

Curriculum Progression Map for Religious Education

		Skills					
		<p>Beliefs and practices – Talk about different ways of living, including beliefs and festivals.</p> <p>Sources of wisdom – Listen and respond verbally and creatively to religious stories, fables, prayers, reflections and wise sayings.</p> <p>Symbols and actions – Communicate orally and through creative media about people, places, religious symbols and artefacts.</p> <p>Prayer, worship and reflection – Communicate through talk or gesture about prayer. Experience periods of stillness and reflection and respond to them.</p> <p>Identity and belonging – Show an awareness of things and people that matter to them. Link this to learning in Religious Education.</p> <p>Ultimate questions – Use imagination and curiosity to develop their wonder of the world and ask questions about it.</p> <p>Human responsibility and values - Talk about how people show concern for each other and the world around them.</p> <p>Justice and fairness - Respond to moral stories. Demonstrate what it means to be right and wrong, just and fair.</p>					
		Knowledge					
Nursery	<p>Autumn 1 – Celebrations and Harvest (N1)</p> <p><i>Christianity and any religions represented in the class</i></p> <p>Prior Learning: N/A</p>	<p>Autumn 2 – Diwali and Christmas (N2)</p> <p><i>Christianity and any religions represented in the class</i></p> <p>Prior Learning: N1</p>	<p>Spring 1 – Stillness and Reflection, Chinese New Year (N3)</p> <p><i>Christianity and any religions represented in the class</i></p> <p>Prior Learning: N1</p>	<p>Spring 2 – Family and community, Easter (N4)</p> <p><i>Christianity and any religions represented in the class</i></p> <p>Prior Learning: N1</p>	<p>Summer 1 – Care and reflection (N5)</p> <p><i>Christianity and any religions represented in the class</i></p> <p>Prior Learning: N4</p>	<p>Summer 2 – Religious stories (N6)</p> <p><i>Christianity and any religions represented in the class</i></p> <p>Prior Learning: N2, N4</p>	
	<ul style="list-style-type: none"> Share their own beliefs, ideas and values. (<i>Beliefs and practices</i>) Engage with artefacts, people and places. (<i>Symbols and actions</i>) 	<ul style="list-style-type: none"> Listen & respond to a range of stories that engage them, including faith stories. (<i>Sources of wisdom</i>) Share their own beliefs, ideas and values. (<i>Beliefs and practices</i>) Engage with artefacts, people and places. (<i>Symbols and actions</i>) 	<ul style="list-style-type: none"> 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>) Talk about prayer and worship. Experience times of stillness. (<i>Prayer, worship and reflection</i>) 	<ul style="list-style-type: none"> Listen & respond to a range of stories that engage them, including faith stories. (<i>Sources of wisdom</i>) Share their own beliefs, ideas and values. (<i>Beliefs and practices</i>) Engage with artefacts, people and places. (<i>Symbols and actions</i>) Explore how people know that they belong to a family and other groups, including religious groups. (<i>Identify and belonging</i>) 	<ul style="list-style-type: none"> 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>) 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>) 	<ul style="list-style-type: none"> 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>) 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>) 	
	Vocabulary						
Christians, Bible, God, celebrations, religions, Harvest	Christmas, Jesus, angel, star, Mary, Joseph, Diwali, diya, rangoli, Lakshmi, puja, Rami and Sita	Prayer, stillness, think, Chinese New Year, celebrate, dragon, fireworks, lion dance, good fortune	Family, community, together, love, Jesus, God, Easter, celebrate, cross	Care, love, God's world, look after, value	Stories, Bible, messages, right, wrong, fair		

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Knowledge						
