



Seamer and Irton CP School

Religious Education Progression of Skills



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
EYFS	<p>F5 Where Do We Belong?</p> <p>Focus: Living Skills: Discovering</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism Recall simply what happens when a baby is welcomed into the Muslim tradition Share occasions when things have happened in my life that made me feel special <p>Knowledge:</p> <ul style="list-style-type: none"> What makes us feel special? What makes Christians feel special to God? 	<p>F4 Which Times are Special and Why?</p> <p>Focus: Expressing Skills: Discovering</p> <ul style="list-style-type: none"> I can say why Sukkot is a special time for Jewish people. I can say why Diwali is a special time for Hindus. I can recall a simple story connected with Diwali. I can give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. <p>Knowledge:</p> <ul style="list-style-type: none"> What special times have you had? What do other people celebrate? What happens at Sukkot and why? 	<p>F6 What is Special about our world & Why?</p> <p>Focus: Living Skills: Discovering</p> <ul style="list-style-type: none"> I can re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. I can express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens. I can talk about what people do to mess up the world and what they do to look after it. 	<p>F2 Which People are Special and Why?</p> <p>Focus: Believing Skills: Discovering</p> <ul style="list-style-type: none"> Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it Identify some of the qualities of a good friend and identify my own good friends Recall and talk about a story of Jesus as a friend to the disciples Recall and talk about the story of the feeding of the 5 000 <p>Knowledge:</p> <ul style="list-style-type: none"> Who is special to you and why? Why are some people special? What story do Sikhs tell about a special person? What is a good friend like? How did Jesus make some very special friends? What can a Christian learn from actions in a story? What story shows Jesus being a friend and caring for others? 	<p>F3 Which Places are Special and why?</p> <p>Focus: Expressing Skills: Discovering</p> <ul style="list-style-type: none"> I can talk about the things that are special and valued in a church/mosque I can identify some significant features of churches/mosques I can recognise a church I can recognise a mosque <p>Knowledge:</p> <ul style="list-style-type: none"> Where is special to me? Where is a special place for Christians to go? Where is a special place for Christians to go? What makes a church special? Where is a holy place for Muslims to go? Where is a special place for Muslims to go? What makes a mosque special? What is important in a church and a mosque? How are holy buildings similar and different? What is needed to make a truly special place of our own? <p>Key Vocabulary: Special, school, home, Christian church Muslim, mosque</p>



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EYFS	<p>•How do Christians know that children are special to God? •What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? •How do we show people they are welcome? How are babies welcomed into the Christian family? •How is a baby welcomed into the Muslim religion? •How do Hindu brothers and sisters show their love for each other at a festival?</p> <p>Key Vocabulary: Family, home, church, Special, God Christian, baptism Muslim, Allah, mosque, whisper Hindu, brothers, sisters</p>	<p>•What story do Hindu people remember at Diwali? What happens at Diwali and why? •What happens at Christmas, and why? •What can we say about Christmas, Diwali and Sukkot?</p> <p>Key Vocabulary: celebrate festival gifts, food, clothes, cards Christmas – Christian, Mary, Jesus, Joseph, angel, shepherds, king Divali – Hindu, Rama Sita, diva, light Sukkot – Jewish, sukkah</p>	<p>Knowledge:</p> <p>•What are our favourite things about nature? •Why do some people say the world is special? What do you think is special about the world? •What story do Christians tell about how the creation of the world? •How can we tell the Christian story of creation? •What stories do Muslim people tell about God’s creation? •How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? •Is our world ‘very good’?</p> <p>Key Vocabulary: creation, nature, world, plants, animals, camels, kittens, God, Allah, Prophet Muhammad, happy, sad, kind, good, care</p>	<p>Key Vocabulary: family, friends, Guru Nanak (Sikhism) snake cobra, poisonous, Jesus, loaves, fishes, miracle Zacchaeus</p>	



