

Curriculum Progression Map for Religious Education (RE)

	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> Share their own beliefs, ideas and values. <i>(Beliefs and practices)</i> Listen & respond to a range of stories that engage them, including faith stories. <i>(Sources of wisdom)</i> Engage with artefacts, people and places. <i>(Symbols and actions)</i> 	<ul style="list-style-type: none"> Explore how people know that they belong to a family and other groups, including religious groups. <i>(Identify and belonging)</i> Talk about prayer and worship. Experience times of stillness. <i>(Prayer, worship and reflection)</i> Listen & respond to a range of stories that engage them, including faith stories. <i>(Sources of wisdom)</i> Engage with artefacts, people and places. Explore local places of importance. Share their own experiences of places which are important to them. <i>(Symbols and actions)</i> 	<ul style="list-style-type: none"> Understand what is right and wrong (and why). Consider the consequences of their words and actions for themselves and others. <i>(Justice and fairness)</i> Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship. Experience times of stillness. <i>(Prayer, worship and reflection)</i> Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation of the world in which they live. <i>(Ultimate questions)</i> Explore some of the ways in which people express care and concern for each other and the importance of this. Develop an awareness of their own value. <i>(Human responsibility and values)</i>
	Vocabulary: festival, special occasion, Christmas, Diwali, Hannukah, Eid, light, presents, Hindu, Christian, Jewish, Muslim Jesus, nativity, Joseph, Mary, Christmas, advent Cross, Church, temple, prayer mat, alter, Synagogue, Star of David, menorah	Vocabulary: Wedding, vows, vicar, promise, bride, groom, Best man/Maid of honour, bridesmaid Prayer, reflection, Temple, Mosque, Church, Synagogue, shrine Spring, seasons, changes, Easter, Last Supper, creation, cross, God, new life, birth, baby, Church Cross, Church, temple, prayer mat, alter, Synagogue, Star of David, menorah	Vocabulary: Right, wrong, justice, fairness, Buddhism, Hindu, Sikh Prayer, reflection, Temple, Mosque, Church, Synagogue, shrine, leader God, creation, responsible, moral story, questions, important, values, valuable, look after Responsibility, caring, helping, good/bad, fair

	Autumn		Spring		Summer	
Year 1	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> Recall and name at least one example of a belief and practice, such as a festival, worship or ritual. Share some meanings behind them (<i>Beliefs and practices</i>) Respond to moral stories. Reflect on what it means to be right and wrong, just and fair and demonstrate this with their own examples. (<i>Justice and fairness</i>) Recognise at least one example of a religious symbol or action and explain how it is used. Begin to notice similarities between communities. (<i>Symbols and actions</i>) 	<p><u>Being Thankful (Aut 1)</u></p> <ul style="list-style-type: none"> Find out how people with different religious and world views celebrate the fruitfulness of the earth (eg: harvest traditions). Explore how different religious communities express their thankfulness for our world (eg: Sukkot). <p><u>Giving to charity (Aut 1)</u></p> <ul style="list-style-type: none"> Explore a faith charity that focuses on justice and fairness. <p><u>Festivals of Light (Aut 2)</u></p> <ul style="list-style-type: none"> Explore symbols of two different religious traditions, looking for similarities such as light (eg: Hannukah and Christmas/ Diwali and Christmas. Compare their own feelings when in light or in darkness. <p><u>Christmas (Aut 2)</u></p> <ul style="list-style-type: none"> Explore the story of Christmas. Understand why Christmas matters to Christians. 	