## Firs Primary School Subject Curriculum and Progression

## **Religious Education**

## The Derbyshire and Derby City Agreed Syllabus for Religious Education Aims:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a ran<mark>ge of religions a</mark>nd wo<mark>rldvi</mark>ews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom2 found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.
- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.



## Early Years Foundation Stage

Pupils should be taught to:

## Communication and Language:

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They develop their own narratives in relation to stories they hear from different communities.

## Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

## Understanding the World

• Children talk about similarities and differences between themselves and others, among families, communities and traditions.

## Key Stage 1

Pupils should be taught to:

Know about and understand a range of religions and
worldviews.

- 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.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## Key Stage 2

Pupils should be taught to:

Know about and understand a range of religions and worldviews.

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

## Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste

## Literacy

• Children are given access to a wide range of books, poems and other written materials to ignite their interest.

## Mathematics

• Children recognise, create and describe some patterns, sorting and ordering objects simply.



## Primary - School -

	<u>EYFS</u>	Year 1	Year 2	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
	Where do we belong?	1.1 Who is a Christian	1.3 Who is Jewish and	L2.7 What does it mean	L2.8 What does it mean	U2.6 What does it mean	U2.4 If God is
	Christians, Hindus and Muslims	and what do they	what do they believe?	to be a Christian in	to be a Hindu in Britain	to be a Muslim in Britain	everywhere why go to a
		believe? <b>(part 1)</b>	Jewish people	Britain today? (part 1 –	today (part 1 – lessons 1-	today? (part 1 – lessons	place of worship?
	Special	Christians		lessons 1-3)	2)	1-6)	(lessons 1-4)
	Good		Precious	Christians	Hindus	Muslims	Christians, Hindus and
	Нарру	Christian	Jewish				Jewish people
	Loved Cared for	Bible	Symbol	Similar	Hindu	Muslim	
	Angry	Cross	Star of David Mezuzah (plural – mezuzot)	Different	Faith	Pillars of Islam	Christian
	Crying	Church	Candlesticks	Christian	Religion	Ibadah (worship and belief in	Hindu
	Feelings	God Idea	Challah bread	Bible	Belief	action)	Jewish
	Precious	Believe	Shabbat	Cross/crucifix	Deity	Shahadah (one God)	Place of worship
	Christian	Role	Seder <mark>plate</mark>	Sunday School	Worship	Salah (prayer)	Holy book
	Bible	Teacher	Matzah cover	Pray Church	Symbolise Darkness	Sawm (fasting)	Teachings Believers
	Jesus God	Son	Prayer books,	Belief	Ignorance	Hajj (pilgrimage) Zakah (giving of alms)	Church
	Goa   Family	Daught <mark>er                                    </mark>	Chanukiah	Teachings	Blessed	Allah	Anglican
	Group	Parent	Kosher Scroll	Worship	Aarti	Muhmmad	Baptist
<u> </u>	Club	Friend	Hebrew	Tradition	Puja	Prophet	Holy communion
ש	Belong	Father	Prayer/pray	God	Bhajan (worship song)	Mosque	Lectern
Vocabulary	Muslim	Holy Sprit Creator	Shema	Mood	Meditation	Muezzin	Font
q	Religion	Trinity	Israel	Emotion	Meditative	Rak'ahs (prayer positions)	Cross
ဗြ	Symbol	Old Testament	God	Spiritual	Spirit	Charity	Baptistery
8	Hindu	New Testament	Soul	Congregation Praise	Murti God	Fasting Ramadan	Commit Priest
	Star Crescent		Creation	Holy Communion	Goddess	Self-discipline	Congregation
and	Aum		Torah	Last Supper	Metaphor	Eid-ul-Fitr	Pastor
	Cross		Commandments	Symbol	Aim	Pilgrimage	Sunday school
รา	Welcome		Synagogue Chanukah	Community	Duty	Mecca/Makkah	Ritual
.5	Baptism		Miracle	Motivation	Dharma (duty)		Mandir
uestions	Ceremony		Dreidel	Rights	Reincarnation	7	Shrine
97	Shahadah			Civil Rights	Moksha		Sadhus Shikara
Ø	Allah			Racism Boycott	Karma Milestone	7	Murti
<u></u>	Message Promise			Bogcott	Inspiration		Om
Key	Brother				Justice/injustice		Synagogue
_	Sister				Poverty		Schul
	Hindu				Peaceful protest		Orthodox
	Festival				Consumerist		Traditional
	Raksha				Possessions		Reform Modern
							Choir
	Autumn 2	At		Autum 2	Automan 3	Autumn 2	Bimah
		Autumn 2	Autumn 2	Autumn 2	Autumn 2		Ark
	Which times are special and why?	1.2 Who is a Muslim and	1.6 How and why do we	L2.4 Why do people	L2.2 Why is the Bible	U2.1 Why do some people	Torah
	Christians, Hindus and Jewish	what do they believe?	celebrate special and	pray?	important to Christians	think God exists?	Skull cap
	people	(part 1 – lessons 1-7)	sacred times (part 2)?	Christians, Hindus or	today?	Christians, non-religious	Shawlk
	Special	Muslims	Jewish people and	Muslims	Christians	(Humanists)	Ner Tamid
	Celebrate Celebration		Muslims				
	Christmas	Prophet		Pray	Christian	Religion	Autumn 3
	Birthday	Muhammad	Jewish	Meditate	Bible	Non-religious groups	Autumn 2
	Sukkot	Muslim Leader	Passover	Metaphor	Wisdom	Christian Muslim	U2.4 If God is
	Diwali	God	Pharaoh	Similarities Differences	Guidance Guide	Agnostic	everywhere why go to a
	Present	Peace be upon him (PBUH)	Moses	Differences Symbols	Holy book	Hindu	place of worship?
	Nativity	Religious	Slaves Free	Islamic	Sacred	Buddhists	(continued – lessons 4-7))
	Story	Jesus	Seder	Makkah	Torah scroll	Atheists	
	Cards	l	1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	1	1	l	

