



EWELL GROVE PRIMARY AND NURSERY SCHOOL
RELIGIOUS EDUCATION (RE) – AUTUMN 1B



Celebrations		Christianity - To know about and understand religion					
Why do we have celebrations?		Why is Christmas important to Christians?	What does the Christmas story tell us about Jesus?	Why are presents given at Christmas and what might Jesus think about it all?	How can artists help us to understand Christmas?	Why is light an important sign at Christmas?	What do the Gospels say about the birth of Jesus and why is it “good news”?
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can name a range of celebrations and talk about what happens and why.	Can talk about the different celebrations which are a part of the lives of others in their class.	Can retell the main events of the story using religious vocabulary.	Can identify places in the Christmas story where clues appear.	Can make links between clues within the story and what Christians believe about Jesus.	Can suggest meanings for the symbolism within the pictures studied.	Can describe what Christians mean when they say that Jesus is the ‘Light of the World’.	Can compare the events in the two Gospel accounts, suggesting reasons for the differences.
Can talk about the celebrations they have.	Can explore the concept of “celebration” as an important religious concept.	Can identify something about Christmas that would be important to Christians.	Can talk about what a clue means in relation to the story (and perhaps also Christmas traditions).	Can decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why.	Can describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus being God ‘incarnate’.	Can describe how light is used (e.g. in a Christingle) and what it represents, linking it with Christian beliefs about the person of Jesus Christ.	Can explain what the ‘good news’ in each Gospel is using evidence from the text.
Can talk about the different celebrations which are a part of the lives of others in their class.	Can use their knowledge of celebrations to think about what others believe.	Can suggest meanings for symbols within the story or art.	Can identify what Christians believe about the clues associated with Christmas.	Can identify the impact that Christmas might have for a Christian.	Can describe similarities and differences in the way Christian belief is conveyed through symbolism in the art studied.	Can evaluate the different ways in which light is used within and across religion.	Can explain differences in the Gospel accounts, referring to the intended audience, relevant sources and other evidence.



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KS1 and KS2

Christianity - To express ideas and insights about the nature, significance and impact of religion and beliefs.

Why is Christmas important to Christians?	What does the Christmas story tell us about Jesus?	Why are presents given at Christmas and what might Jesus think about it all?	How can artists help us to understand Christmas?	Why is light an important sign at Christmas?	What do the Gospels say about the birth of Jesus and why is it “good news”?
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can give a reason for what’s important to them about Christmas.	Can talk about the puzzling aspects of the clues in the Christmas story.	Can make links between what they suggest Jesus might think about Christmas and over commercialisation.	Can use symbolism to express things which are difficult to convey in words.	Can talk about their own feelings in respect of experiences of light and darkness and recognise that others have different views.	Can suggest which they think are the important events in the accounts and why.
Can talk about the different people in the story and how they might have felt at different times.	Can identify how people in the Nativity accounts might be feeling / thinking about Jesus and why.	Can say what made them choose their gift, linking it with the learning in this unit.	Can compare their ideas / symbolism with the ideas / symbolism of others, giving reasons.	Can ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others.	Can suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts.
Can recognise that Christmas is important for Christians because it tells of the birth of Jesus.	Can explain how certain clues show Christians that Jesus was a special baby.	Can consider how their ideas about Christmas might have been challenged by this unit.	Can describe how their & others’ beliefs are conveyed through art, using appropriate vocabulary.	Can suggest answers to questions about the hidden meanings behind imagery used in connection with light and darkness.	Can evaluate whether the differences in the accounts are important – for themselves or for Christians.



KS1 and KS2

Judaism			Christianity		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How does a dreidel help Jewish families to remember?	How does a dreidel help Jewish families to remember?		Why is praying important to Christians?		
Can recall events from the Hanukkah story.	Can retell the story of the miracle of the oil and suggest what it might mean.		Can describe and suggest meanings for the language used in the Lord's Prayer.		
Can recall names / uses of Hanukkah artefacts.	Can recognise that questions about the miracle of the oil are difficult to answer.		Can make links between the words of the prayer and what Christians believe.		
Can describe some of the traditions linked to the celebration of Hanukkah and suggest meanings for their symbolism.	Can make links between elements of the story / Hanukkah traditions and the things that are important to Jewish families.		Can describe the impact of praying on a Christian's life or in a church community.		



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How does a dreidel help Jewish families to remember?	How does a dreidel help Jewish families to remember?		Why is praying important to Christians?		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about things that are important to them e.g. how they feel when they celebrate, school or family 'traditions'.	Can suggest how a Jewish child might feel when celebrating Hanukkah / what they most look forward to, and why.		Can identify ideas that others have expressed and compare them with their own.		
			Can identify the most important aspects of the celebration of Hanukkah, and suggest how they help Jewish children to remember.		Can give thoughtful responses to the themes expressed in the Lord's Prayer.
					Can consider the themes contained in this prayer for themselves, explaining their thinking.



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