

## End of Phase Christianity Core knowledge: what do we want pupils to know?

**By the end of EYFS**, pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

**By the end of KS1**, pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.

**By the end of LKS2**, pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.

**By the end of UKS2**, pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.

**Please note:** This is the minimum outcome from the Emmanuel Project. These outcomes may be enhanced by those Church of England schools who increase the percentage of Christianity being taught in line with the Statement of Entitlement through supplementing with the additional units.

## End of phase Judaism Core knowledge : What do we want pupils to know?

**By the end of KS1**, pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.

**By the end of KS2**, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.

**Please note:** the above will depend on if both Judaism units are taught in your KS2 scheme of work.

## End of phase Hinduism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

## End of phase Islam Core knowledge : What do we want pupils to know?

**By the end of KS1**, pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals.

**By the end of KS2**, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

## End of phase Sikhism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus of the past and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.

**Please note:** the above will depend on if both Sikhism units are taught in your KS2 scheme of work.

## End of phase Buddhism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path. The role of the Buddhist community is explored as well as the practice of meditation.

**Please note:** the above will depend on if both Buddhism units are taught in your KS2 scheme of work.

## End of phase Humanism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principals which lay behind this worldview. Pupils will have opportunities to encounter thought of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.