Candles Submission Qur'an Moses Growth Jewish people Christians, Hindus and Sikhs Clothing Islam Sadness Equality Testament Jewish people Religion Qur'an Atheist Inspiring Freedom Gospel Allah Theist Jewish Sacrifice Allah Psalm Quaker Christian Creation Sermon Hope Arabic Reason Contemplation Hindu Forbade Slavery Wudu Creation Science Hymn 'Fall' Harvest Cruelty Joy **Prophet** Evidence Sermon Fairness Muslim Subha beads (Muslim prayer God Good Incarnation Puja Id-ul-Fitr Bad Justice beads) Salvation Agree Deity Ramadan Prayer cards Genesis Disagree Diva lamp Crescent moon Sacrifice Kneeling Scripture Question Rangoli pattern Symbol Fasting Pilarimaae Jesus Qur'an God Candles Humanity Witness Kumbh Mela Birth Light Qur'an Hindu Temptation Metaphor Scribe Dark Same Zakat Shrine Tempted Simile Kosher Charity Different Special Gods Resist Investigation Kiddush cup Goddesses Fact Decoration Mosque Mosque Forgiveness Mezuzah Calm Pray Puja trau Reconciliation Belief Pray Puja Sinner Opinion Minaret Prodigal Interpretation Bhajans Gideon's Bible Dome Mandir Neutral Worshipper Background Worship Experience Creation Prayer mat Minbar **Evolution** Universe Imam Big Bang Wudu Respect Designer Mosque Synagogue Church Spring 1 Spring 1 Spring 1 Spring 1 Spring 1 Spring 1 What is special about our world? L2.3 Why is Jesus 1.6 How and why do we 1.2 Who is a Muslim and U2.7 What matters most L2.5 Why are festivals so Spring 1 Christians, Muslims and Jewish inspiring to some people? celebrate special and what do they believe? to Christians and important to religious U2.8 What difference Christians people sacred times (part 1)? (part 2 – lessons 8-10) Humanists? communities? Eid focus does it make to believe in Christians Muslims Christians and non-Christians and Ahimsa, Grace and/or Nature Hero religious (Humanists) Hindus/Jewish Natural world Ummah? Inspire Christian Holy Beauty people/Muslims Inspiring Christians, Muslims and Celebration Qur'an Christian Feeling Inspired Hindus (recap) Birthday Angel Нарру Humanist Jesus Condemn Wedding Jibril Evil Sad Christians Crucify Story Muhammad Christian Villain Scared Moses Crucifix Decoration Revelation Muslim Selfish Amazed Jewish Disciples Festival God Hind Worried **Ambitious** Gospel Sacrifice Allah Easter Ummah Liar God Bible Peace Shahadah Holy Week Committed Creator Naughty Incarnation Cross Crucifixion Calligraphy Commit Create Consequences Holy Spirit Tomb Tomb Prayer beads (Subha) Commitment Creation Jealousy Miracle Easter Sunday Sadness Creator Allah Religion Hatred Parable Good Friday Happiness Judge Grace Greed Special Teacher Divali Sorrow Merciful Generosity Code Interesting **Teachings** Hindu Forgiver Joy Ahimsa Amazing Rules Virtues **Temptations** Disciples Arabic Harmlessness Principles Man-made Happiness Personified Symbols Guardian **Prophet** Moral dilemma People Blessed Good/evil Palm Sunday Generous Messenger Jewish Justice Sermon Metaphor Maundy Thursday Truth Ummah (community) Christian Choices Beatitudes Lakshmi Good Friday Sorry Islamic Light Freedom Symbols Wealth Easter Sunday Ramadan Masjid (mosque) Dark Neighbor Symbolic Prosperity

