

## Essential Content Standards for Religious Education in CWAC Primary Schools 2024 - (Statutory)

It is expected that all pupils will understand the content in the following statements by achieving these outcomes for each key phase:	Essential vocabulary for the pupil to be applying when learning about:
<b>EYFS (6 terms)</b>	
<p><b>Essential content for Christianity in EYFS</b></p> <ol style="list-style-type: none"> <li>1. Develop curiosity as to why Christians do nativity plays at Christmas.</li> <li>2. Explain why Christians give and receive presents at Christmas.</li> <li>3. Explore why Christians say Jesus is special through the miracle stories.</li> <li>4. Talk about how Christians might worship God in church.</li> <li>5. Recall key important aspects of the Easter story &amp; begin to say why Christians think the resurrection is important.</li> <li>6. Talk about the Bible as a special book for Christians which has many special stories.</li> </ol> <p><b>Essential content for Other Religious/non-religious worldviews in EYFS (based on ELG)</b></p> <ol style="list-style-type: none"> <li>7. <i>Understanding the World: Past &amp; Present</i> – Talk about the lives of the people around them &amp; their roles in society.</li> <li>8. <i>Understanding the World: People, Culture and Communities</i> - Know some similarities and differences between different religious/non-religious communities &amp; how they celebrate in this country. Explore Diwali &amp; Eid.</li> </ol>	<p><b>Christianity in EYFS</b>            Christmas, Incarnation, Easter, God, resurrection, church, Bible, Nativity, Christians, Christianity, minister, Diwali, Eid Celebration, miracle, Son of God.</p>
<b>KEY STAGE 1 – Year 1/2 (6 terms)</b>	
<p><b>Essential content for Christianity in KS1 – YEAR 1/2 (2 terms)</b></p> <ol style="list-style-type: none"> <li>9. Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</li> <li>10. Recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan &amp; other parables studied.</li> <li>11. Explain how Christians view the creation of the world and try to take care for it, (stewardship).</li> <li>12. Explore what it means to Christians to belong to a church, e.g., Baptism (both adult and infant)</li> <li>13. Describe key important things Christians believe about Jesus. Refer to the Easter story, life &amp; teachings of Jesus.</li> <li>14. Understand the Bible is a holy book (special) and explain why it might be important to Christians.</li> </ol>	<p><b>Christianity in KS1</b>            Christmas, Incarnation, Easter, resurrection, parable, Samaritan God, creation, stewardship, good news, Bible, baptism, Holy Spirit, saviour Holy book (special).</p>

<p><b>Essential content for Islam in KS1 - YEAR 1/2 (1 term)</b></p> <p>15. Talk about who Muslims say Allah and Muhammad (pbuh) are e.g., 99 names of Allah / Prophet of God.</p> <p>16. Explain that the Qur'an is the holy book of Islam and say how it should be treated.</p> <p>17. Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads))</p> <p>18. Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed)</p> <p>19. Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.)</p>	<p><b>Islam in KS1.</b> Islam, Allah, Muhammad (pbuh), Qu'ran, Misbaha.</p>
<p><b>Essential content for Judaism in KS1- YEAR 1/2 (1 term)</b></p> <p>20. Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</p> <p>21. Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period.</p> <p>22. Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star of David.)</p> <p>23. Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.</p>	<p><b>Judaism in KS1.</b> Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Menorah, Shema, Purim.</p>
<p><b>Essential content for Humanism in KS1 – YEAR 1/2 (½ term)</b></p> <p>24. Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place.</p> <p>25. See how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place.</p> <p>26. Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy.</p> <p>27. Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.</p> <p>28. Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.</p>	<p><b>Humanism in KS1.</b> Humanism, Humanist, natural, happiness, the Happy Human, empathy, achievements, freedom, fairness, kindness.</p>
<p><b>Essential content for Comparing World Views for In the Beginning in KS1 – YEAR 1/2 (½ term)</b></p> <p>29. Retell two stories that explain how the world was made.</p> <p>30. Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.)</p> <p>31. Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</p>	<p><b>Terms to support the teaching of World Views in KS1.</b> Creation, sacred cows, recall Genesis story Hindu creation story, Big Bang, St Francis of Assisi,</p>

