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.

Syllabus Objectives/EYFS Curriculum

Early Years Foundation Stage

Personal, Social and Emotional Development ELG

(Building Relationships ELG)

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

(Managing Self ELG)
Children at the expected level of development will:

 Explain the reasons for rules, know right from wrong and try to behave accordingly

Understanding the World ELG (People Culture and Communities ELG)

Children at the expected level of development will:

 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

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.

	<u>EYFS</u>	Year 1	Year 2	Year 3/4 Cycle	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
ns and Vocabulary	Autumn 1 Where do we belong? Christians, Hindus and Muslims 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	Year 1 Autumn 1 1.1 Who is a Christian and what do they believe? (part 1 - pages 4-10) Christians Christian Bible Cross Church God Idea Believe Role Teacher Son Daughter Parent Friend Father Holy Sprit Creator Trinity Old Testament New Testament	Autumn 1 1.3 Who is Jewish and what do they believe? Jewish people 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	Autumn 1 L2.7 What does it mean to be a Christian in Britain today? (part 1 – lessons 1-3) Christians Similar Different Christian Bible Cross/crucifix Sunday School Pray Church Belief Teachings Worship Tradition God Mood Emotion Spiritual Congregation Praise Holy Communion	Autumn 1 L2.8 What does it mean to be a Hindu in Britain today (part 1 - lessons 1-2) Hindus 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)	Year 5/6 Cycle A Autumn 1 U2.6 What does it mean to be a Muslim in Britain today? (part 1 – lessons 1-6) Muslims 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	Autumn 1 U2.4 If God is everywhere why go to a place of worship? (lessons 1-4) Christians, Hindus and Jewish people 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
Key Questions and	Cross Welcome Baptism Ceremonu Shahadah Allah Message Promise Brother Sister Hindu Festival Raksha Autumn 2 Which times are special and why? Christians, Hindus and Jewish people Special Celebrate Celebration	Autumn 2 1.2 Who is a Muslim and what do they believe? (part 1 – lessons 1-7) Muslims Prophet	Commandments Synagogue Chanukah Miracle Dreidel Autumn 2 1.6 How and why do we celebrate special and sacred times (part 2)? Jewish people and Muslims Jewish Passover Pharaoh	Congregation Praise	Aim Duty Dharma (duty) Reincarnation Moksha Karma Milestone Inspiration Justice/injustice Poverty Peaceful protest Consumerist Possessions Autumn 2 L2.2 Why is the Bible important to Christians today? Christians Christian Bible	Pilgrimage Mecca/Makkah Autumn 2 U2.1 Why do some people think God exists? Christians, non-religious (Humanists) Religion Non-religious groups	Sunday school Ritual Mandir Shrine Sadhus Shikara Murti Om Synagogue Schul Orthodox Traditional Reform Modern Choir Bimah Ark Torah Skull cap Shawlk Ner Tamid
	Christmas Birthday Sukkot Diwali Present Nativity Story Cards Candles	Muhammad Muslim Leader God Peace be upon him (PBUH) Religious Jesus Moses	Moses Slaves Free Seder Growth Sadness Freedom Sacrifice	Pray Meditate Metaphor Similarities Differences	Wisdom Guidance Guide Holy book Sacred Torah scroll Qur'an Testament	Christian Muslim Agnostic Hindu Buddhists Atheists Jewish people Sikhs	U2.4 If God is everywhere why go to a place of worship? (continued – lessons 4- 7)) Christians, Hindus and Jewish people