Eid-ul-Fitr Sky Muslim Crucifixion Rejoice Last Supper Sunni Water Weep Community Betrayal Fasting Values Shi'ah Ramadon Zakat Earth Fasting Arrest Peace Eid-ul-Fitr Qurbani Sea Duty Crucifixion Forgiveness Islam Resurrection Celebration Actions Id-ul-Fitr Plants Good Friday Generous Motives Id-ul-Adha Sun Laulat-ul-Qadr Moon Easter Sunday Self-disciplined Prayer Hope Fesitval Meditation Ηαϳϳ Stars Makkah Death Compare Peacemaker Water animals Birds Salvation Jewish Commandments Kaaba Animals Pesach Dispute Tomb Rest Stained glass window Moses Violence Bible Slaves Sewa Torah Freedom Humanity Holy book Passover Reconciliation Seder Muslim Scripture Muhammad Camel Sorry Allah Wildlife Spring 2 Spring 2 Spring 2 Spring 2 Spring 2 Spring 2 L2.5 Why are festivals so Which people are special and 1.7 What does it mean to L2.6 Why do some people U2.3 What do religions Spring 2 1.1 Who is a Christian important to religious whu? belong to a faith think that life is like a say to us when life gets U2.2 What would Jesus and what do they communities? Christians and Sikhs community? journey and what hard? (part 1 lessons 1-3) do? (Can we live by the believe? (part 2) Christians and Hindus/ significant experiences Christians, Muslims, Christians, Hindus and values of Jesus in the Christians Jewish people/Muslims Special mark this? Jewish people non-religious responses twenty-first century?) Like Christians Christians, Hindus Hero Dislike **Similarities** Belong Jesus and/or Jewish people Christian Friends Differences Family Christian Hindu Spirit Family Celebration Friends Son Non-religious Anointed Appreciate Journey Significant Clubs God Heaven Proclaimed Talent Metaphor Religious Hobbies Hell Parable Oppressed Progress Kind Non-religious Lost Shepherd Soul Favour Destination Brave Gifts Christian Samaritan Spirit Parable Careful Hope Beliefs Symbol Neighbour Death Forgiveness Patient Expectation Values Artefact Generous Reincarnation Servant Symbolise Uniform Holy Week Cross Brave Karma Compliment Christian Ceremonu Jesus Crucifix Miracle Moksha Confess Christian Cross Christians Fish Healing Qualities Dilemma Symbol Hindu Palm Sunday Church Lord's Prayer Habits Sins Jewish Priest/Vicar Maundy Thursday Rosary Father Afterlife Crucifixion Sikh Milestones Good Friday Bible Daily Judgement Guru Nanak Baptism Rejoice Jesus Forgive Paradise Initiation Cobra Memorable Muslim **Temptation** Repent Snake **Promises** Weep Arabic Meditation Forgiveness Friendly Service Last Supper Calligraphy Rosary Deed Friend Sin Disciples Muhammad Pray Angel Friendship Bar Mitzvah Eucharist Allah Barzakh Bat Mitzvah Bible Servant Mosque Funeral Holy book Mitzvot Example Islam Eulogy Fish Commandments Holy Communion Pilgrim Fisherman Rights Sacrifice Pilgrimage Responsibilities Leader Crucifixion Ka'aba Congratulations Follower Divali Hajj Disciple Rituals Hindus Forgive Vedas (holy scriptures) Bread **Temptation** Sorry God Dharma (duties) Metaphor Jewish Sharing Lifecycle Evil Shabbat Food Reincarnation