<p>Autumn 1 - Why is the word God so important to Christians? (R1)</p> <p><i>Creation: Christianity</i></p> <p>Prior Learning: N/A</p>	<p>Autumn 2 - Why do Christians perform Nativity plays at Christmas? (R2)</p> <p><i>Incarnation: Christianity</i></p> <p>Prior Learning: R.1</p>	<p>Spring 1 - Being special: where do we belong? (R3)</p> <p><i>Thematic: Christianity, Hinduism and Islam</i></p> <p>Prior Learning: R.1, R.2</p>	<p>Spring 2 - Why do Christians put a cross on their Easter garden? (R4)</p> <p><i>Salvation: Christianity</i></p> <p>Prior Learning: R.1, R.2</p>	<p>Summer 1 - Which places are special and why? (R5)</p> <p><i>Thematic: Christianity and Islam</i></p> <p>Prior Learning: R.1, R.2, R.4</p>	<p>Summer 2 - Which stories are special and why? (R6)</p> <p><i>Thematic: Christianity, Islamic and Judaism</i></p> <p>Prior Learning: R.3</p>	
<p>Reception</p> <ul style="list-style-type: none"> Explore the Christian belief about Creation. Learn the key events from the creation story. Understand that many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Know that Christians try to treat God’s name with respect. Know that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today. 	<ul style="list-style-type: none"> Learn the key events from the Christian Christmas story. Understand the term incarnation. Explore who Christians believe first visited Jesus in the stable and why. Know the timeline of the story. Understand that some stories change over time. Understand and explain why some Christians perform nativity plays to retell the story. Understand the importance of returning to the original text. 	<ul style="list-style-type: none"> Reflect upon the things that are special to them and why. Learn about key religious symbols for Christians, Muslims and Hindus. Find out why many Christians believe that children are special to God. Learn about the welcoming ceremonies that many Muslims and Christians have for a new baby. Learn about how Hindu brothers and sisters might show their love/ respect for each other at Raksha Bandhan. 	<ul style="list-style-type: none"> Explore the key events from Palm Sunday until Easter Day in the Christian Salvation story. Find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. Discover signs and symbols linked to the celebration of Easter. Explain why these signs and symbols are important for believers. 	<ul style="list-style-type: none"> Reflect upon places that are special in their own lives. Learn about places that are holy and important for many Christians and Muslims. Learn about Churches, Mosques and their key features. Identify the things that are special and valued in a place of worship. Identify similarities between different places of worship. 	<ul style="list-style-type: none"> Consider the stories that are special to them, giving reasons for why they are special. Explore stories from different religious worldviews and find out about why these might be special to a believer. Begin to consider the impact of these stories on the lives of believers. Recall key events from a range of stories. Retell stories from different worldviews, remembering key events. 	
Vocabulary						
Christians, Bible, God, parable, Creation, precious, Adam, Jesus, Eve, pearl	Incarnation, shepherds, Jesus, angel, Christmas, star, Mary, Joseph, Magi, manger	Muslims, Hindus, Christians, Jesus, Baptism, Raksha Badhan, welcome, love, special, Rakhi	Jesus, God, Salvation, Easter, Hosanna, Palm, Good Friday, donkey, Sunday, Disciples	Christians, Pilgrimage, Muslims, holy, Church, Bible Mosque, Qur’an, Vicar	Christians, Bible, text, Muslims, Qur’an, Jews, Torah, believer, stories, special	

Skills						