<ul style="list-style-type: none"> Identify how people that matter to them belong to groups, including faith groups. (<i>Identity and belonging</i>) Recall and name at least one example of a belief and practice, such as a festival, worship or ritual. Share some meanings behind them (<i>Beliefs and practices</i>) Talk about how and where some worshippers pray. Respond to periods of stillness and reflection. (<i>Prayer, worship and reflection</i>) 	<p><u>Belonging (Spr 1)</u></p> <ul style="list-style-type: none"> Explore the things that are important to your family and to you. <p><u>Naming ceremonies Spr 1)</u></p> <ul style="list-style-type: none"> Understand why people have special ways of welcoming babies. Discover how babies are welcomed. Use role play to explore a baptism (drama and song). Understand what it means to belong to a Christian Church (or to another faith). <p><u>Artefacts in prayer and worship (Spr 2)</u></p> <p>worship.</p> <p><u>The Easter story (Spr 2)</u></p> <ul style="list-style-type: none"> Explore the Easter story. Discover what the festival means and how it is celebrated. Explore why Easter matters to Christians. 	<ul style="list-style-type: none"> Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins. (<i>Sources of wisdom</i>) Respond to faith stories. Respond to real examples of people showing care and concern for humanity and the word. (<i>Human responsibility and values</i>) Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it. (<i>Ultimate questions</i>) 	<p><u>Sacred texts (Sum 1)</u></p> <ul style="list-style-type: none"> Discover why the Bible is holy and sacred for Christians. Discover why the Torah and/or Qur'an are sacred for Jewish people/Muslims. Explore how Jewish people and Muslims look after and read their holy/sacred book. <p><u>Faith stories (Sum 1)</u></p> <ul style="list-style-type: none"> Explore what faith stories tell us about the ways people should look after each other and the world. Think about whether everyone shares the same belief about how the world began. Explore and tell some parables through drama. <p><u>Big questions about God (Sum 2)</u></p> <ul style="list-style-type: none"> Explore own ideas about 'big' questions. <p><u>Taking responsibility (Sum 2)</u></p> <ul style="list-style-type: none"> Create a recipe for living happily together. Explore what 'Zakat' is and why it is important to so many Muslim people. Discuss: Whose world is it?
	<p>Vocabulary: <u>Autumn 1:</u> harvest, Sukkot, festival, worship, traditions, fruitfulness, charity, thankfulness, justice, fairness, Judaism, Christianity <u>Autumn 2:</u> festival, light, dark, symbol, Hannukah, Menora, (Diya), Belief, Christmas, Christian, Judaism, Christianity</p>		<p>Vocabulary: <u>Spring 1:</u> family, community, faith group, family, special occasion, welcome, Baptism, Christening, belonging, God, Christianity <u>Spring 2:</u> prayer, worship, shrine, prayer mat, rosary, festival, Easter, Last Supper, Palm Sunday, Good Friday, traditions, Christianity</p>		<p>Vocabulary: <u>Summer 1:</u> holy, sacred, Torah, Qur'an, Bible, creation, belief, community, responsibility, values, humanity, parables, Judaism, Islam, Christianity <u>Summer 2:</u> God, creation, questions, Christianity, Zakat, Muslim, Islam, community, responsibility</p>	

	Autumn		Spring		Summer	
Year 2	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities. <i>(Symbols and actions)</i> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community. <i>(Prayer, worship and reflection)</i> Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. <i>(Beliefs and practices)</i> 	<p><u>Expressing religious meaning (Aut 1)</u></p> <ul style="list-style-type: none"> Group religious artefacts. Explain why particular symbols are important within religions. Explore and compare symbols of two different religious traditions. Identify what is important about the design of some places of worship. Explore the meanings of symbols for God. <p><u>Muslim prayer and action (Aut 1)</u></p> <ul style="list-style-type: none"> Discover why some people pray to Allah for help. Understand how and why some Muslims wash and pray in a daily pattern. <p><u>Festivals, including Christmas (Aut 2)</u></p> <ul style="list-style-type: none"> Explore the ways that festivals bring people together. Identify the ingredients of a festival. Explore why Christmas matters to Christians. Discover what events Christians are remembering and believing when they celebrate Christmas. 	