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<p>Rec All year</p>	<p>F1 Which stories are special and why? Focus: Believing Skills: Discovering</p> <ul style="list-style-type: none">• Recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad• Identify some of my own feelings in the Calming of the Storm and the first revelation of the Qur'an• Identify and name the Bible and at least one other sacred text• Talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do <p>Knowledge:</p> <ul style="list-style-type: none">• What is your favourite story? What do you like about it, and why?• Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?• What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?• What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?• What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?• What is the holy book for Muslims?• What are the similarities and differences between different people's special stories? <p>Key Vocabulary: Bible, Qur'an, God, Jesus, Muhammad, feelings, promises, good, storm, scared, worried, brave</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
Year 1	<p>1.1 Part 1 Who is a Christian and what do they believe?</p> <p>Recap: Christians see God as Father and Creator and Jesus as the Son of God</p> <p>Focus: Believing Skills: Exploring</p> <ul style="list-style-type: none"> • Who is a Christian and what do they believe? • What do Christians believe about God? • What does the Bible teach us about God? • Why is Jesus important to Christians? 	<p>1.7 What does it mean to belong to a faith community?</p> <p>Recap: F5: Where do we belong?</p> <p>Focus: Living Skills: Exploring</p> <ul style="list-style-type: none"> • Do we all belong to something? • How do Christians show they belong? • How do Muslims show they belong? • How do Jewish people show they belong? • How do Christians welcome a new baby? • How do Muslims welcome a new baby? • How do some people show they belong to one another? 	<p>1.2 Part 1 Who is Muslim and what do they believe?</p> <p>Recap: 1.1 Who is a Christian and what do they believe?</p> <p>Focus: Believing Skills: Exploring</p> <ul style="list-style-type: none"> • What do we think about God? • Who was the Prophet Muhammad, and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us? And to Muslims? 	<p>1.6 Part 1 How and why do we celebrate special times?</p> <p>Recap: F4 Which times are special and why?</p> <p>Focus: Expressing Skills: Exploring</p> <ul style="list-style-type: none"> • What do you celebrate and why? • What might Christians be celebrating at Easter? • How do Christians celebrate Easter? • What matters most at Easter? <p>Knowledge:</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers 	<p>1.5 What makes some places sacred?</p> <p>Recap: F3 Which places are special and why?</p> <p>Focus: Expressing Skills: Exploring</p> <ul style="list-style-type: none"> • What Makes some places sacred? Where Do I feel Safe? • Which place of worship is sacred for Christians? • Where is a sacred place for Jewish believers to go? • Which place of worship is sacred for Muslims? • How are places of worship similar and different? • Why are places of worship important to our community?



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Year 1	<p>Knowledge:</p> <ul style="list-style-type: none"> •Talk about some simple ideas about Christian beliefs about God and Jesus (A1). •Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). •Talk about issues of good and bad, right and wrong arising from the stories (C3). •Ask some questions about believing in God and offer some ideas of their own (C1). <p>Key Vocab: God, Jesus, Christian, bible, symbols, prayer, worship</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) <p>Vocabulary: Faith, belonging, community, symbols, baptism, naming ceremony (Judaism chuppah) weddings (Jewish ketubah wedding contract)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2). <p>Key Vocabulary: Muslim, Islam, Allah, Prophet Muhammad PBUH, Qur'an,Ramadan, Eid-ulFitr, calligraphy, Arabic, nasheeds, tawid</p>	<p>Key Vocabulary: Special, sacred, celebrate, festival, Harvest, Christmas, Easter, Pentecost, Eid-ul-Fitr Christian, Muslim</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Key Vocabulary: church-altar, cross, font, lectern, pulpit mosque-wudu, calligraphy, prayer mat/beads, minbar, mihrab, muezzin synagogue-ark, Ner Tamid, Torah scroll, tzitzit (tassels) tefillin, tallit (prayer sha</p>



