

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 range of religions and worldviews, 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.





Firs Primary — School —

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

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

<div><div>Sky</div><div>Water</div><div>Earth</div><div>Sea</div><div>Plants</div><div>Sun</div><div>Moon</div><div>Stars</div><div>Water animals</div><div>Birds</div><div>Animals</div><div>Rest</div><div>Bible</div><div>Torah</div><div>Holy book</div><div>Muslim</div><div>Muhammad</div><div>Camel</div><div>Sorry</div><div>Allah</div><div>Wildlife</div></div> <div><div>Spring 2</div><div>Which people are special and why?</div><div>Christians and Sikhs</div></div> <div><div>Special</div><div>Like</div><div>Dislike</div><div>Friends</div><div>Family</div><div>Appreciate</div><div>Talent</div><div>Kind</div><div>Brave</div><div>Careful</div><div>Patient</div><div>Uniform</div><div>Christian</div><div>Cross</div><div>Symbol</div><div>Priest/Vicar</div><div>Sikh</div><div>Guru Nanak</div><div>Cobra</div><div>Snake</div><div>Friendly</div><div>Friend</div><div>Friendship</div><div>Bible</div><div>Holy book</div><div>Fish</div><div>Fisherman</div><div>Leader</div><div>Follower</div><div>Disciple</div><div>Bread</div><div>God</div><div>Sharing</div><div>Food</div></div>	<div><div>Rejoice</div><div>Weep</div></div> <div><div>Spring 2</div><div>1.7 What does it mean to belong to a faith community?</div><div>Christians, Muslims, Jewish people</div></div> <div><div>Belong</div><div>Family</div><div>Friends</div><div>Clubs</div><div>Hobbies</div><div>Lost</div><div>Christian</div><div>Symbol</div><div>Artefact</div><div>Cross</div><div>Crucifix</div><div>Fish</div><div>Church</div><div>Rosary</div><div>Bible</div><div>Jesus</div><div>Muslim</div><div>Arabic</div><div>Calligraphy</div><div>Muhammad</div><div>Allah</div><div>Mosque</div><div>Islam</div><div>Pilgrim</div><div>Pilgrimage</div><div>Ka'aba</div><div>Hajj</div><div>Forgive</div><div>Sorry</div><div>Jewish</div><div>Shabbat</div></div>	<div><div>Eid-ul-Fitr</div><div>Community</div><div>Fasting</div><div>Duty</div><div>Islam</div></div> <div><div>Spring 2</div><div>1.1 Who is a Christian and what do they believe? (part 2)</div><div>Christians</div></div> <div><div>Hero</div><div>Jesus</div><div>Christian</div><div>Son</div><div>God</div><div>Parable</div><div>Shepherd</div><div>Samaritan</div><div>Neighbour</div><div>Generous</div><div>Brave</div><div>Miracle</div><div>Healing</div><div>Lord's Prayer</div><div>Father</div><div>Daily</div><div>Forgive</div><div>Temptation</div><div>Meditation</div><div>Rosary</div><div>Pray</div></div>	<div><div>Last Supper</div><div>Betrayal</div><div>Arrest</div><div>Crucifixion</div><div>Resurrection</div><div>Good Friday</div><div>Easter Sunday</div><div>Hope</div><div>Death</div><div>Salvation</div><div>Tomb</div><div>Stained glass window</div></div> <div><div>Spring 2</div><div>L2.5 Why are festivals so important to religious communities?</div><div>Christians and Hindus/Jewish people/Muslims</div></div> <div><div>Similarities</div><div>Differences</div><div>Celebration</div><div>Significant</div><div>Religious</div><div>Non-religious</div><div>Gifts</div><div>Beliefs</div><div>Values</div><div>Holy Week</div><div>Jesus</div><div>Christians</div><div>Palm Sunday</div><div>Maundy Thursday</div><div>Good Friday</div><div>Rejoice</div><div>Memorable</div><div>Weep</div><div>Last Supper</div><div>Disciples</div><div>Eucharist</div><div>Servant</div><div>Example</div><div>Holy Communion</div><div>Sacrifice</div><div>Crucifixion</div><div>Divali</div><div>Hindus</div><div>Temptation</div><div>Metaphor</div><div>Evil</div></div>	<div><div>Muslim</div><div>Fasting</div><div>Ramadon</div><div>Eid-ul-Fitr</div><div>Celebration</div><div>Generous</div><div>Self-disciplined</div><div>Fesitval</div><div>Compare</div><div>Jewish</div><div>Pesach</div><div>Moses</div><div>Slaves</div><div>Freedom</div><div>Passover</div><div>Seder</div></div> <div><div>Spring 2</div><div>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</div><div>Christians, Hindus and/or Jewish people</div></div> <div><div>Journey</div><div>Metaphor</div><div>Progress</div><div>Destination</div><div>Hope</div><div>Expectation</div><div>Symbolise</div><div>Ceremony</div><div>Christian</div><div>Hindu</div><div>Jewish</div><div>Milestones</div><div>Baptism</div><div>Initiation</div><div>Promises</div><div>Service</div><div>Sin</div><div>Bar Mitzvah</div><div>Bat Mitzvah</div><div>Mitzvot</div><div>Commandments</div><div>Rights</div><div>Responsibilities</div><div>Congratulations</div><div>Rituals</div><div>Vedas (holy scriptures)</div><div>Dharma (duties)</div><div>Lifecycle</div><div>Reincarnation</div></div>	<div><div>Crucifixion</div><div>Values</div><div>Peace</div><div>Forgiveness</div><div>Actions</div><div>Motives</div><div>Prayer</div><div>Meditation</div><div>Peacemaker</div><div>Commandments</div></div> <div><div>Spring 2</div><div>U2.3 What do religions say to us when life gets hard? (part 1 lessons 1-3)</div><div>Christians, Hindus and non-religious responses</div></div> <div><div>Christian</div><div>Hindu</div><div>Non-religious</div><div>Heaven</div><div>Hell</div><div>Soul</div><div>Spirit</div><div>Death</div><div>Reincarnation</div><div>Karma</div><div>Moksha</div><div>Qualities</div><div>Habits</div><div>Afterlife</div><div>Judgement</div><div>Paradise</div><div>Repent</div><div>Forgiveness</div><div>Deed</div><div>Angel</div><div>Barzakh</div><div>Funeral</div><div>Eulogy</div></div>	<div><div>Sunni</div><div>Shi'ah</div><div>Zakat</div><div>Qurbani</div><div>Id-ul-Fitr</div><div>Id-ul-Adha</div><div>Laylat-ul-Qadr</div><div>Hajj</div><div>Makkah</div><div>Kaaba</div><div>Dispute</div><div>Violence</div><div>Sewa</div><div>Humanity</div><div>Reconciliation</div><div>Scripture</div></div> <div><div>Spring 2</div><div>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</div><div>Christians</div></div> <div><div>Spirit</div><div>Anointed</div><div>Proclaimed</div><div>Oppressed</div><div>Favour</div><div>Parable</div><div>Forgiveness</div><div>Servant</div><div>Compliment</div><div>Confess</div><div>Dilemma</div><div>Sins</div><div>Crucifixion</div></div>