	David Attenborough, Humanist, Hindu, Christian.
<p><b>Free Choice Enquiry example of content for Life Stages in KS1 – YEAR 1/2 (½ term)</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Explain how a Humanist family may celebrate the naming of a baby and the funeral of a friend.</li> <li>• Talk about a Christian point of view about what happens after you die.</li> <li>• Explain how their life has already changed and significant steps they have taken.</li> <li>• Explain how people can choose to be married and how this is celebrated by a local Christian community.</li> </ul> <p><i>VC &amp; Former VC church schools can insert a Christianity focus here to meet the national CE RE Statement of Entitlement</i></p>	<p><b>Terms to support the teaching of World Views in KS1.</b></p> <p>Humanism, Humanist, Naming Ceremony, celebrant, Wedding, promises, love, life, death, Heaven, funeral.</p>
<p><b>Free Choice Enquiry example of content for Respect in KS1 – YEAR 1/2 (½ term)</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Explain how we are all special and unique recognising our similarities and differences.</li> <li>• Explain what the term “Respect” means with examples from day-to-day life and religious and non-religious worldviews.</li> <li>• Describe how someone may have a different world view to themselves.</li> <li>• Explain the meaning of empathy.</li> </ul> <p><i>VC &amp; Former VC church schools can insert a Christianity focus here to meet the national CE RE Statement of Entitlement</i></p>	<p><b>Terms to support the teaching of World Views in KS1.</b></p> <p>Respect, empathy, world view, culture.</p>
<b>LOWER KEY STAGE 2- Year 3/4 (6 terms)</b>	
<p><b>Essential content for Christianity in Lower KS2 – YEAR 3/4 (2½ terms)</b></p> <p>32. Explain how Christians see God as ‘Three in One’ (Father, Son &amp; Holy Spirit) through symbols. (Trinity)</p> <p>33. Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</p> <p>34. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)</p> <p>35. Understand the concept of salvation means ‘to be rescued’ from sin.</p> <p>36. Describe how Christians live their lives as disciples and choose to follow Jesus.</p>	<p><b>Christianity in Lower KS2</b></p> <p>Christmas, Incarnation, Easter, Resurrection, salvation, Saviour, parable, disciples God, symbols, Trinity, good news, Bible, Prodigal</p>

<p>37. Explain why &amp; how people lives changed when they met Jesus.</p>	<p>Son, sin, fall, Light of the world, messiah, Emmanuel.</p>
<p><b>Essential content for Hindu Dharma in Lower KS2 – YEAR 3/4 (1 term)</b></p> <p>38. Explain how a Hindu may worship at home or in the mandir.  39. Describe and explain how a Hindu celebrates Diwali and Holi  40. Explain how a Hindu may view God.  41. Retell some Hindu stories and explain their significance for a Hindu.  42. Analyse a Hindu’s journey of life and significant events along the way.</p>	<p><b>Hindu Dharma in Lower KS 2</b>  Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.</p>
<p><b>Essential content for Islam in Lower KS2 – YEAR 3/4 (½ term)</b></p> <p>43. Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet.  44. Recall at least 3 key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation. Eg 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 Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God.’  45. Identify and recognise the Qur’an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God)  46. Describe 3 ways Muslim worship shows devotion to Allah referring to life at home &amp; in the Mosque. (Prayer, prayer mat, direction of prayers.)  47. Analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca, removing shoes)</p>	<p><b>Islam in Lower KS2.</b>  Angels, Mosque, Iman, Minaret, Jesus, Muhammad (pbuh), Qu’ran, Allah, Mecca.</p>
<p><b>Essential content for Judaism in Lower KS2 – YEAR 3/4 (½ term)</b></p> <p>48. Reflect on why and how Jews worship.  49. Explain the importance of the Covenant for Jews  50. Explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.  51. Evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.</p>	<p><b>Judaism in Lower KS2</b>  Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Shema, Covenant, Seder, Israel, Pesach, Rabbi, Yahweh, Moses.</p>

**Essential content for Humanism in Lower KS2 – YEAR 3/4 (½ term)**

- 52. Explain how Humanists look to science for explanations of origins as evolved animals.
- 53. Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other.
- 54. Discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers.
- 55. Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.