<ul style="list-style-type: none"> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community. <i>(Prayer, worship and reflection)</i> Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. <i>(Sources of wisdom)</i> Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. <i>(Beliefs and practices)</i> Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives. <i>(Identity and belonging)</i> 	<p><u>Giving thanks to God (Spr 1)</u></p> <ul style="list-style-type: none"> Ask questions to explore prayer, worship and reflection. <i>(visitor or a visit to a place of worship)</i> Explore how different religions say 'thank you' to God. Discover the ways that different religious people share actions when praying. <p><u>The Lord's Prayer (Spr 1)</u></p> <ul style="list-style-type: none"> Explore why Christians all over the world pray 'The Lord's Prayer'. Explore 'The Lord's Prayer' through images. <p><u>The Easter Story (Spr 2)</u></p> <ul style="list-style-type: none"> Discover the good news that Christians believe Jesus brings. Explore the events that Christians are remembering and believing when they celebrate Easter. <p><u>Shabbat and Passover (Spr 2)</u></p> <ul style="list-style-type: none"> Explore why Shabbat has a special place in Jewish families. Discover how and why people celebrate special and holy times eg: Passover, Easter. 	<ul style="list-style-type: none"> Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others. <i>(Justice and fairness)</i> Respond to stories and real life examples of how and why people show care and concern for humanity and the world. <i>(Human responsibility and values)</i> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media. <i>(Ultimate questions)</i> 	<p><u>Showing care and concern (Sum 1)</u></p> <ul style="list-style-type: none"> Discover how people of faith have influenced the world by their actions. Explore how faith stories can guide people in their choices of what is right or wrong. Explore a Christian charity that focuses on justice and fairness. Understand the importance of rules. Identify the rules an individual or organisation might need and explain why. <p><u>Whose community? (Sum 2)</u></p> <ul style="list-style-type: none"> Explore what makes human beings so unique. Discuss how we know that people come from different religions. Explore the relationship between humans, their environment and other living things. Discover how the religious groups in the local community look after people & the world. Find out what is carried out locally for the benefit of the whole community. <p><u>Big questions (Sum 2)</u></p> <ul style="list-style-type: none"> Explore what many Christians, Muslims and Jewish people believe about how the world was made. Explore how the victory of good over evil is expressed in a range of religions.
	<p>Vocabulary: <u>Autumn 1:</u> Church, Cathedral, altar, pew, font, cross, symbol, water, light, Allah, Mosque, Qur'an, Imam, prayer mat, Mecca, Hajj, Five Pillars, Ramadan, Eid <u>Autumn 2:</u> Christianity, Christian, festival, celebrate, believe, community, nativity, worship, rituals, Bethlehem, Angel Gabriel, Jesus, Mary, Joseph, Gold, Frankincense, Myrrh</p>		<p>Vocabulary: <u>Spring 1:</u> worship, faith, religious community, God, prayer, worship, reflection, stillness, The Lord's Prayer, Bible, Christian <u>Spring 2:</u> prayer, worship, shrine, prayer mat, rosary, festival, Easter, Last Supper, Palm Sunday, Good Friday, traditions, Christianity</p>		<p>Vocabulary: <u>Summer 1:</u> justice, fairness, charity, rules, organisation, charter, values <u>Summer 2:</u> community, responsible, citizen, faith, care, concern, God, Allah, creation story parable, heaven</p>	

	Autumn		Spring		Summer	