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Year 2	<p>1.3 Who is Jewish and what do they believe?</p> <p>Recap: 1.1 Who is a Christian and what do they believe?</p> <p>Focus: Believing Skills: Exploring</p> <ul style="list-style-type: none"> • What is precious to us? What is precious to Jewish people? • What does a mezuzah remind Jewish people about? • How and why do Jewish people celebrate Shabbat? • What does the story of Chanukah make us think about? • How do Jewish people think about miracles at Chanukah? 	<p>1.1 Part 2 Who is a Christian and what do they believe?</p> <p>Recap: 1.1 Part 1</p> <ul style="list-style-type: none"> • Who is a Christian and what do they believe? • What do Christians believe about God? • What does the Bible teach us about God? • Why is Jesus important to Christians? <p>Focus: Believing Skills: Exploring</p> <ul style="list-style-type: none"> • What do the miracles of Jesus teach us about what is important to Christians? • Why do Christians pray? • Who is a Christian? 	<p>1.2 Part 2 Who is Muslim and what do they believe?</p> <p>Recap: 1.2 Part 1</p> <ul style="list-style-type: none"> • What do we think about God? • Who was the Prophet Muhammad, and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us? And to Muslims? <p>Focus: Believing Skills: Exploring</p> <ul style="list-style-type: none"> • What is a mosque, and what happens at a mosque? How and why do Muslims pray and worship at the mosque? • Mosques near where we live: What can we find out? • What can we learn from Muslim holy words? • What happens at the celebration of Eid-ul-Fitr, and why? • Who is a Muslim, and what do they believe? 	<p>1.6 Part 2 How and why do we celebrate special times?</p> <p>Recap: 1.6 Part 1</p> <ul style="list-style-type: none"> • What do you celebrate and why? What happened at Easter and how does it make people feel? • What might Christians be celebrating at Easter? • How do Christians celebrate Easter? • What matters most at Easter? <p>Focus: Expressing Skills: Exploring</p> <ul style="list-style-type: none"> • Why do Jewish people tell the story of Passover • (Pesach) every year? • What do Muslims celebrate at Id-ul-Fitr? 	<p>1.4 How can we learn from sacred books?</p> <p>Recap: F1 Which stories are special and why?</p> <p>Focus: Believing Skills: Exploring</p> <ul style="list-style-type: none"> • What is a holy book? Why is the bible important to Christians? • How are holy books treated? • What story is special for Jewish people in the Torah? • Which story do Muslims tell about the Prophet Muhammad? • What can be learnt from the story of Jonah? What is special about Jonah? 	<p>1.8 How should we care for others and the world and why does it matter?</p> <p>Recap: F6. What is special about our world?</p> <p>Focus: Living Skills: Exploring</p> <ul style="list-style-type: none"> • Should we care for everyone? •What do Christians believe about caring for people? • What do some religions say about caring for other people? How have some people shown they cared? •How is the golden rule an encouragement to care? • What stories do Christians and Jewish people tell about the beginning of the world? • What do Christians say about how to treat the world?



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Year 2	<p>Knowledge:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). <p>Key Vocabulary: Jewish, Judaism, Shabbat, Mezuzah, Shema Sukkot, Chanuka, Pesach (Passover) challah bread, Menorah (7 branched candlestick)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> •Talk about some simple ideas about Christian beliefs about God and Jesus (A1). •Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). •Talk about issues of good and bad, right and wrong arising from the stories (C3). •Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>respect Torah, scrolls, synagogue, Hebrew Bible Qur'an, Arabic, Prophet Muhammad PBUH</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).



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Year 2		Key Vocabulary: God, Jesus, Christian, bible, symbols, prayer, worship	Key Vocabulary: Muslim, Islam, Allah, Prophet Muhammad PBUH, Qur'an, Ramadan, Eid-ulFitr, calligraphy, Arabic, nasheeds, tawid	Key Vocabulary: Special, sacred, celebrate, festival, Harvest, Christmas, Easter, Pentecost, Eid-ul-Fitr Christian, Muslim	Key Vocabulary: Christians, Christianity, Muslims, Islam, Jews, Jewish, sacred texts,	Key Vocabulary: created/creation unique, important responsibility