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Helpful	Sabbath Blessing Welcome Baptism Christening Sumbolise Allahu Akbar'(God is great) Wedding Vows Hebrew Chuppah		Goddess Lakshmi Blessing Good fortune Mandir Muslim Ramadan Eid-al-Fitr Mosque Allah Generous Self-disciplined Fasting Passover Jewish Pesach Hope Seder Matzot	Ashramas Sannyasa (world renouncer) Samskaras (sacraments) Purify Vows Ketubah (marriage contract)		
Summer 1 Which places are special and why? Christians and Muslims Favourite Special Place Building God Religion Memories Christian Church Similar Different Minister Worship Wedding Christening Holy Sacred Bible Font Steeple Muslim Mosque Pray Tower Dome Allah Stained glass windows Makkah Brotherhood Calm Happy Sad Scared Excited	Summer 1 1.5 What makes some places sacred? (part 1 - lessons 1-3) Christians, Muslims and/or Jewish people Safe Sacred Special Community Church Mosque Synagogue Worship Artefact Altar Cross Crucifix Lord's Table Bread Wine Bible Font Lectern Candles Symbol Light Christian Ner tamid Ark Torah scroll Bimah Tallit (prayer shawl) Tefellin Kippah (skullcap) Hannukiah	Summer 1 1.4 What can we learn from sacred books? Christians, Muslims and Jewish people Sacred Holy book Bible Jesus Storyteller Shepherd Parable Metaphor Rules Teacher Rules Forgiveness Sermon Language Qur'an Arabic Iqra (Recite) Allah Muslims Muhammad Torah scroll Yad Jewish Ark Synagogue Scribe Moses Israel Slaves Pharaoh	Summer 1 L2.1 What do people believe about God? Christians and either, or both, Hindus and Muslims Belief Believe God Existence Trust Faith Imagination Religion Father Son Light Creator Holy Spirit Trinity Christian Prayer Jesus Moses Jewish Bible Place of worship Muslim Allah Subha beads Qur'an Creation Revelation Prophet Muhammad	Summer 1 L2.9 What can we learn from religions about deciding about what is right and wrong? Christians, Jewish people, non-religious people (Humanist) Golden Rule Christianity Judaism Humanism Unselfish Kindness Torah Ten Commandments Law Beatitudes Right/wrong Guidance Solution Faith Reason Conscience Values Temptation Blame Mistake Apartheid Injustice Racial Discrimination	Summer 1 U2.3 What do religions say to us when life gets hard? (Part 2 lessons 4-7) Christians, Hindus and non-religious responses Christian Hindu Non-religious Heaven Hell Soul Spirit Death Reincarnation Karma Moksha Qualities Habits Afterlife Judgement Paradise Repent Forgiveness Deed Angel Barzakh Funeral Eulogy	Summer 1 U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (part 1 – lessons 1-4) Christians, Hindus and non-religious (Humanists) Christian Hindu Non-religious Humanist Sacred Faith Worship Spiritual Cathedral Temple Mosque Church Architecture Allah Calligraphy Geometric Natural Islamic Enlighten Glory Poverty Injustice Destitute

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

Key Learning (Skills)	Know and Understand						
	<p>Foundation Stage 1</p> <p>Children (30-50 months):</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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-tell stories connected 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 other religion, suggesting 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)	<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. (MB)• 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)	<ul style="list-style-type: none">• 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. (B)• 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)	<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. (J)• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Outline Christian, Hindu and/or nonreligious beliefs about life after death. (LH)• Describe and make connections between 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. (CH)• 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						
	<p>Foundation Stage 2</p> <ul style="list-style-type: none">• 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)• Share and record occasions when things have happened that made them feel special (B)• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world (SW)• Think about the wonders of the natural world, expressing ideas and feelings (SW)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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. (P)• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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, explaining why this matters to believers. (PW)• Describe and reflect on the significance of the Holy Qur’an to Muslims. (MB)	<ul style="list-style-type: none">• 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. (AGU)• Consider similarities and differences between beliefs and behaviour in different faiths. (AGU)

Gain and Deploy Skills						
Foundation Stage 2 <ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Ask questions and suggest some of their own responses to ideas about God. (BG)• Discuss their own and others’ ideas about why humans do bad things and how people try to put things right. (B)• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)