Year 3	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities. <i>(Symbols and actions)</i> Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities. <i>(Beliefs and practices)</i> 	<p><u>Symbolic expression in prayer and worship (Aut 1)</u></p> <p>Explain how symbolic actions in worship can communicate and express meaning beyond words.</p> <p>Explore humility in prayer (eg: genuflection, wudu, foot washing, silence and submission to Allah).</p> <p>Explore the power of light across religions.</p> <p>Discover the importance of sharing food in Christian worship.</p> <p><u>Festivals and traditions (Aut 2)</u></p> <ul style="list-style-type: none"> Look at two contrasting religions (Christianity and Islam) and describe ways and traditions of celebrating festivals, Explore how important events in life are marked in both religions. Explore different ways of marking the same event. <p><u>Christmas around the world (Aut 2)</u></p> <ul style="list-style-type: none"> Explore the meaning of advent and the traditions that take place during this time. Explore and compare Christmas traditions around the world. 	<ul style="list-style-type: none"> Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders. <i>(Identity and belonging)</i> Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer. <i>(Ultimate questions)</i> Ask and answer questions about places of prayer and worship and the impact they might make on faith communities. <i>(Prayer, worship and reflection)</i> Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities. <i>(Beliefs and practices)</i> 	<p><u>Belonging (Spr 1)</u></p> <ul style="list-style-type: none"> Understand what it means to belong to a faith community. Explore shared beliefs. Develop imaginative and creative ways to express own beliefs. Explore how the Five Pillars guide Muslims in their daily lives. Learn about the role and duties of historical and religious leadership on followers and in their own lives. <p><u>Different ideas and ultimate questions (Sp1)</u></p> <ul style="list-style-type: none"> Discuss challenging questions about meaning, purpose and truth. Consider the different ideas about God and pose some deeper questions. Explore different stories about how the word began. Express ideas creatively. <p><u>Sacred spaces and prayer (Spr 2)</u></p> <ul style="list-style-type: none"> Investigate the role and special space for worship in a mosque and a church, exploring meaning and significance for others. Examine how architecture and design may contribute to a worshipper's experience. Consider who hears 'our prayers'. Learn about key prayers and how they might inspire a believer's commitment. Revisit the Easter story and learn about the Eucharist 	<ul style="list-style-type: none"> Raise questions and suggest meanings to 3 examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers. <i>(Sources of wisdom)</i> Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities. <i>(Human responsibility and values)</i> Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair. <i>(Justice and fairness)</i> 	<p><u>Sacred texts and stories (Sum 1)</u></p> <ul style="list-style-type: none"> Consider what is meant by 'wisdom'. Explore the power of faith stories and sacred writing from the Christian and Islamic traditions and respond to the impact of these on religious followers. Consider what a sacred text is, beliefs about its origin and how it should be treated. Learn about the impact of authority on individual believers, asking and exploring questions such as: Who was Jesus? What is the Trinity? Explore the impact of Pentecost on Christians. <p><u>Taking responsibility (Sum 2)</u></p> <ul style="list-style-type: none"> Consider their responsibility for the world and for each other. Consider some religious and worldwide responses. Consider what rules different communities follow about caring for the world/for each other. Think about what is important and what is valued; compile a moral values charter. <p><u>Justice and fairness (Sum 2)</u></p> <ul style="list-style-type: none"> Learn about justice and fairness through the work of development charities. Apply their own ideas on matters that are important. Explore faith stories that illustrate justice and fairness and how to treat each other. Reflect on who decides that is right and wrong.

				<p>through visiting a local church or listening to a practising Christian.</p> <p><u>Lent, Holy Week and Salvation (Spr 2)</u></p> <ul style="list-style-type: none">Explore why Christians call the day Jesus died ‘Good Friday’.		