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Year 3	<p>L2.7 Part 1 What does it mean to be a Christian in Britain today?</p> <p>Recap: F5 Where do we belong? 1.7 What does it mean to belong to a faith community?</p> <p>Focus: Living Skills: Connecting-</p> <ul style="list-style-type: none"> • How do Christians show their beliefs in the home? •What do Christians do to show their beliefs at Church? • How and why do different Christians use music in worship? 	<p>L2.8 Part 1 What does it mean to be a Hindu in Britain today?</p> <p>Recap: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today?</p> <p>Focus: Living Skills: Connecting –</p> <ul style="list-style-type: none"> • How do Hindus show their faith? Faith in what? • How do Hindus show their faith? Arti and bhajans • How do Hindus show their faith? Praying to deities. 	<p>L2.2 Why is the bible so important for Christians?</p> <p>Recap: F1 Which stories are special and why? 1.4 What can we learn from sacred books?</p> <p>Focus: Believing Skills: Connecting –</p> <ul style="list-style-type: none"> • Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible? • The Bible is a big book. How is it put together? Why is it so popular? • What does the Bible teach Christian people about God, life, the universe and everything? • How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance? • How can the Bible help people if they are tempted to do wrong things? • Can Bible stories of lost and found help people today? What makes these stories so popular? 	<p>L2.5 Why are festivals important to religious communities? Eid and Easter focus</p> <p>Recap: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p>Focus: Expressing Skills: Connecting –</p> <ul style="list-style-type: none"> -What is worth celebrating? -What do Christians celebrate at Easter? -What was the meaning of Jesus' last meal with his friends? -What does the crucifying of Jesus mean to Christians. -What do Christians believe happened on Easter Sunday morning? 	<p>L2.1 What do different people believe about God? Christians and Muslims</p> <p>Recap: 1.1-3 Who is Christian / Muslim / Jewish and what do they believe?</p> <p>Focus: Believing Skills: Connecting –</p> <ul style="list-style-type: none"> • Seeing is Believing' – is it? What do I think about believing in God? • What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers 	<p>L2.4 Why do people pray?</p> <p>Recap: F3 Which places are special and why? 1.5 What makes some places sacred?</p> <p>Focus: Expressing Skills: Connecting –</p> <ul style="list-style-type: none"> • What is prayer? Is prayer helpful? • What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? • How and why do Christians like to pray? • How do Hindus pray and worship at home and in the Mandir?



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Year 3			<ul style="list-style-type: none"> • What are the main ways Christians use the Bible? Which ones explain why it is so popular? • What are your favourite wise words? What Bible ideas are your favourites? How can you express them? 	<ul style="list-style-type: none"> - Why do Muslims celebrate at the end of Ramadan? - Why do Jewish people celebrate Pesach every year? -What can we learn from celebrations and festivals 	<ul style="list-style-type: none"> • What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? • What do Muslims believe about Allah? (The Arabic word for God is Allah) • What do Muslims believe about the Holy Quran, Allah's gift to humanity? • How do Hindu people show what they believe about gods and goddesses? • Why are three of the gods of the Hindu way especially important? • What difference does it make to life if you believe there is no God? Finding out about Humanism • What are the similarities and differences between different ideas about God? • What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only studied two or three of these) 	<ul style="list-style-type: none"> • What is similar and different in the words of three prayers (Muslim, Christian, Hindu) • Reflection: What more can we discover? Does reflection matter to me? • Prayer and me: why do some people pray every day, but others not at all? • What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship? • Concluding activities: ways of recording learning through making up and exploring their own questions?



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Year 3	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).