<p>Beliefs and practices - Describe at least one example of a belief and practice, such as a festival, worship and/or ritual and explain some meanings behind them using appropriate vocabulary.</p> <p>Sources of wisdom - Retell and respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.</p> <p>Symbols and actions - Identify at least one example of a religious symbol or action and explain how it is used.</p> <p>Prayer, worship and reflection - Explain how and where some worshippers pray. Respond to periods of stillness and reflection.</p> <p>Identity and belonging - Discuss things and people that matter to them. Explore and explain how people belong to groups, including faith groups.</p> <p>Ultimate questions - Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.</p> <p>Human responsibility and values - Respond to faith stories and examples of showing care and concern for humanity and the world.</p> <p>Justice and fairness - Respond to moral stories. Demonstrate what it means to be right and wrong, just and fair.</p>						
Knowledge						
Year 1	<p>Autumn 1 - Who do Christians say made the world? (1.1)</p> <p><i>Creation: Christianity</i></p> <p>Prior Learning: R.1</p>	<p>Autumn 2 - Why does Christmas matter to Christians? (1.2)</p> <p><i>Incarnation: Christianity</i></p> <p>Prior Learning: R.2</p>	<p>Spring 1 - Who is Jewish and how do they live? (1.3)</p> <p><i>God's Torah & people: Judaism</i></p> <p>Prior Learning: R.6</p>	<p>Spring 2 - What do Christians believe God is like? (1.4)</p> <p><i>God: Christianity</i></p> <p>Prior Learning: R.1</p>	<p>Summer 1 - What does it mean to belong to a faith community? (1.5)</p> <p><i>Thematic: Islam, Christianity, Judaism</i></p> <p>Prior Learning: R.3</p>	<p>Summer 2 - How should we care for the world and why does it matter? (1.6)</p> <p><i>Thematic: Christianity, Judaism</i></p> <p>Prior Learning: R.1, 1.1, 1.6</p>
	<ul style="list-style-type: none"> Understand what Christians believe about Creation. Retell the key events of the creation story using key vocabulary. Understand that different Christians have different views. Begin to compare texts found within the creation story. Consider how Christians may feel and act in response to the creation story. 	<ul style="list-style-type: none"> Think about the terms 'secular' and 'religious' and consider what each means. Discuss the key events from the Christmas story. Explore how Christmas is celebrated today. Consider which traditions are secular and which are religious. Explore and discuss religious artwork and drawings. 	<ul style="list-style-type: none"> Learn about the Jewish religion and way of life. Learn about texts from the Torah and their importance for Jewish people today. Explore the Mezuzah and the Shema prayer and understand what they mean for believers. Learn about some Jewish celebrations, exploring why and how Jewish people mark these special times. 	<ul style="list-style-type: none"> Identify what a parable is. Explore and discuss some parables ('The Lost Son' and 'Jonah and the whale'). Understand what the parables teach Christians about God. Think, talk and ask questions about what they can learn from the parables. Explain how Christians show that they believe in God. 	<ul style="list-style-type: none"> Focus on what it means to belong to a faith community. Revisit knowledge from prior units about Christians and Jewish people, considering how members of these communities show that they belong. Explore and discuss artefacts, places of worship and symbols. Consider where they belong and the communities to which they are a part of. 	<ul style="list-style-type: none"> Revisit key texts and practices that are important to Christian, Muslim and Jewish people. Explain what Genesis 1 tells Christians and Jews about caring for the world. Learn about how beliefs turn into actions for many religious and non-religious people. Explore how giving to charities links to teachings found within sacred texts.
	Vocabulary					
creation, world, belief, thank, Harvest, God, believe, Bible, Genesis, praise	incarnation, Jesus, Mary, Joseph, Shepherds, Advent, secular, religious, birth, celebration	synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David	forgiving, prodigal, worship, Nineveh, loving, Father, Parable, Jonah, God, Holy	community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding	community, World, Psalm, Stewardship, love, Genesis, religious, non-religious, Christian, Jews	

Skills										