	<p>Vocabulary: <u>Autumn 1:</u> light, Diwali, Hannukah, worship, genuflection, Wudu, Allah, submission <u>Autumn 2:</u> Eid-ul-Adha, Eid Al Fitr, Ramadan, Haj, Mecca, Baptism, Christening, Christmas, Shahada</p>	<p>Vocabulary: <u>Spring 1:</u> Five Pillars, Muslim, Islam, Jesus, Imam, Vicar, Muhammad, leader, leadership, guide, faith, community, Allah, Holy Trinity, creation, God, Heaven <u>Spring 2:</u> Mosque, Church, vicar, priest, Imam, alter, prayer mat, prayers, Surah, The Lord’s prayer, Bible, Qur’an, Easter, Eucharist, Lent, Holy Week, Salvation, Good Friday</p>	<p>Vocabulary: <u>Summer 1:</u> wisdom, sacred text, teachings, The Qur’an, The Bible, Pentecost, the Trinity, authority figure, impact, followers, believers <u>Summer 2:</u> Moral values, charter, responsibility, citizen, community, values, justice, fairness, charity, tax</p>			

	Autumn		Spring		Summer	
Year 4	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities. (<i>Symbols and actions</i>) Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different 	<p><u>Symbolic expression in prayer and worship (Aut 1)</u></p> <ul style="list-style-type: none"> Explain how actions of worship are symbolic and can communicate a faith commitment beyond words (eg: food and music). Explore the 5Ks, the Kanda and the importance of Sewa for Sikhs. Learn about Hindu relationships with their deities. Explore the power of religious symbols, including art, architecture and icons. <p><u>Festivals and traditions (Aut 2)</u></p> <ul style="list-style-type: none"> Look at two contrasting religions; describe different ways and traditions of celebrating festivals and marking important events in life. 	<ul style="list-style-type: none"> Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders. (<i>Identity and belonging</i>) Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections. (<i>Ultimate questions</i>) Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and, where appropriate, 	<p><u>Belonging (Spr 1)</u></p> <ul style="list-style-type: none"> Explore where we might belong and discover how some people identify and define themselves. Consider what belonging might mean and how it shapes lives. Consider some of the challenges individuals and communities face. Discover how some religious festivals might bring communities together. Learn what makes a religious leader and explore their impact on followers. <p><u>Different ideas and ultimate questions (Spr 1)</u></p> <ul style="list-style-type: none"> Discuss challenging questions about meaning, purpose and truth. Explore and debate. Present thoughtful responses. 	<ul style="list-style-type: none"> Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. (<i>Sources of wisdom</i>) Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility. (<i>Human responsibility and values</i>) Consider and discuss questions on matters that are important in the world including choices about what is 	<p><u>Sacred texts and stories (Sum 1)</u></p> <ul style="list-style-type: none"> Enquire about what wisdom is, where it comes from and who decides what is wise. Explore a range of faith stories. Consider how the authority of faith stories may help guide followers in their daily lives. Investigate how psalms, poems, hymns and stories are interpreted in different ways. Consider what is golden about the golden rules of faith and belief. <p><u>Taking responsibility (Sum 2)</u></p> <ul style="list-style-type: none"> Consider your responsibility for the world and for each other. Explore some worldwide views. Consider why there might be different ideas about what is important and what is valued. Express their own ideas. Compile a moral charter.

	<p>communities. <i>(Beliefs and practices)</i></p> <ul style="list-style-type: none">Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. <i>(Sources of wisdom)</i>	<ul style="list-style-type: none">Explore the inner meaning behind the key practices, including Sikh and Hindu birth traditions.Consider why there are different ways of marking the same event around the world.Discover why some people make a pilgrimage. <p><u>The Trinity at Christmas (Aut 2)</u></p> <ul style="list-style-type: none">Explore the Trinity at Christmas time – Incarnation.	<p>express personal reflections. <i>(Prayer, worship and reflection)</i></p> <ul style="list-style-type: none">Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. <i>(Beliefs and practices)</i>	<ul style="list-style-type: none">Express ideas creatively. <p><u>Communicating through sacred spaces and prayer (Spr 2)</u></p> <ul style="list-style-type: none">Investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community, or in the home.Examine ways in which architecture expresses how a community communicates through prayer, worship and reflection.Investigate the nature of prayer and different forms of worship. <p><u>Good Friday (Spr 2)</u></p> <ul style="list-style-type: none">Explore the events leading up to, and including, ‘Good Friday’.Learn about and discuss Jesus death and resurrection.Explore why Christians call the day Jesus died ‘Good Friday’.	<p>right and what is wrong. <i>(Justice and fairness)</i></p>	<ul style="list-style-type: none">Consider whether having a religious faith helps people to be good. <p><u>Justice and fairness (Sum 2)</u></p> <ul style="list-style-type: none">Apply their own ideas about justice and fairness through the work of development charities.Discuss the importance of fairness, peace and justice in the light of faith stories and other sources of wisdomExplore ethical questions.