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Year 3	Key Vocabulary: Bible, cross, crucifix, charity, church, community, hymns, worship, Anglican, Baptist, Roman Catholic, Pentecostal	Key Vocabulary: Dharma (duty) Sanatana Dharma (Eternal Way) murtis, shrine, statue, deities, puja tray, incense, Bhagavad Gita, OM, aarti, rituals, karma, moksha, temple, mandir. bhajans	Key Vocabulary: Creation, incarnation, salvation, wisdom, guide, Old/New Testament, Gospels Book, chapter, verse, scripture, temptation	Key Vocabulary: significant, tradition Pesach, Rosh Hashanah, Yom Kippur, Harvest Christmas, Easter, Pentecost, Eid,	Key Vocabulary: exists/ existence, faith, belief, Trinity, Trimurti, Allah	Key Vocabulary: Believers, atheists, impact Lord's Prayer (Christian) First Surah (Muslim Qur'an)



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>L2.8 Part 2 What does it mean to be a Hindu in Britain today?</p> <p>Recap: Part 1 • How do Hindus show their faith? Faith in what? • How do Hindus show their faith? Arti and bhajans • How do Hindus show their faith? Praying to deities.</p> <p>Focus: Living Skills: Connecting –</p> <ul style="list-style-type: none"> • A Hindu life; what is important? Dharma • A Hindu life; what is important? Reincarnation and moksha • Why is Mahatma Gandhi a Hindu Hero? 	<p>L2.5 Why are festivals important to religious communities?</p> <p>Recap: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? Easter focus</p> <p>Focus: Expressing Skills: Connecting</p> <ul style="list-style-type: none"> • What is worth celebrating? • Why do Muslims celebrate at the end of Ramadan? • Why do Jewish people celebrate Pesach every year? • Why is Divali significant to Hindus? • What can we learn from celebrations and festivals 	<p>L2.7 Part 2 What does it mean to be a Christian in Britain today?</p> <p>Recap: L2.7 part 1:</p> <ul style="list-style-type: none"> • How do Christians show their beliefs in the home? • What do Christians do to show their beliefs at Church? • How and why do different Christians use music in worship? <p>Focus: Living Skills: Connecting-</p> <ul style="list-style-type: none"> • How and why do different Christians celebrate holy communion? • How do Christians make a difference in their local community? • Why do people stand up against injustice because of their religion? 	<p>L2.3 Why is Jesus so inspiring to some people?</p> <p>Recap: F2 Which people are special and why?</p> <p>Focus: Believing Skills: Connecting –</p> <ul style="list-style-type: none"> • What does the word ‘inspiring’ mean? Who is inspiring? • What do we know about Jesus’ life story? Is his story inspiring for some people? • What does Christianity say about how to live a good life? • Was Jesus inspiring because of his actions? • What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? • Did Jesus’ teachings inspire people? How and why? 	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Recap: 1.8 How should we care for others and the world, and why does it matter?</p> <p>Focus: Living Skills: Connecting-</p> <ul style="list-style-type: none"> • What rules are important? How is the Golden Rule important? • What important messages are in the Ten Commandments? How do they help Jewish people know how to live? • What does Christianity say about how to live a good life? 	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>Recap: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p>Focus: Expressing Skills: Connecting –</p> <ul style="list-style-type: none"> • What does a journey mean to us? • What is the significance of Baptism to Christians? • How do Jewish people mark becoming an adult? • What ceremonies do Hindus mark in the journey of life? Why do people choose to get married? • Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4				<ul style="list-style-type: none"> • Who did Jesus say he was? Why is he so important to Christians? • Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his 'Resurrection day'? • Is Jesus still important today? Why? Who to? How does it show? • What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others? • Does being inspired by Jesus make a person stronger? • Who is inspiring for me? Who is inspiring for other children in my class? Knowledge: • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<ul style="list-style-type: none"> • How can people decide what is right and wrong without God's help? • What do religious stories tell believers about temptation? • How have religious teachings helped to affect somebody's actions? Desmond Tutu 	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Enhancement



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Key Vocabulary: Dharma (duty) Sanatana Dharma (Eternal Way) murtis, shrine, statue, deities, puja tray, incense, Bhagavad Gita, OM, aarti, rituals, karma, moksha, temple, mandir. bhajans	Key Vocabulary: significant, tradition Pesach, Rosh Hashanah, Yom Kippur, Harvest Christmas, Easter, Pentecost, Eid, Divali	Key Vocabulary: Bible, cross, crucifix, charity, church, community, hymns, worship, Anglican, Baptist, Roman Catholic, Pentecostal	Key Vocabulary: gospel, creation, the Fall, incarnation, salvation, parables	Vocabulary: teachings, traditions, resist, temptation, dilemmas, inspirational, the Ten Commandments Humanists, Siddur, Talmud	Key Vocabulary: metaphor, milestones, commitment, ceremonies, rituals Bar/bat mitzvah Baptism, confirmation, communion, confession Humanists