**Humanism in Lower KS2**

Humanist, Humanism, Humanity, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant.

**Free Choice - *Highly recommended* - Enquiry example of content for Comparing World views in KS2 – YEAR 3/4 (½ term)**

- Define what a Worldview is and how ‘Nobody stands from Nowhere’. (Theos.)
- Explore your own worldview and the influences on their ideas and values.
- Identify some similarities and differences between the Abrahamic worldviews and non-Abrahamic worldviews.

**Terms to support the teaching of World Views in Lower KS2.**

World view, Abrahamic, Influences, similarities.

**Free Choice Enquiry example of content for Baha’i in KS2 – YEAR 3/4 (½ term)**

- Explain who Baha’u’llah was and His station in the Baha’i Faith
- 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.

**Baha’i in Lower KS2**

*Baha’i, Baha’u’llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation.*

*VC & Former VC church schools can insert a Christianity focus here to meet the national CE RE Statement of Entitlement*

**UPPER KEY STAGE 2 - Statements that can be covered at any time during Upper KS2 – Years 5/6**

<p><b>Essential content for Christianity in Upper KS2 – Year 5/6 (1½ terms, also see ½ term below on science and belief)</b></p> <p>56. Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)</p> <p>57. Explain how the life of Jesus was a sacrifice.</p> <p>58. Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p> <p>59. Outline how Christians interpret Genesis in the light of the Big Bang theory.</p> <p>60. Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</p> <p>61. Evaluate diverse Christian expressions of worship.</p>	<p><b>Christianity in Upper KS2.</b></p> <p>Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah, sacrifice, rescue, Resurrection, Genesis, Big Bang Theory, Parable, Trinity, Holy Spirit, Salvation</p>
<p><b>Essential content for Islam in Upper KS2 – Year 5/6 (1 term)</b></p> <p>62. Identify, describe, and explain key Muslim beliefs related to Allah (God).</p> <p>63. Describe how Muslims believe that to have ‘inner peace with God’ humans must follow &amp; submit to Allah’s guidance &amp; will. Including Jihad to have ‘inner struggle with oneself’ to make oneself a better Muslim.</p> <p>64. Name the Five Pillars and explain why they are important to the majority of Muslims.</p> <p>65. Explain &amp; assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>66. Explain how Muslims’ organisations help people in need.</p>	<p><b>Islam in Upper UKS2.</b></p> <p>Five Pillars (Shahadah, Sawm, Salah, Zakah, Hajj), Kabbah, Badah, Achlaq, Mumin, Ummah.</p>
<p><b>Essential content for Sikhi in Upper KS2 – YEAR 5/6 (1 term)</b></p> <p>67. Explain how Sikhs believe in all pathways leading to God.</p> <p>68. Describe the founder of Sikhi, Guru Nanak and recall key events in his life.</p> <p>69. Describe what happens in the Gurdwara (<i>e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors</i>), how the Guru Granth Sahib is treated with respect.</p> <p>70. Explain the symbolism of the 5Ks for some Sikhs. (<i>Khalsa Sikhs wear 5Ks generally, others may have some of the symbols e.g., Kara</i>).</p> <p>71. Analyse how Sikhs show community and equality in their lives. (<i>e.g., Langar, charity, all people are equal, values, duty</i>)</p>	<p><b>Sikhi in Upper KS2</b></p> <p>Sikhi, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks – kara, Kesh, Kirpan, Kachera, Kanga, pilgrimage, Golden temple, Nam Karan, Waheguru, Khanda, Shri Harmandir Sahib</p>