	<p>Vocabulary: <u>Autumn 1:</u> 5 Ks (Kesh, Kara, Khanga, Kaccha, Kirpan), deities, icons, Sikh, Sikhism, Hindu, Hinduism, symbolic, Kanda, Sewa <u>Autumn 2:</u> Christmas, Eucharist, advent, Diwali, birth, pilgrimage, Hajj, Amristar, Kumbha Mela, Trinity, incarnation</p>	<p>Vocabulary: <u>Spring 1:</u> Sikh Khalsa, Community, Easter, Diwali, Bandi Chor Divas, Imam, vicar, priest, monk, nun, Hindu Trimurti, gods, goddesses, creation, challenge, reflect <u>Spring 2:</u> Puja, shrine, Akhand path, prayer, worship, reflection, Easter, Good Friday, resurrection</p>	<p>Vocabulary: <u>Summer 1:</u> wisdom, sacred text, teachings, faith stories, impact, followers, believers, authority, psalms, hymns, golden rules, faith, belief <u>Summer 2:</u> Ahisma, debate, pro/con, Humanists, responsibility, moral values, charter, code, world view, justice, fairness, development charity, Langar, equality</p>			

	Autumn		Spring		Summer	
Year 5	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities. <i>(Symbols and actions)</i> Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage. <i>(Beliefs and practices)</i> 	<p><u>Symbolic ways of expressing meaning (Aut 1)</u></p> <ul style="list-style-type: none"> Compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Discover how and why artefacts are used in Jewish prayer to enrich experience. Explore how religious faith is communicated and expressed through the creative arts, architecture and icons. <p><u>Celebrations and key events in life (Aut 2)</u></p> <ul style="list-style-type: none"> Explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. Reflect on spiritual ways of celebrating the same and different festivals. Learn about diverse responses to sacred rituals. Explore rites of passage in different traditions. Develop an understanding of key Christian concepts, the life of Jesus and practices in the Church year. Make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers. 	<ul style="list-style-type: none"> Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past & present. <i>(Identity and belonging)</i> Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups. <i>(Ultimate questions)</i> Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences. <i>(Prayer, worship and reflection)</i> Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities. <i>(Symbols and actions)</i> Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities. 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> Express what belonging and faith means in two different traditions. Explore and compare the life of contemporary key leaders and the qualities of leadership. Examine challenges, commitments and guidance, identifying the impact of faith on how followers live. Express insights into modern day challenges of faith and the internal diversity of responses. Raise deep questions. <p><u>Ultimate questions</u></p> <ul style="list-style-type: none"> Develop challenging and deeper questions about meaning, purpose and truth. Consider different perspectives on questions. Debate the relationship/ conflict between creation and science. Construct answers to their own challenging questions. Question 'truth'. 	<ul style="list-style-type: none"> Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities. <i>(Sources of wisdom)</i> Describe the diversity of local and national communities. Identify some shared communal values and responsibilities. <i>(Human responsibility and values)</i> Identify and describe how people with religious and worldviews make choices about what is right and wrong. <i>(Justice and fairness)</i> 	<p><u>Sacred texts and stories, their guidance and impact (Sum 1)</u></p> <ul style="list-style-type: none"> Understand what makes a source of wisdom. Investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. Explore key religious figures in different religions and their actions. <p><u>Taking responsibility (Sum 2)</u></p> <ul style="list-style-type: none"> Consider ways to live together for the wellbeing of all. Respond to religious and moral codes of conduct. Think about what is important and what may influence a community and individual's choices. Think about God in the light of the values of fairness/equality, love, caring and sharing. <p><u>Reflecting on ethics (Sum 2)</u></p> <ul style="list-style-type: none"> Express ideas about what is right and wrong, considering the guidance of the 10 commandments. Persuasively argue about why some people try to help others in need. Learn about the practise of justice through the work of different Christian aid agencies. Evaluate different religious responses to justice and fairness.

