn and use appropriate words to talk imaginatively and expressively about their thought and feeling when visiting a church.</p>	<p>Know somewhere that is special to them and talk about why.</p> <p>Know a church is a special place for a Christians.</p> <p>Know a mosque is a special place for Muslims.</p> <p>Know a synagogue is a special place for Jewish people.</p> <p>Know and talk about things that are special in a church.</p> <p>Know and talk about their feelings when visiting a church.</p>

	<p><b>Our Community</b></p>		<p><b>F4 - Which times are special and why?</b>  Give examples of special occasions and features of a good celebration.  Recall simple stories connected with Christmas/Easter and a festival from another faith.  Say why Christmas / Easter and festival from another faith is special time.  Use new vocabulary to identify some similarities and differences between religious communities in Britain.  Respond imaginatively and expressively to what happens at their favourite times.</p>	<p>Know and talk about special occasions they have been a part of, what happened and how they celebrated.  Know and retell the story of Christmas recalling main details.  Know and retell the story of Easter recalling the main details.  Know and retell the story linked to the festival of Sukkot.  Know, recognise and talk about the differences and similarities between religions in Britain.</p>
	<p><b>The Natural World</b>  Understanding the World</p>	<p>Celebrating the creation of new life...  Observing and commenting on the life cycle of Ducklings  Planting and</p>	<p><b>F5 - Where do we belong?</b>  Retell religious stories making connections with personal experiences.  Share and record occasions when things have happened in their lives that made them feel special.  Use new vocabulary to recall and name simply what happens at a traditional Christian Baptism and dedication.</p>	<p>Know and talk about different groups/communities they belong to e.g. school, teams.  Know and recall the story of Jesus and the children.  Know and talk about personal experiences when they have been made to feel special.  Know and talk about what happens at a traditional Christian baptism/dedication ceremony and symbols used.  Know and talk about what</p>

			<p>Respond imaginatively and expressively to stories about new babies.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>happens at other welcoming ceremonies e.g. Aqiqah (Islam)</p>
	<p><b>Special Places</b> Personal and Social Development</p> <p>Understanding the world</p>	<p>Know and talk about special places the children have visited and why they are special</p> <p>To understand that some places are special to different people.</p>	<p><b>F6 - What is special about our world?</b></p> <p>Talk about things they find interesting, puzzling or wonderful and their own feelings and experiences about the world.</p> <p>Retell stories about creation and nature, talking about what they say about the world, God, human beings.</p> <p>Respond imaginatively and expressively to the beauty and delight of the natural world.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Know and talk about the world they live in including how they feel about the world.</p> <p>Know and retell the creation story.</p> <p>Know and respond to the natural wonders of the world. Know and talk about ways in which people do and don't look after the world and how we can learn from this.</p>

RE	Year 1		Year 2															
Believing / Expressing / Living	Sefton RE Syllabus	Knowledge Outcome	Sefton RE Syllabus	Knowledge Outcome														
<p>1.1.- Who is a Christian and what so they believe?</p> <table border="1" data-bbox="152 451 456 794"> <thead> <tr> <th colspan="2">Coverage Key</th> </tr> </thead> <tbody> <tr> <td>Aut 1</td> <td></td> </tr> <tr> <td>Aut 2</td> <td></td> </tr> <tr> <td>Spr 1</td> <td></td> </tr> <tr> <td>Spr 2</td> <td></td> </tr> <tr> <td>Sum 1</td> <td></td> </tr> <tr> <td>Sum 2</td> <td></td> </tr> </tbody> </table>	Coverage Key		Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2		<p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p>	<p>Know and talk about some simple ideas about Christian beliefs about God and Jesus.</p>		
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<p>Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p>	<p>Know and retell the a story that shows what Christians might think about God. Know and share ideas of what this story might mean.</p>																	
<p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Know and talk about good and bad, right and wrong with reference to stories they have read.</p>																	
<p>Ask some questions about believing in God and offer some ideas of their own.</p>	<p>Know and generate questions about believing in God. Know and share some of their own ideas about believing in God.</p>																	
<p>1.2 Who is a Muslim and what do they believe?</p>			<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah.</p>	<p>Know and talk about Muslim beliefs about God. Know some of the 99 names of Allah.</p>														
			<p>Retell a story about the life of the Prophet Muhammad.</p>	<p>Know and retell a story about the life of the Prophet Muhammad.</p>														
			<p>Recognise some objects used by Muslims and suggest why they are important.</p>	<p>Know and name some objects used by Muslims and talk about why they are important.</p>														

			Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	Know how some Muslims celebrate the festival of Ramadan. Know how some Muslims celebrate the festival of Eid-ul-Fitr.
1.3 Who is Jewish and what do they believe?			Talk about how the mezuzah in the home reminds Jewish people about God.	Know what the mezuzah is and how it reminds Jewish people about God.
			Talk about how the Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.	Know that the Shabbat is a special day of the week for Jewish people and what they might do on this day.
			Re-tell a story that shows what Jewish people at the festival of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.	Know and retell a story that shows what Jewish people think about God and suggest what it might mean. Know how Jewish people celebrate the festival of Hannukah.
			Ask some questions about believing in God and offer some ideas of their own.	Know and generate questions about believing in God. Know and share some of their own ideas about believing in God.
1.4 What can we learn from sacred books?			Recognise that sacred texts contain stories which are special to many people and should be treated with respect.	Know the Bible is a sacred text to Christians. Know the Holy Qur'an is a sacred text to Muslims. Know the Tenakh is a sacred text for Jewish people and the Torah is a part of the Tenakh.
			Retell stories from the Christian Bible and stories	Know and retell a story from the Bible in some detail (e.g.