Clothing	Islam	Норе	Symbols	Gospel	Atheist	
Religion	Inspiring	Slavery	Islamic	Psalm	Theist	Quaker
Jewish	Allah	Joy	Makkah	Sermon	Reason	
Christian	Creation	Muslim	Submission	Creation	Science	Contemplation
Hindu	Forbade	Id-ul-Fitr		'Fall'	Evidence	Hymn
			Equality			Sermon
Harvest	Cruelty	Ramadan	Qur'an	Incarnation	God	Puja
Good	Fairness	Fasting	Allah	Salvation	Agree	Deity
Bad	Justice	God	Arabic	Genesis	Disagree	Sacrifice
Diva lamp	Crescent moon	Qur'an	Wudu	Scripture	Question	Pilgrimage
Rangoli pattern	Symbol	Zakat	Prophet	Humanity	Witness	Kumbh Mela
Jesus	Qur'an	Charity	Subha beads	Temptation	Metaphor	Scribe
Birth	Light	Mosque	(Muslim prayer	Tempted	Simile	Kosher
Same	Dark	Pray	beads)	Resist	Investigation	Kiddush cup
Different	Special		Prayer cards	Forgiveness	Fact	Mezuzah
Decoration	Mosque		Kneeling	Reconciliation	Belief	110242411
	Calm		Candles	Sinner	Opinion	
	Pray		Hindu	Prodigal	Interpretation	
	Minaret		Shrine	Gideon's Bible	Neutral	
	Dome		Gods		Background	
	Worshipper		Goddesses		Experience	
	Worship				Creation	
	·		Puja tray			
	Prayer mat		Puja		Evolution	
	Minbar		Bhajans		Universe	
	Imam		Mandir		Big Bang	
	Wudu				Designer	
	Respect					
	Mosque					
	Synagogue					
	Church					
		Spring 1				
		1.2 Who is a Muslim and what do				
				Spring 1	Spring 1	
Spring 1						
Spring 1	Spring 1	they believe? (part 2 – lessons 8-10)		, ,	· •	Spring 1
, <u> </u>	Spring 1	Muslims		L2.5 Why are festivals so	U2.7 What matters most	Spring 1
What is special about our world?	1.6 How and why do we	1		, ,	U2.7 What matters most to Christians and	U2.8 What difference
What is special about our world? Christians, Muslims and Jewish		Muslims		L2.5 Why are festivals so important to religious	U2.7 What matters most	
What is special about our world?	1.6 How and why do we celebrate special and	Muslims Holy		L2.5 Why are festivals so important to religious communities? Eid focus	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in
What is special about our world? Christians, Muslims and Jewish people	1.6 How and why do we celebrate special and sacred times (part 1)?	Muslims Holy Qur'an	Spring 1	L2.5 Why are festivals so important to religious communities? Eid focus Christians and	U2.7 What matters most to Christians and Humanists? Christians and non-	U2.8 What difference does it make to believe in Ahimsa, Grace and/or
What is special about our world? Christians, Muslims and Jewish people Nature	1.6 How and why do we celebrate special and	Muslims Holy Qur'an Angel	Spring 1	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?
What is special about our world? Christians, Muslims and Jewish people Nature Natural world	1.6 How and why do we celebrate special and sacred times (part 1)? Christians	Muslims Holy Qur'an Angel Jibril	L2.3 Why is	L2.5 Why are festivals so important to religious communities? Eid focus Christians and	U2.7 What matters most to Christians and Humanists? Christians and non- religious (Humanists)	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian	Muslims Holy Qur'an Angel Jibril Muhammad	L2.3 Why is Jesus inspiring	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish	U2.7 What matters most to Christians and Humanists? Christians and non- religious (Humanists)	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration	Muslims Holy Qur'an Angel Jibril Muhammad Revelation	L2.3 Why is	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God	L2.3 Why is Jesus inspiring to some	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap)
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah	L2.3 Why is Jesus inspiring to some	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify Crucifix	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy	L2.3 Why is Jesus inspiring to some people? Christians	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify Crucifix Disciples	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha)	L2.3 Why is Jesus inspiring to some people? Christians Hero	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice Peace	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice Peace Cross	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify Crucifix Disciples Sacrifice Peace Cross Tomb	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Commit
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion Tomb	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired Jesus	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Commitment Allah
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create Creation	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver Arabic	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday Good Friday	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy Hatred	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Commitment Allah Grace
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create Creation Religion	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion Tomb	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver Arabic Guardian	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired Jesus Christians Moses	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday Good Friday Divali	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy Hatred Greed	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Committed Commit Commitment Allah Grace Generosity
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create Creation Religion Special	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion Tomb Sadness	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver Arabic Guardian Generous	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired Jesus Christians	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Grucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday Good Friday Divali Hindu	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy Hatred Greed Code	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Commitment Allah Grace Generosity Ahimsa
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create Creation Religion Special Interesting	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion Tomb Sadness Happiness Sorrow	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver Arabic Guardian	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired Jesus Christians Moses Jewish	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday Good Friday Divali Hindu Temptations	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy Hatred Greed Code Rules	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Committed Grace Generosity Ahimsa Harmlessness
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create Creation Religion Special Interesting Amazing	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion Tomb Sadness Happiness Sorrow Joy	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver Arabic Guardian Generous	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired Jesus Christians Moses	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday Good Friday Divali Hindu Temptations Personified	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy Hatred Greed Code Rules Principles	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Commitment Allah Grace Generosity Ahimsa
What is special about our world? Christians, Muslims and Jewish people Nature Natural world Beauty Feeling Happy Sad Scared Amazed Worried God Creator Create Creation Religion Special Interesting Amazing Man-made	1.6 How and why do we celebrate special and sacred times (part 1)? Christians Christian Celebration Birthday Wedding Story Decoration Festival Easter Holy Week Crucifixion Tomb Sadness Happiness Sorrow Joy Disciples	Muslims Holy Qur'an Angel Jibril Muhammad Revelation God Allah Shahadah Calligraphy Prayer beads (Subha) Creator Judge Merciful Forgiver Arabic Guardian Generous Truth	L2.3 Why is Jesus inspiring to some people? Christians Hero Inspire Inspiring Inspired Jesus Christians Moses Jewish Gospel Bible	L2.5 Why are festivals so important to religious communities? Eid focus Christians and Hindus/Jewish people/Muslims Condemn Crucify Crucifix Disciples Sacrifice Peace Cross Tomb Easter Sunday Good Friday Divali Hindu Temptations	U2.7 What matters most to Christians and Humanists? Christians and non-religious (Humanists) Christian Humanist Evil Villain Selfish Ambitious Liar Naughty Consequences Jealousy Hatred Greed Code Rules Principles Moral dilemma	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christians, Muslims and Hindus (recap) Christian Muslim Hind Ummah Committed Commit Committed Commit Commitment Allah Grace Generosity Ahimsa Harmlessness
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	Early Years Theologist	Year 1 Theologist	Year 2 Theologist Know and Und	Year 3 Theologist lerstand	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Key Learning (Skills)	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) Recall and talk about stories of Jesus as a friend (P) Recagnise a place of worship and talk about the things that are 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-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) 	 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) 	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)	 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) 	 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 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 Cor				
	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)	 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 	 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) 	 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) 	 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 	 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) 	 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)

 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) 	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)	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)	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)	 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) 	 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 Depl	u Skills			
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) 	 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) 	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)	 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)