Melgint   Solition							
Summer   S	Helpful	Sabbath		Goddess	Ashramas		
Western Rotation   R							
Summer 1  Which places are special and why?  Which places are special and why?  Chappeh  Summer 1  Summer 1  Summer 1  L5 What makes some places sorted? (part 1)— Peach Preach  Seem of Markins							
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Parce   Parc		and/or Jewish people					
God Sured Seligion Seried Holy book Belief Belief Belief Christian Special Holy book Belief Belief Belief Belief Belief Christian Community Jesus Octoward Church Special Bible Belief Belief Belief Belief Belief Belief Christian Community Jesus Octoward Church Storyteller Similar Mosque Shepherd Trust Judaism Special Hele Mell Holy Book Similar Mosque Shepherd Trust Judaism Special Hele Mell Morreligious (Humanist) Morreligious Morre			Jewish people			non-religious responses	
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Similar Different Worship Minister Worship Worship Atter Worship Wedding Cross Cracker Cristianing Crucifix Rules Sermon Sermon Sermon Sermon Steeple Fort Musilim Musilim Lectern Musilim Musilim Lectern Musilim Musilim Musilim Lectern Musilim Mus	Church		Storyteller	Existence	Golden Rule	Hell	non-religious
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Worried		Freedom	Shahadah			Qur'an
Peaceful		Prophet	Arabic			Charitable
As-salaam alaikum (Peace be upon you)		Al Amin (trustworthy)	Calligraphy			Ummah
Moon		Tashlich	Hindus			Zakat
Star		Yom Kippur	Murtis			
Minaret		Forgiveness	Statues			
Muezzin		Similarities	Trimurti –			
Bells		Differences	Brahma (creator)			
Prayer mat		Differences	Vishnu (preserver)			
rrager mat			Shiva (destroyer)			
			Goddess			
			Durga			
			Aum			
			Brahman			
			Ulimate Reality			
Summer 2	Summer 2					
What stories are special and why?			Summer 2	Summer 2	Summer 2	
Christians, Hindus and Muslims	1.5 Wh <mark>at make</mark> s s <mark>ome</mark>	S		L2.8 What does it mean	U2.6 What does it mean	
Special	places sacred? (part 2 ,	Summer 2	L2.7 What does it mean	to be a Hindu in Britain	to be a Muslim in Britain	
Story	lessons 4-6)	1.8 How should we care	to be a Christian in			Summer 2
Book	Christians, Muslims	for others and the world,	Britain today? (part 2 –	today (part 2 – lessons 3-	today? (part 2 lessons 7-	U2.5 Is it better to
		and why should it	lessons 4-6)	4)	9)	express your beliefs in
God	and/or Jewish people			Hindus	Muslims	arts and architecture o
Religion	Wuzu/wudu <mark>area (washing</mark>	matter?	Christians			
Bible	area)	Christians and Jewish		Hindu	Advice	in charity and
Jesus	Calligraphy	people	Christian	Faith	Guidance	generosity? (part 2 –
Help	Prayer mat	Proprie	Belief	Religion	Qur'an	lessons 5-8)
Shepherd	Prayer beads	Christian	Music worship	Belief	Allah	•
Brave	Minbar	Valuable	Congregation	Deity	Hadiths	Christians, Hindus and
Promise	Mihrab	Unique	Prayer	Worship	1	non-religious
Message	Muezzin (person who does the	Jesus	Spiritual		Prophet Muhammad	(Humanists)
Messenger	call to prayer)		Last Supper	Symbolise		,
Muhammad	Same	Blessing	Holy Communion	Darkness	Commandments	Christian
Trust	Similar	Follower	Community	Ignorance	Gossip	Hindu
Qur'an	Different	Opposite	Volunteer	Blessed	Slander	Non-religious
Muslim	Worship	Angry/calm	Civil Rights	Aarti	Promises	Humanist
Holy	Synagogue	Kind/unkind	Boycott	Puja	Honesty	Sacred
Allah	Mosque	Happy/sad	Bogcott	Bhajan (worship song)	Imam	Faith
	Church	Neighbor		Meditation	Mosque	Worship
		Samaritan		Meditative	Prayer	
	Community	Good/bad		Spirit	Respect	Spiritual Cathedral
	Symbol	Jewish		Murti	Sincere	
	Believers	Tzedekah (charitable giving)		God	Dutiful	Temple
	(plus all vocab from part 1)	Needy		Goddess	Submission	Mosque
		Fair		Metaphor	Minaret	Church
		Just		Aim	Shadah	Architecture
		Sukkot		Duty	Metaphor	Allah
		Encourage		Dharma (duty)	Pillars of Islam	Calligraphy
		Golden Rule		Reincarnation	Ibadah (worship and belief in	Geometric
		Creation		Moksha	action)	Natural
		Parable		Karma	Shahadah (one God)	Islamic
		Symbolise		Milestone	Salah (prayer)	Enlighten
				I	Sawm (fasting)	Glory
		Tu B'shevat (new year for		Inspiration		Poverty
		trees)		Justice/injustice	Hajj (pilgrimage)	Injustice
	I			Poverty	Zakah (giving of alms)	Destitute
			i .	Peaceful protest		
						l Qur'an
				Consumerist		Qur'an Charitable
						Charitable
				Consumerist		Charitable Ummah
				Consumerist		Charitable
Early Years Theologist	Year 1 Theologist	Year 2 Theologist	Year 3 Theologist	Consumerist	Year 5 Theologist	Charitable Ummah