<p>Beliefs and practices - Describe at least three examples of different belief and practices, including festivals, worship, rituals and ways of life. Explain some meanings behind them using appropriate vocabulary.</p> <p>Sources of wisdom - Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about some sacred writings and sources of wisdom, and the traditions from which they come.</p> <p>Symbols and actions - Identify at least three examples of religious symbols and actions. Explain how and why they express religious meaning. Describe some similarities between communities.</p> <p>Prayer, worship and reflection - Explain how and where worshippers connect to prayer and worship. Discuss the concept of prayer. Participate in periods of stillness and reflection and respond to these moments.</p> <p>Identity and belonging - Explore how groups express who they are. Discuss how individuals belong to communities, including faith groups. Describe what a leader does and why.</p> <p>Ultimate questions - Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth. Express their own ideas and opinions.</p> <p>Human responsibility and values - Retell stories and share real life examples of how people show care and concern for humanity and the world. Think, talk and ask questions about why people do this.</p> <p>Justice and fairness – Explain the influence of rules. Retell moral stories and explain how these stories show what is right and wrong, just and fair.</p>										
Knowledge										
<p>Autumn 1 - What is the good news Christians believe Jesus brings? Part 1 (2.1)</p> <p>Gospel: Christianity</p> <p>Prior Learning: R.2, R.4, R.6, 1.2</p>	<p>Autumn 2 - What is the good news Christians believe Jesus brings? Part 2 (2.2)</p> <p>Gospel: Christianity</p> <p>Prior Learning: R.2, R.4, R.6, 1.2, 2.1</p>	<p>Spring 1 - Who is a Muslim and how do they live? Part 1 (2.3)</p> <p>Tawhid Ibadah: Islam</p> <p>Prior Learning: R.3, R.5, R.6</p>	<p>Spring 2 - Why does Easter matter to Christians? (2.4)</p> <p>Salvation: Christianity</p> <p>Prior Learning: R.4, 2.1, 2.2</p>	<p>Summer 1 - Who is a Muslim and how do they live? Part 2 (2.5)</p> <p>Tawhid Ibadah: Islam</p> <p>Prior Learning: R.3, R.5, R.6, 2.3</p>	<p>Summer 2 - What makes some places sacred to believers? (2.6)</p> <p>Thematic: Christianity, Islam, Judaism</p> <p>Prior Learning: R.5</p>					
Year 2	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. 		<ul style="list-style-type: none"> Find out about the key beliefs and ways of living for Muslims. Learn about some of the key Muslim beliefs about God found in the Shahadah, including the 99 names of Allah. Explore stories about the Prophet and find out about what these teach Muslims today about ways of living. Learn about the five pillars of Islam and how these impact upon the lives of believers. Understand the importance of prayer and what it means for Muslims worldwide. 		<ul style="list-style-type: none"> Recognise that the concepts of God, Incarnation, Gospel, and Salvation are all part of the big story of the Bible. Find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Learn about how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter. Consider what the story of Easter means for Christians today. 		<ul style="list-style-type: none"> Find out about the key beliefs and ways of living for Muslims. Learn about some of the key Muslim beliefs about God found in the Shahadah, including the 99 names of Allah. Explore stories about the Prophet and find out about what these teach Muslims today about ways of living. Learn about the five pillars of Islam and how these impact upon the lives of believers. Understand the importance of prayer and what it means for Muslims worldwide. 		<ul style="list-style-type: none"> Find out about various places of worship and why they are important to many believers. Identify the key features of churches, mosques and synagogues, learning about how these can vary within different traditions. Consider the similarities that all places of worship have. Learn about how places of worship support their local communities in practical ways. 	