<p>72. Discuss how Sikhs worship in Gurdwaras around the world.</p>	
<p><b>Essential content for Comparing World views on Diversity in Upper KS2- YEAR 5/6 (½ term)</b></p> <p>73. Analyse how religious diversity originated in the UK and give some examples.</p> <p>74. Identify the origins of religious and non-religious worldviews around the world and place on a timeline.</p> <p>75. Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.</p>	<p><b>Terms to support the teaching of World Views in Upper KS2.</b></p> <p>Diversity, culture, worldviews Identity, origins, values, influences, respect, stereotypes, empathy</p>
<p><b>Essential content for Comparing World Views on science and belief in Upper KS2- YEAR 5/6 (½ term)</b></p> <p>76. Explore whether the Big Bang Theory disproves the Genesis accounts of creation.</p> <p>77. Comparing the views of the afterlife across a selection of religious worldviews to Christianity. (<i>Views to be selected which are relevant to the individual school context</i>).</p> <p>78. Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.</p> <p>79. Explain why Humanists feel that science is a process which allows claims to be tested.</p> <p>80. Discuss if Christian spiritual experience can co-exist alongside scientific principles.</p>	<p><b>Christianity and Humanism in Upper KS2</b></p> <p>Christian, Humanist, Genesis, evolution, afterlife, Heaven, reincarnation, science, Big Bang, Creation, Spirituality</p>
<p><b>Essential content for Equality &amp; Justice in Upper KS2 – YEAR 5/6 (½ term)</b></p> <p>81. Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.</p> <p>82. Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.</p> <p>83. Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (<i>with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.</i>)</p>	<p><b>Terms to support the teaching of World Views in Upper KS2.</b></p> <p>Equality, Justice, Fairness, United Nations Declaration of Human Rights, Equality Act, prejudice, discrimination, racism.</p>

<p>84. Discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.</p> <p>85. Discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.</p> <p>86. Give two examples of how changemakers from different world views are making a fairer world.</p>	
<p><b>Free Choice Enquiry example of content for Belief in Action Upper KS2 – YEAR 5/6 (½ term)</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning of the Golden Rule from different perspectives.</li> <li>• Explain what Jesus taught about the Greatest Commandment and how Christians show this in action.</li> <li>• Compare similarities and differences between Desmond Tutu (Christian) and Dalai Lama (Buddhist) teaching about happiness to a Humanist view about happiness.</li> <li>• Explain how those with religious and non-religious world views show support those in poverty. E.g., Christian Aid, Khalsa Aid, Islamic Relief and Médecins Sans Frontières.</li> <li>• Explain concept of Fair Trade and how Christian communities (and others) show their support.</li> <li>• Discuss how a world view can influence dedication to stewardship or environmentalism. E.g., Dr Vandana Shiva (Hindu), Dr Ruth Valerio (Christian), Lester R Brown (Humanist) and Rabbi Katy Allen (Jewish).</li> </ul> <p><i>VC &amp; Former VC church schools can insert a Christianity theme here to meet the national CE RE Statement of Entitlement</i></p>	<p><b>Terms to support the teaching of World Views in Upper KS2.</b></p> <p>Golden Rule, Greatest Commandment, happiness, poverty, Fairtrade, belief in action, stewardship, environmentalism</p>
<p><b>Free Choice Enquiry example of content for Christian world view on Kingdom of God on Earth and in Heaven. Upper KS2 – YEAR 5/6 (½ term)</b></p> <ul style="list-style-type: none"> <li>• Explain how some Parables teach about the Kingdom of God. E.g., Mustard Seed, Great Feast, Pearl.</li> <li>• Discuss how the church community lives as God's kingdom on Earth.</li> <li>• Explore own world view concerning life after death.</li> <li>• Explain what a Christian believes about life after death including Biblical reference</li> </ul>	<p><b>Christianity in Upper KS2.</b></p> <p>Kingdom of God, Heaven, Earth, eternity, life after death, faith, Parables of Mustard Seed, Great Feast and Pearl.</p>

*This document was written by members of the Cheshire West and Chester Primary Agreed Syllabus Working Party Autumn 2023 and Cheshire West and Chester Agreed Syllabus Conference 2024. Both groups included members of Cheshire West and Chester SACRE.*