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>U2.1 Why do some people think God exists? Recap: 1.1-3 Who is Christian/ Muslim / Jewish and what do they believe? L2.1 What do different people believe about God?</p> <p>Focus: Believing Skills: Connecting –</p> <ul style="list-style-type: none"> • How many people believe in God? • Is God Real? What do Christians think? • How do we know what is true? Why do people believe or not believe in God? <ul style="list-style-type: none"> • What do Christians believe about how the world began? Do they all share the same idea? • Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist? 	<p>U2.6 Part 1 What does it mean to be a Muslim in Britain today?</p> <p>Recap: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Focus: Living Skills: Connecting –</p> <ul style="list-style-type: none"> • What helps you through the journey of life? What helps Muslims through the journey of life? • What is the key belief of Muslims? How does this affect their life? 	<p>U2.7 What matters most to Christians and Humanists?</p> <p>Recap: 1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding right and wrong?</p> <p>Focus: Living Skills: Connecting –</p> <ul style="list-style-type: none"> • Do rules matter? Why? What is a code for living? • Who is a humanist? What codes for living do non-religious people use? • What can we learn from discussion and drama about good & bad, right & wrong? 	<p>U2.2 What would Jesus do?</p> <p>Recap: F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people?</p> <p>Focus: Believing Skills: Connecting –</p> <ul style="list-style-type: none"> • Can you work out what mattered to Jesus from 10 things he said? What was his mission statement'? • What is the importance of the value of love? How did Jesus teach his followers to love? • What do Jesus' parables about forgiveness teach to Christians today? 	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Recap: F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray?</p> <p>Focus: Expressing Skills: Connecting –</p> <ul style="list-style-type: none"> • What is a place of worship? What is it for? • What is a Christian place of worship? What is it for? • What is a Hindu place of worship? What is it for? • What is a Jewish place of worship? What is it for? Are people more important than the place? 	<p>U2.10 Green religion? How and why should religious communities do more to care for the earth?</p> <p>Recap: 1.8 How should we care for others and the world and why does it matter?</p> <p>Focus: Living Skills: Connecting</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between beliefs about the Earth and activists behaviour in different religions. (A1) • Understand the challenges facing the planet and responses from different religions. (B2)



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5		<ul style="list-style-type: none">• Why does prayer matter to Muslims?• How is charity important to Muslims? How is charity important to you?	<ul style="list-style-type: none">• What codes for living do Christians try to follow?• What can we learn from a Values Game?• Peace: is it more valuable than any money?• Can we create a code for living that would help the world?	<ul style="list-style-type: none">• How do Christians today try to follow Jesus' teaching about justice and fairness? Mother Teresa• What did Jesus teach about being generous and being greedy?• What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?• What have we learned about living by the values of Jesus in the modern world?	<ul style="list-style-type: none">• What is a place of worship? What is it for? What does a place of worship mean to believers?	<ul style="list-style-type: none">• Discuss their own and others' ideas about the kind of collaboration, activism and commitment needed to "Save the Earth." C3