	Vocabulary									
Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles			Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet		God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious		Muslim, Shahadah, Zakat, Hajj, Islam, Prophet, Salah, Sawm, Ramadan, Allah		Worship, Jewish, Holy, Christian, Muslim, Church, Mosque, Sacred, Synagogue, place of Worship, Shabbat, community	

Skills						
<p>Beliefs and practices - Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.</p> <p>Sources of wisdom - Raise questions and suggest meanings to three examples of religious and moral stories, sacred writings or sources of wisdom. Identify their faith traditions and their impact on followers.</p> <p>Symbols and actions - Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.</p> <p>Prayer, worship and reflection - Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.</p> <p>Identity and belonging - 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.</p> <p>Ultimate questions - Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.</p> <p>Human responsibility and values - Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.</p> <p>Justice and fairness – Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.</p>						
Knowledge						
Year 3	Autumn 1 – What is it like for someone to follow God? (3.1) People of God: Christianity Prior Learning: N/A	Autumn 2 – What is the Trinity and why is it important for Christians? (3.2) Incarnation/God: Christianity Prior Learning: R.1, R.2, 1.2, 1.4	Spring 1 – How do festivals and worship show what matters to a Muslim? (3.3) Ibadah: Islam Prior Learning: R.3, 2.3, 2.5	Spring 2 – How do festivals and family life show what matters to Jewish people? (3.4) God/Torah/God’s people: Judaism Prior Learning: 1.3	Summer 1 – What do Christians learn from the creation story? (3.5) Creation/Fall: Christianity Prior Learning: R.1, 1.1, 1.6	Summer 2 – How and why do people try to make the world a better place? (3.6) Thematic: Christianity, Judaism, Islam Prior Learning: 1.6
	<ul style="list-style-type: none"> Learn about the Old Testament people of God and how they lived their lives. Learn from Bible stories such as Noah and the story of Abram/ Abraham. Explore a range of texts that share stories from the Old Testament people of God in detail. Understand the importance of returning to the original text for meaning. Consider why following God might sometimes feel hard for believers. 	<ul style="list-style-type: none"> Find out about the baptism of Jesus and where this is found in the Bible. Study the text in detail and find out what it means for Christians today. Investigate how Christians show their beliefs about God and the Trinity and how these impact their lives. Learn about infant and believer’s baptism in the church and what this means for Christians today. 	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. Ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people. 	<ul style="list-style-type: none"> Recap and deepen knowledge of Shabbat. Consider how different Jews today mark Shabbat. Understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. Explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up an understanding of festivals and ideas of forgiveness, remembering, and freedom. 	<ul style="list-style-type: none"> Familiarise themselves with the first Creation story from Genesis. Identify key messages within the story for many Christians about the world being good and how Christians are called to look after God’s world. Explore the story of Adam and Eve. Understand how the Fall fits into the ‘Big Story’ of the Bible alongside the story of Creation. 	<ul style="list-style-type: none"> Discover how Jewish, Christian, Muslim, and non-religious people try to care for the world. Consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Consider why the world is not always good and make simple links to religious and non-religious worldviews. Raise questions about caring for the world and consider that everyone has a responsibility to care for the world.
	Vocabulary					
Prophets, Abram, Noah, Wedding, Old Testament, Promise, Abraham, Covenant, righteous, Christians	Trinity, Holy spirit, Messiah, John the Baptist, Believer’s Baptism, Father, Jesus, Scripture, Infant Baptism, Denomination	Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid	Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, progressive, forgiveness	Creation, Catholic, Big Story, responsibility, sin, Steward, Interpret, Genesis, Fall, Temptation	Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Steward, Salvation, Humanist, Golden Rule	

Skills						