		<u>The Christmas story – Incarnation (Aut 2)</u> <ul style="list-style-type: none"> Explore the Incarnation through the Christmas story. Consider: Was Jesus the Messiah? 	(Sources of wisdom)			
	Vocabulary: Autumn 1: Jewish, Judaism, Torah, Tallit (prayer shawl), kippah/kipot (skull cap), Menorah Autumn 2: Diversity, Shabbat, pilgrimage, Hajj, Mecca, Bar Mitzvah, Messiah, Advent, Christmas, Incarnation,	Vocabulary: Spring 1: Identity, belonging, Messiah, Moses, Kosher, Shabbat, Passover, Seder, Exodus, Ten plagues, Matzah, Israelites, Haggadah, ultimate, question, reflections, divine, creation, society, meaning, purpose, truth Spring 2: prayer, worship, reflection, temple, synagogue, Church, prayer, The Shema, The Lord's Prayer, yoga, alter, Rabbi, Star of David, Easter, The Last Supper		Vocabulary: Summer 1: wisdom, sacred text, teachings, faith stories, impact, followers, believers, authority, Lord's Prayer, The Gospels, The Torah, Psalms, The Vedas, Bhagavad-Gita, Jesus, Muhammad, Buddha Summer 2: Responsibility, Tikkun Olam, Humanist, Secular, Golden Rules, justice, fairness, Tzedkah, Charity, equality		

	Autumn		Spring		Summer	
Year 6	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<ul style="list-style-type: none"> Compare how & why a range of beliefs, expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities. (<i>Symbols and actions</i>) Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different 	<u>Symbolic ways of expressing meaning (Aut 1)</u> <ul style="list-style-type: none"> Explore and compare how different religions and worldviews express their beliefs through the arts. Explore how artefacts ad symbolic actions communicate different meaning to individuals. Investigate the mudras of the Buddha, the Three Jewels, the wheel and the lotus flower in the light of Buddhist teachings and actions. Examine why Christians celebrate the same thing in different symbolic ways. <u>Celebrations and key events in life (Aut 2)</u> <ul style="list-style-type: none"> Investigate what it means to live as a Christian or Buddhist in Britain today, considering internal diversity. 	<ul style="list-style-type: none"> Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives. (<i>Identity and belonging</i>) Present a range of views and answers to challenging questions about belonging, meaning and truth. (<i>Ultimate questions</i>) Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces. (<i>Prayer, worship and reflection</i>) Compare how & why a range of beliefs, expression and actions 	<u>Belonging to a community (Spr 1)</u> <ul style="list-style-type: none"> Express what belonging and faith means in two different traditions. Explore and compare the life of contemporary key leaders and the qualities of leadership. Examine challenges, commitments and guidance, identifying the impact of faith on how followers live. Express insights into modern day challenges of faith and the internal diversity of responses. Raise deep questions. <u>Ultimate questions (Spr 1)</u> <ul style="list-style-type: none"> Develop challenging and deeper questions about meaning, purpose and truth. Consider different perspectives on questions. Debate the relationship/conflict 	<ul style="list-style-type: none"> Explain how diverse communities can live together identifying common values, justice, respect & shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. (<i>Human responsibility and values</i>) Evaluate and ask challenging questions, applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices. 	<u>Sacred texts and stories, their guidance and impact (Sum 1)</u> <ul style="list-style-type: none"> Interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. Consider how they guide and what they communicate to followers. Understand key inspirational figures as sources of wisdom and their contemporary relevance. Reflect on the impact of key sources of wisdom on individuals and different communities. <u>Taking responsibility (Sum 2)</u> <ul style="list-style-type: none"> Develop an understanding of the religious make up and diversity of their locality and of Britain. Consider what different faith communities teach about how people can live together respectfully to create a perfect world.