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Knowledge:</p> <ul style="list-style-type: none"> •Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). •Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). •Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). •Present different views on why people believe in God or not, including their own ideas (C1). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur’an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Outline Jesus’ teaching on how his followers should live (A2). • Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus’ example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	<p>Knowledge:</p> <ul style="list-style-type: none"> •Make connections between how believers feel about places of worship in different traditions (A3). •Select and describe the most important functions of a place of worship for the community (B3). •Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). •Present ideas about the importance of people in a place of worship, rather than the place itself (C1). Enhancement: Visit to a place of worship Rev Sam 	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Key Vocabulary: Theist, atheist, agnostic, census, statistics	Key Vocabulary: census ibadah (worship and belief in action) Shahadah (belief in 1 God) salat (daily prayer) swam (fasting) zakat (alms giving) hajj (pilgrimage) Ummah (Muslim community) Sunnah (traditions) Haddith (sayings) Mosque/ masjid	Key Vocabulary: values, valuable, beliefs, code, conduct, morals, morality, compare, Christian, Humanist, concepts – fairness, honesty, truthfulness, kindness, freedom, peace, rank, sort order	Key Vocabulary: Love, forgiveness, justice & fairness, generosity, values, community, moral, dilemmas, interpretation, impact, challenges	Key Vocabulary: pilgrimage shrine, Hinduism, Mandir, Orthodox, Reform synagogue, church, Anglican, Baptist, believers, worship, support, value, purpose	



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	Autumn 1	Autumn 2	Spring Term	Summer Term
Year 6	<p>U2.6 Part 2 What does it mean to be a Muslim in Britain today?</p> <p>Recap:</p> <ul style="list-style-type: none"> • What helps you through the journey of life? What helps Muslims through the journey of life? • What is the key belief of Muslims? How does this affect their life? <ul style="list-style-type: none"> • Why does prayer matter to Muslims? • How is charity important to Muslims? How is charity important to you? <p>Focus: Living Skills: Connecting –</p> <ul style="list-style-type: none"> • Why do Muslims fast? • Why do Muslims want to go on pilgrimage? • Where do people get advice and guidance from? <ul style="list-style-type: none"> • What is a special place for Muslims? • Can you think of similar commitments to the five pillars in your life? What matters to Muslims? 	<p>U2.9 What can be done to reduce racism? Can religion help?</p> <p>Focus: Expressing Skills: Connecting</p> <ul style="list-style-type: none"> -What is racism and why is it unfair? -What can we learn from two statues in Bristol? -How did Saint Peter learn that God has no favourites? -Can following the golden rule reduce racism. -What can we learn from anti-racist people from different religions? -How can I express my own vision for justice and equality? 	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Recap: Charity in the main religions Tzedaka - Judaism</p> <p>Focus: Expressing Skills: Connecting</p> <ul style="list-style-type: none"> • What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place? • How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? •Muslim calligraphy, painting and poetry: what is inspiring? • How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art? • Can a Christian place of worship be a building for the 'glory of God'? What does this mean? <ul style="list-style-type: none"> • How and why do Muslim charities try to change the world? • How and why does Christian Aid try to change the world? • What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you? 	<p>U2.3 What do religions say to us when life gets hard?</p> <p>Focus: Believing Skills: Connecting</p> <ul style="list-style-type: none"> • What questions have you got about what happens when we die? • What do some people think carries on after we have died? What is our soul? • Do some people believe that you come back to life as a different thing? What is reincarnation? • Do you get to heaven if you do things wrong? • What do Christians think happens when we die? • What do people who don't believe in God think happens when we die? • What different ideas are there about what happens when we die? What do I think? <p>Knowledge:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).



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	Autumn 1	Autumn 2	Spring Term	Summer Term
Year 6	<p>Knowledge:</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Key Vocabulary: census ibadah (worship and belief in action) Shahadah (belief in 1 God) salat (daily prayer) swam (fasting) zakat (alms giving) hajj (pilgrimage) Ummah (Muslim community) Sunnah (traditions) Haddith (sayings) Mosque/ masjid</p>	<p>Knowledge:</p> <p>Describe examples of connections of connections between anti – racism and religion. (A1)</p> <p>Understand the challenges that racism presents to human communities and consider different religions responses (B2)</p> <p>Discuss their own and others ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2) <p>Key Vocabulary: expressing beliefs, perspectives, compare, contrast, arts, architecture, charity, generosity, sacred buildings, poverty, generous/generosity, impact, significance</p>	<p>Key Vocabulary: suffering salvation, heaven, reincarnation, karma, bereaved/bereavement</p>