<p>Beliefs and practices - Describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. Make connections between different beliefs & practices.</p> <p>Sources of wisdom – Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Describe the impact on individual believers.</p> <p>Symbols and actions – Explain how a range of beliefs, symbolic expression & actions can communicate meaning to individual followers. Describe some similarities between some symbols in different communities.</p> <p>Prayer, worship and reflection – Describe why and where worshippers perform prayer and worship. Express their opinions on the value of stillness and personal reflection.</p> <p>Identity and belonging – Describe some of the benefits and challenges individuals face when belonging to a faith community. Describe how some religious people are guided by their religious leaders.</p> <p>Ultimate questions – Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections.</p> <p>Human responsibility and values – Explain some of the beliefs and teachings about how people should treat others and the world. Describe how diverse communities can live together respectfully.</p> <p>Justice and fairness – Consider and discuss questions on matters that are important in the world, including choices about what is right and wrong.</p>						
Knowledge						
Year 4	<p>Autumn 1 - What kind of world did Jesus Want? (4.1)</p> <p>Gospel: Christianity</p> <p>Prior Learning: 2.1, 2.2</p>	<p>Autumn 2 - For Christians, when Jesus left, what was the impact of Pentecost? (4.2)</p> <p>Kingdom of God: Christianity</p> <p>Prior Learning: R.4, 2.4</p>	<p>Spring 1 – What do Hindus believe God is like? (4.3)</p> <p>Hindu Dharma, Atman, Brahman: Hinduism</p> <p>Prior Learning: R.3</p>	<p>Spring 2 – Why do Christians call the day Jesus died ‘Good Friday’? (4.4)</p> <p>Salvation: Christianity</p> <p>Prior Learning: R4, 2.4</p>	<p>Summer 1 – What does it mean to be a Hindu in modern Britain today? (4.5)</p> <p>Hindu Dharma: Hinduism</p> <p>Prior Learning: R.3, 4.3</p>	<p>Summer 2 – How & why do people mark the significant events of life? (4.6)</p> <p>Thematic: Christianity, Judaism, Islam & Non-religious worldviews</p> <p>Prior Learning: R.3</p>
	<ul style="list-style-type: none"> Learn about the concept of ‘Gospel’ which tells the story of the life and teaching of Jesus. Learn about the calling of the first disciples and how Christians today try to follow Jesus. Find out about Jesus’ actions towards other people and what example these set for Christians today. Identify links between the teachings within the Bible and what the meaning of Jesus’ good news for Christians is. Learn about the parable of the Good Samaritan and the importance of charity. 	<ul style="list-style-type: none"> Find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. Consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. Make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives. 	<ul style="list-style-type: none"> Consider how Hindus might see the world. Explore the concepts of Brahman to build up understanding. Use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. 	<ul style="list-style-type: none"> Learn how the Christian Salvation story fits in the big story of the Bible. Find out about the main events of holy week and consider how people at the time might have felt and responded. Study Bible texts that retell the key events of holy week and suggest what these mean for Christians today. Discover how Christians today remember, celebrate and respond to the events of holy week and Easter. Make links between some of these events and life in the world today Suggest why some Christians live their lives in the way that they do. 	<ul style="list-style-type: none"> Develop further an understanding of Brahman. Look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Reflect on the idea of dharma through two stories. 	<ul style="list-style-type: none"> Learn about the beliefs of people from different worldviews surrounding commitment & promises. Discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. Consider the links between ideas of love, commitment and promises within the ceremonies studied. Learn about rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.
Vocabulary						
Jesus, Disciples, follower, Clergy, Galilee, Vicar, Parable, Samaritan, Gospel, Evangelist	Pentecost, Holy Spirit, Disciples, Lord’s Prayer, Baptised, tongues, Acts, Trinity, Apostles	Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma	Salvation, Jerusalem, Resurrection, forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary	Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita	Significant, Journey, Baptism, commitment, marriage, Bar Mitzvah, Bat Mitzvah, wedding, ceremony, sacred thread	

Skills						
<p>Beliefs and practices - Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.</p> <p>Sources of wisdom - Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.</p> <p>Symbols and actions - 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.</p> <p>Prayer, worship and reflection - Explain why, where and how worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.</p> <p>Identity and belonging - Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance & leadership past & present.</p> <p>Ultimate questions - Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.</p> <p>Human responsibility and values - Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p> <p>Justice and fairness - Identify and describe how people with religious and worldviews make choices about what is right and wrong.</p>						