## (Skills) Learning Key

## Foundation Stage 1

### Children (30-50 months):

- Show interest in the lives of people familiar to them. • Remember and talk about significant events in their own experience (linked to RE).
- Recognise and describe special times, events for family or friends.
- Shows interest in different occupations/ways of life
- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

## Foundation Stage 2

- Talk about some religious stories and recognise some religious words, e.g. About God (S)
- Identify a sacred text e.g. Bible, Qur'an (S) • Identify some of the qualities of a good friend (P)
- Recall and talk about stories of Jesus as a friend (P)
- Be aware that some religious people have places which have special meaning for them (SP)
- Recognise a place of worship and talk about the things that are special and valued in a place of worship (SP) Identify some significant features of sacred places (SP)
- Give examples of special occasions and suggest features of a good celebration (ST)
- Recall simple stories connected with Christmas/ Easter and a festival from another faith (ST)
- Say why Christmas/Easter and a festival from another faith is a special time. (ST)
- Re-tell religious stories making connections with personal experiences (B) Recall simply what happens at a traditional Christian
- infant baptism and dedication (B) Recall simply what happens when a baby is welcomed
- into a religion other than Christianity. (B) Re-tell stories, talking about what they say about the world, God, human beings (SW)

- Talk about some simple ideas about Christian beliefs about God and Jesus, (CB)
- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. (CB)
- 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. (SP)
- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (C)
- Re-tel<mark>l stories con</mark>nected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. (C)
- Recognise and name some symbols of belonging from their own experience, for Christians and at least one oth<mark>er religion, suggesting</mark> what these might mean and why they matter to believers. (FC)
- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. (FC) Identify two ways people show they belong to each other when they get married. (FC)

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.
- Re-tell a story about the life of the Prophet Muhammad (MB)
- Recognise some objects used by Muslims and suggest why they are important, (MB)
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. (SB)
- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (C)
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. (C)
- Re-tell Bible stories and stories from another faith about caring for others and the world. (CW)

## Know and Understand

- Describe some of the ways in which Christians Hindus and/or Muslims describe God. (BG)
- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. (B)
- Describe the practice of prayer in the religions studied. (P)
- Make connections between what people believe about prayer and what they do when they pray. (P)
- Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)
- Identify similarities and differences in the way festivals are celebrated within and between religions. (F)
- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. (CB)
- Describe some ways in which Christian express their faith through hymns and modern worship songs. (CB)

- Make connections between some of Jesus' teachings and the way Christians live today (A1).
- Describe how Christians celebrate Holy Week and Faster Sunday. (1)
- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. (J)
- Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)
- Identify similarities and differences in the way festivals are celebrated within and between religions. (F)
- Suggest why some people see life as a journey and identify some of the key milestones on this journey. (JE)
- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. (JE)
- 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. (HB) Describe some ways in which Hindus
- express their faith through puja, aarti and bhajans. (HB) Make connections between stories of
- temptation and why people can find it difficult to be good. (RW)