			from another faith; suggest the meaning of these stories.	the lost sheep / The good Samaritan). Know and retell a story from the Tenakh that teaches about God looking after his people (e.g. Moses/ David and Goliath). Know and retell a story from the Holy Qur'an (e.g. Muhammad & the hungry stranger/the thirsty camel). Know some stories occur in more than one sacred text e.g. Noah.
			Ask and suggest answers to questions arising from stories Jesus told and from another religion.	Know and generate questions about stories Jesus told and from other religions.
			Talk about issues of good and bad, right and wrong arising from the stories.	Know and talk about good and bad, right and wrong with reference to stories they have read.
1.5 What makes some places sacred?	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.	Know, identify and talk about some special objects and symbols found in a church e.g. alter, cross, font, lectern, candles, symbol of light. Know, identify and talk about some special objects and symbols found in a synagogue e.g. ark, Ner Tamid, Torah Scroll, tallit, kippah. Know, identify and talk about some special objects and symbols found in a Mosque, e.g. calligraphy, prayer mat, prayer beads, minbar, mihrab.		

	Talk about ways in which stories, objects, symbols and actions used in churches, mosques and or synagogues show what people believe.	Know and talk about how stories, objects, symbols and actions are linked to what people believe.			
	Describe some of the ways in which people use music in worship and talk about how different kinds of music make them feel.	Know and talk about how music is used in worship. Know and talk about how different kinds of music make them feel.			
	Ask good questions during a school visit about what happens in a church, synagogue or mosque.	Know and generate questions to find out more information about what happens in a sacred place during a visit.			
1.6 - How and why do we celebrate special and sacred times?	Identify some ways Christians celebrate Christmas/Easter/ Harvest / Pentecost and some ways a festival is celebrated in another religion.	Know and talk about ways in which Christians celebrate Christmas/Easter/Harvest. Know and talk about ways in which Jewish celebrate Pesach (Passover).	Identify some ways Christians celebrate Christmas/Easter/ Harvest / Pentecost and some ways a festival is celebrated in another religion.	Know and compare how Christians celebrate Christmas compared to the Jewish festival of Hannukkah.	Know and compare how Christians celebrate Easter compared to the (Islam) festival of Eid-el-Fitr.
	Re-tell stories connected with Christmas /Easter / Harvest / Pentecost and a festival in another religion and say why these are important to believers.	Know and retell the Christian stories connected to Christmas, Easter, Harvest and Pentecost and say why they are important to believers.	Re-tell stories connected with Christmas /Easter / Harvest / Pentecost and a festival in another religion and say why these are important to believers.	Know and talk about the festival of Hannukkah and say why it is important to believers.	Know and talk about the festival of Eid and say why it is important to believers.
	Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.	Know and generate questions about Christian stories and suggest answers.	Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.	Know and generate questions about Jewish stories and suggest answers.	Know and generate questions about Muslim stories and suggest answers.

	Collect examples of what people do, give, sing, remember or think about the religious celebration studied, and say why they matter to believers.	Know and give examples of what Christians do, give, sing or remember during a festival / celebration.	Collect examples of what people do, give, sing, remember or think about the religious celebration studied, and say why they matter to believers.	Know and give examples of what Jewish do, give, sing or remember during a festival / celebration.	Know and give examples of what Muslims do, give, sing or remember during a festival / celebration.
1.7 - What does it mean to belong to a faith community?	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.	Know and talk about some symbols of belonging from their own experience. Know and talk about symbols of belonging from Christian faith e.g. baptismal candle / cross. Know and talk about symbols of belonging in Judaism linked to the Passover. Know and talk about symbols of Muharram linked to Islamic new year.			
	Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean.	Know and talk about what happens at a traditional Christian baptism including talking about actions, symbols and their meaning.			
	Identify two ways people show they belong to each other when they get married.	Know and talk about 2 ways people show they belong to each other when they get married e.g. rings, promises.			
	Respond to examples of co-operation between different people.	Know features of a Christian wedding and Jewish wedding (Ketubah) and compare promises made.			
1.8 How should we care for others and the world, and why does it matter?	Re-tell Bible stories and stories from another faith	Know and retell stories from the Bible e.g. Jesus blesses the children and from other	Re-tell Bible stories and stories from another faith	Know and talk about the Judaism concept of Tikkun Olam.	

	about caring for others and the world.	religions (the Passover) about caring for the world.	about caring for others and the world.	Know and talk about the Jewish holiday Tu B' Shevat. Know, develop and plan ideas to help 'repair the world'.
	Identify ways that some people make a response to God by caring for others and the world.	Know and talk about some people e.g. Jane Goodall, who have made a response to God by caring for others and the world.	Identify ways that some people make a response to God by caring for others and the world.	
	Talk about issues of good and bad, right and wrong arising from the stories.	Know and talk about good and bad, right and wrong with reference to stories they have read.	Talk about issues of good and bad, right and wrong arising from the stories.	
	Talk about some texts from different religions that promote the Golden Rule and think about what would happen if people followed this idea more.		Talk about some texts from different religions that promote the Golden Rule and think about what would happen if people followed this idea more.	Know and talk about texts that promote the Golden Rule. Know and talk about examples of how the Golden Rule can be lived and followed today.
	Use creative ways to express their own ideas about the creation story and what it says about what God is like.		Use creative ways to express their own ideas about the creation story and what it says about what God is like.	Know and express own ideas about the creation story and what it says God is like.