Knowledge						
Year 5	<p>Autumn 1 - What does it mean if Christians believe God is holy and loving? (5.1)</p> <p>God: Christianity</p> <p>Prior Learning: 1.4, 3.2</p>	<p>Autumn 2 – What does it mean to be a Sikh in Britain today? (5.2)</p> <p>Sikh worship and community: Sikhism</p> <p>Prior Learning: N/A</p>	<p>Spring 1 - Why is the Torah so important to Jewish people? (5.3)</p> <p>Torah/God: Christianity</p> <p>Prior Learning: 1.3, 3.4, 3.6, 4.6</p>	<p>Spring 2 - Creation and Science: Conflicting or complementary? (5.4)</p> <p>Creation/Fall: Christianity</p> <p>Prior Learning: R.1, 1.1, 1.6, 3.5, 5.4</p>	<p>Summer 1 – What do different religions believe about how we should treat the environment? (5.5)</p> <p>Thematic: Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism</p> <p>Prior Learning: 1.1, 1.6, 3.6. 5.2</p>	<p>Summer 2 - What matters most to Humanists and Christians? (5.6)</p> <p>Thematic: Christianity/Humanism</p> <p>Prior Learning: 4.6</p>
	<ul style="list-style-type: none"> Explore what Christians believe God is like, exploring key Bible. Read passages from the book of Isaiah, Psalm 103 and the book of 1 John and explore ways the Bible says that God is holy and loving. Use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Understand why Christians believe that God is forgiving & loving. Explain that for most Christians, getting to know God is like getting to know a person 	<ul style="list-style-type: none"> Find out how Sikhs worship at home and in the gurdwara. Understand the importance of prayer. Find out how children are welcomed into the Sikh community. Understand how Sikhs remind themselves of the guiding principles of Sikhism and their commitment to their faith. Learn about the role of Sikhs within their own, and wider, communities. Explore the Sikh tradition of the langar. Explore the Sikh practice of sewa. 	<ul style="list-style-type: none"> Learn about the Jewish worldview & way of life. Use Census data to reflect on the different cultural heritages of British Jews. Find out how a Sefer Torah is constructed and understand it's place within the synagogue. Learnt that different Jews may interpret the Torah in diverse ways. Consider how interpretation of Torah influences dietary choices. Reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate. 	<ul style="list-style-type: none"> Learn about the importance of creation within the 'Big Story' of the Bible. Explore how different Christians may interpret 'Genesis 1' in different ways. Consider whether Genesis 1 is conflicting or complementary with what science says. Explore different theological theories that some Christians use to interpret the creation story. Understand that whilst some people see science & religion as opposites, others do not. 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts of different religions around caring for the environment. Find out about how Rabbi Allen (Jewish) and Dr Shiva (Hindu) put their beliefs into action. Understand that many religions believe that the world belongs to God and humans are stewards or guardians. Make clear connections between religious beliefs about the environment and how these can be expressed through caring for the planet. 	<ul style="list-style-type: none"> Think carefully about actions, sources of authority, values, religious and non-religious worldviews Make links with sources of authority that tell people how to be good. Explore the similarities and differences between Christian and Humanist ideas about being good and how people live. Consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.
	Vocabulary					
	Holy, omnipresent, omniscient, believer, eternal, loving, omnipotent, Isaiah, John, Testament	Sikh, Sikhism, gurdwara, guru, community, principles, values, Mool Mantar, Onkar, 5Ks, langar, sewa, Naam Karan, Amrit	Torah, Sefer Torah, Orthodox, secular, Pesach (Passover), Synagogue, Kosher, progressive, Kashrut	Science, Genesis, Big bang theory, complementary, Creation, literal, Creator, conflicting, interpretation, theory	creation, sacred, rabbi, tikkun olam, shabbat, steward, khalifah, dharma, Goddess Shakti, ahimsa, Sewa, Waheguru	Humanist, Nonreligious, belief, moral, Golden rule, Humanism, Worldview, Christian, Values, Authority

Skills						