- Outline clearly a Christian understanding of what God is like, using examples and evidence. (GE)
- Outline Jesus' teaching on how his followers should live. (JD)
- Make connections between how believers feel about places of worship in different traditions. (PW)
- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (MB)
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. (MB)
- Make connections between the key functions of the mosque and the beliefs of Muslims. (MB)

- Outline Christian, Hindu and/or nonreligious beliefs about life after death. (LH)
- Describe and make connections hetween examples of religious creativity (buildings and art). (AC)
- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
- Make connections between beliefs and behaviour in different religions. (AGU)
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. (AGU)

## **Express and Communicate**

## Foundation Stage 2

- Identify some of their own feelings in the stories they hear (S)
- Talk about people who are special to them and say what makes them special (P)
- Talk about somewhere that is special to themselves, saying why (SP) • Get to know and use appropriate words to talk about
- their thoughts / feelings when visiting a church. (SP)

wonderful and also about their own experiences and

- Share and record occasions when things have happened that made them feel special (B) Talk about things they find interesting, puzzling or
- feelings about the world (SW) Think about the wonders of the natural world, expressing ideas and feelings (SW)

- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). (SP)
- Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). (SP)
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (C)
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. (MB)
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect. (SB)
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (C)
- Identify ways that some people make a response to God by caring for others and the world. (CW)

- Suggest why having a faith or belief in something can be hard. (BG)
- Identify how and say why it makes a difference in people's lives to believe in God. (BG) • Give examples of how and suggest
- reasons why Christians use the Bible today. (B)
- Describe ways in which prayer can comfort and challenge believers. (P)
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (F)
- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.
- 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, (CB)

- Identify the most important parts of Easter for Christians and say why they are important. (J)
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (F) Suggest reasons why marking the
- milestones of life are important to Christians, Hindus and/or Jewish people. (JE) 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. (HB) Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. (RW)
- Give examples of ways in which some inspirational people have been guided by their religion. (RW)

- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. (GE)
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life. (GE)
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. (JD) Explain the impact Jesus' example and
- teachings might have on Christians today. (JD) Select and describe the most important
- functions of a place of worship for the community. (PW) Give examples of how places of worship support believers in difficult times,
- believers. (PW) Describe and reflect on the significance of the Holy Qur'an to Muslims. (MB)

explaining why this matters to

- Express ideas about how and why religion can help believers when times are hard, giving examples. (LH) Explain some similarities and
- differences between beliefs about life after death. (LH) • Explain some reasons why Christians and Humanists have different ideas
- about an afterlife. (LH) Show understanding of the value of sacred buildings and art. (AC)
- Suggest reasons why some believers see generosity and charity as more important than buildings and art. (AC)
- Describe some Christian and Humanist values simply. (CH)
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. (CH)
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- Consider similarities and differences between beliefs and behaviour in different faiths. (AGU)

## Foundation Stage 2

- Talk about what Jesus teaches about keeping promises and saying 'thank you' and say why it is good to keep promises, say thank you, be thanked (S)
- Reflect on the question 'Am I a good friend?' (P)
- Recall stories about special people in other religions and talk about what we can learn from them. (P)
- Express ideas about how to look after animals and plants (SW)
- Talk about what people do to mess up the world and what they do to look after it. (SW)

- Talk about issues of good and bad, right and wrong arising from stories. (CB)
- Ask some questions about believing in God and offer some ideas of their own. (CB)
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. (SP)
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C)
- Respond to examples of co-operation between different people. (FC)

- es. (CB)

  | Ask and suggest answers to questions arising from stories Jesus told and from another religion. (SB)
  - Talk about issues of good and bad, right and wrong arising from stories. (SB) Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C)
  - Talk about issues of good and bad, right and wrong arising from the stories.
    (CW)
  - Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. (CW)
  - Use creative ways to express their own ideas about the creation story and what it says about what God is like. (CW)

- Gain and Deploy Skills
- Ask questions and suggest some of their own responses to ideas about God. (BG)
   Discuss their own and others' ideas
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right. (B)
   Evalues and suggest ideas about what
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (CB)
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief). (JE)
- 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. (HB)
- Discuss their own and others' ideas about how people decide right and wrong. (RW)

- Present different views on why people believe in God or not, including their own ideas. (GE)
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. (JD
- Present ideas about the importance of people in a place of worship, rather than the place itself. (PW)
- Apply ideas about values and from scriptures to the title question. (AC)
- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. (CH)

# Primary - School -