	<p>communities. (Beliefs and practices)</p> <ul style="list-style-type: none">• Develop an understanding of key Christian concepts, enquiring into how God can be different things to different people.• Reflect upon different spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world.• Question how and why festivals and events are valued by some and not others. <p><u>Annunciation in a sacred and secular Christmas (Aut 2)</u></p> <ul style="list-style-type: none">• Explore annunciation in a sacred and secular Christmas.	<p>communicate different meaning to individuals within communities.</p> <ul style="list-style-type: none">• Identify and describe similarities and differences between and within communities. (Symbols and actions)• Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities & on individual believers. (Sources of wisdom)	<p>between creation and science.</p> <ul style="list-style-type: none">• Construct answers to their own challenging questions.• Question ‘truth’. <p><u>Communicating beyond prayer and sacred spaces (Spr 2)</u></p> <ul style="list-style-type: none">• Explore the role and interpretation s of prayer, reflection, meditation and stillness (and impact).• Consider what a multi-prayer space might look like, thinking beyond physical sacred space.• Learn why meditation and the teaching of compassion/ mindfulness are central to Buddhism.• Explore how the Buddhist community use nature to transmit their prayers.• Discover how Buddhist mantra enhances worship.• Question whether meditation is the same as praying.• Experience meditation, stilling, silence and mindfulness as forms of worship. <p><u>The significance of Salvation (Spr 2)</u></p> <ul style="list-style-type: none">• Explore: What did Jesus do to save human beings?	<p>(Justice and fairness)</p> <ul style="list-style-type: none">• Develop an understanding of responsibility and social justice.• Respond to ideas about human responsibility for the environment and how religious and moral codes are acted upon. <p><u>Reflecting on ethics (Sum 2)</u></p> <ul style="list-style-type: none">• Explore how people decide what is right/wrong and how they choose to live.• Develop thinking: why and how some people try to help others.• Reflect on moral choices.• Consolidate their ideas about right/wrong, justice & fairness through different religious traditions.
	<p>Vocabulary: <u>Autumn 1:</u> Mudras (gestures), The Three Jewells (Buddha, Dharma and the Sangha), Dharma wheel, lotus flower, Christianity, Buddhism, symbolic <u>Autumn 2:</u> Secular, Humanist, symbolism, family tradition, diversity, festivals, Annunciation, Incarnation, temptation, resurrection, salvation, ascension</p>	<p>Vocabulary: <u>Spring 1:</u> Christian, Buddhist, Humanist, Messiah, Eightfold Path, intent, mindfulness, society, internal, diversity, contemporary, modern, leadership, creation, soul, secular, conflict, perspective, eternity, conflict <u>Spring 2:</u> Meditation, multi-faith, compassion, mindfulness, wheel, transmit, interpretation, reflection, nature, environmental, Easter, Maundy Thursday, Jerusalem, Jesus, salvation, saviour, crucifixion</p>	<p>Vocabulary: <u>Summer 1:</u> Dalai Lama, Mother Theresa, wisdom, evaluate, relevance, interpret, inspire, inspiration, Martin Luthor King, absolve, Pope Francis, Ephraim Mirvis (chief Rabbi) <u>Summer 2:</u> Census, statistics, diversity, social justice, community, respectful, moral responsibility, civic responsibility, ownership, duty, local/locality, national, freedom, justice, Kinder transport, Humanitarian, moral choice, secular, concept, poverty, prejudice, compassion, desire, suffering, just/fair, choice, follower, reasonable, unjust, unreasonable</p>	