<p>Beliefs and practices – Evaluate a range of beliefs and practices within and across traditions and worldviews and explain how they share similarities with and differences from each other.</p> <p>Sources of wisdom – Evaluate the ways a range of sources of wisdom can influence the lives of individuals and communities. Show awareness of the importance that different interpretations of stories, sacred writings, psalms, hymns, prayers and artefacts can have on this.</p> <p>Symbols and actions - Compare how/why a range of beliefs, symbolic expression & actions can communicate different meaning to individuals within communities. Identify & describe similarities/ differences between and within communities.</p> <p>Prayer, worship and reflection – Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.</p> <p>Identity and belonging – Explain the benefits for, and challenges to, individuals and communities that commitment to a faith can bring. Raise questions about guidance and leadership in their own and others’ lives.</p> <p>Ultimate questions – Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth, and express their personal and critical responses to these.</p> <p>Human responsibility and values – Evaluate whether they think that diverse communities can live together, identifying common values, respect and shared human responsibility. Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.</p> <p>Justice and fairness – Evaluate how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others’ ideas and arguments.</p>						
Knowledge						
Year 6	<p>Autumn 1 - How do Christians live? What would Jesus do? (6.1)</p> <p>Gospel: Christianity</p> <p>Prior Learning: 2.1, 2.2, 4.1</p>	<p>Autumn 2 – Why do some Christians believe that Jesus was the Messiah? (6.2)</p> <p>Incarnation: Christianity</p> <p>Prior Learning: R.2, 1.2, 3.2</p>	<p>Spring 1 - Why do Hindus want to be good? (6.3)</p> <p>Atman, Karma and Moksha: Hindu Dharma</p> <p>Prior Learning: R.3, 4.3, 4.5</p>	<p>Spring 2 - What difference does the resurrection make to Christians? (6.4)</p> <p>God: Christianity</p> <p>Prior Learning: R.4, 2.4, 4.4</p>	<p>Summer 1 – What does it mean to be a Buddhist in Britain today? (6.5)</p> <p>Buddhist worships and beliefs: Buddhism</p> <p>Prior Learning: 5.5</p>	<p>Summer 2 – Why do some people believe in God and some do not? (6.6)</p> <p>Thematic: Religious and non-religious worldviews</p> <p>Prior Learning: 4.6, 5.4, 5.6</p>
	<ul style="list-style-type: none"> Explore how each Gospel was written and identify similarities & differences between them. Identify differences between Jesus’ direct teaching and his teaching through parables & other stories. Discuss the meanings of different biblical texts and what they mean for Christians today. Explore the example of Jesus’ behaviour that Christians try to follow. Discuss how Christian communities today act and how this is based on Jesus’ teachings. 	<ul style="list-style-type: none"> Learn about the concept of ‘incarnation’ and how it fits within the big story of the Bible. Study key texts that recount the story of Jesus’ birth and the links Christians make to Old Testament prophecies. Explore and discuss selected texts alongside key Christian beliefs, using theological terms. Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today. 	<ul style="list-style-type: none"> Build on their understanding of dharma. Explore and interpret the story of the man in the well from the Mahabharata. Investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities. 	<ul style="list-style-type: none"> Explore the ‘big story’ of the Bible. Explore accounts of Jesus’ death and resurrection. Research connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. Explore how worship on Good Friday and Easter Sunday may vary, Make links between the resurrection and forgiveness. Learn about Christian funerals. 	<ul style="list-style-type: none"> Learn who Buddha was and why he is important to Buddhists today. Find out about some of the core beliefs and teachings of Buddhism. Learn about the Four Noble Truths and the Eightfold Path. Find out about the Buddhist beliefs of karma and rebirth. Discover where and when Buddhists worship. Investigate ways of worship and symbolism in Buddhism. 	<ul style="list-style-type: none"> Build on prior knowledge of the idea of God. Put their knowledge and understanding into the context of both global and local beliefs. Examine the rising number of people who identify as religious and learn to use the terms atheist, agnostic and theist with confidence. Explore the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.
	Vocabulary					
Gospel, theology, Luke, Matthew, Mark, interpretation, Leprosy, Christ-like, Parables, Commandments	Messiah, incarnation, Saviour, Immanuel, Micah, theological, Prophecy, Gospel, Prophet, Isaiah	Dharma, Samsara, reincarnation, Atman, duty, Karma, Moksha, Brahman, Ahimsa, Deity	Salvation, Resurrection, interpret, sacrifice, Biblical, theological, Gospel, Eternal life, Incarnation, funeral	Buddha, Buddhism, karma, Siddhartha, enlightenment, Three Universal Truths, Five Moral Precepts, Four Noble Truths, Eightfold Path, Vesak,	Theist, Atheist, psychology, evidence, Psychologist, Agnostic, Humanist, Philosophy, reason, Theologian	