

THE GROVE PRIMARY SCHOOL



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Progression of knowledge and skills

Reception

| UNIT/Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
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| Who am I and where do I belong? | Explore the places that I belong e.g. school, family, clubs, religious communities. Listening to stories of special people in different religions. Religious people have different ways of showing they 'belong' together. | Say what makes me special and unique |
| Why do we have celebrations? | What makes a celebration? Learn about different celebrations such as Diwali and Harvest. | Talk about how I celebrate a special event. Identify a time that is special to me and recognise a time that is special to others. |
| What makes a place special? | Some people have places that are special to them. There are special buildings where people go to think and learn about God (church, mosque, synagogue) | Talk about my home. Say why a place is special to me. Talk about why a place may be special for someone else. |
| What makes something special? | Different things are special to different people. Some religious artefacts are special and can help people to think about God (bible, torah, cross, quran) People can use objects to help them remember special times and places. | Identify something or time that is special to me. Identify something that might be special to others. Explore how to look after things that are special to myself or others. |
| What can we learn from stories? | People can have favourite stories. Some books are special to religious groups (Quran, Bible). Some stories are about special people (Easter, Diwali, Christmas) Name the important people in some religious stories (Easter, Diwali, Christmas) | Talk about my favourite story and why it is special. Respond to stories from different religions and cultures. |

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| What makes our world wonderful? | Our world is a place of wonder. We should look after our world. Some people believe our world was created by God, and that this is an important story in their special book. | Identify things in the natural world that I think are wonderful. Show I can care for the world around me e.g. watering plants Recognise and celebrate my own and other's creativity. |
| Secure | Use religious words and their senses in exploring religions and beliefs, practises and forms of expression. | Reflect on their own feelings and experiences. Use imagination and curiosity to develop their appreciation of and wonder about the world in which they live. |
| Greater depth | To recall some religious stories. | Reflect on their own feelings and experiences and be aware that other children may have different experiences. Respond with increasing sensitivity and responsibility to the world around them. |
| Hooks/ visits/ visitors | Who am I and where do I belong – bring in pictures of family to talk with class Why do we have celebrations – role play area set up for Diwali, creating a teddy birthday party What makes a place special – trip to St Peter's church What makes something special – religious books and religious artefacts to see and explore. What can we learn from stories – world book day What makes our world wonderful – planting, minibeasts | |
| Key vocabulary/ terminology | Jesus, Christian/ Christianity, Lord Rama, Hindu/ Hinduism, celebration, Harvest, Diwali, Christmas, Islam, Quran, Bible, church, mosque, temple, prayer, God, home, showing respect, responsibility, world, creation, special, family, community. | |

Year 1

| UNIT/ Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
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| Who is Jesus? | <p>Christians call Jesus the Son of God.</p> <p>Christian's believe that Jesus is both human and divine.</p> <p>Jesus performed miracles, including healings.</p> <p>Retell an event from Jesus' life.</p> | <p>Identify an event that shows Jesus is like God.</p> <p>Recognise that Jesus' miracles raise puzzling questions.</p> <p>Talk about my choice of friends and ways of helping people.</p> <p>Talk about experiences from Jesus' life that I can identify with, e.g. choosing friends, being lost.</p> <p>Ask questions about Jesus' life.</p> |
| Why is Harvest a worldwide celebration? | <p>Understand that Harvest is about sharing and gratitude.</p> <p>The food we eat comes from all over the world.</p> <p>Explore similarities and differences between types of Harvest celebration.</p> <p>Some people say thank you to God for Harvest and some people thank those who have worked to provide the food.</p> | <p>Suggest why Harvest is a time to be thankful and share.</p> <p>Share reasons why some people want to help others.</p> <p>Recognise that we are part of a global community and have a responsibility to care for our world.</p> <p>Talk about why some people say thank you to God for Harvest and some people thank those who have worked to provide the food.</p> |
| Why is Christmas important to Christians? | <p>Christmas is linked to the birth of Jesus.</p> <p>Christians believe Jesus is the Son of God.</p> <p>Retell the main events in the Nativity.</p> | <p>Talk about the different people in the Nativity and how they might be feeling at different times.</p> <p>Identify something about Christmas that is important to Christians.</p> |
| Why did Jesus tell parables? | <p>Understand that stories can teach people things.</p> <p>The Bible contains parables.</p> <p>Parables have deep meanings and that Jesus told parables to teach people important truths.</p> <p>Retell a parable told by Jesus.</p> | <p>Suggest what I think the meaning of a parable is.</p> <p>Talk about what is important in a parable - for myself and others.</p> <p>Express sensitively my own ideas about the themes of the parable.</p> |
| Why is "Church" important to Christians? | <p>Understand that Christians meet together in church.</p> <p>Understand that Church is not just a building but a family of Christian people who show that God is important to them through worship.</p> <p>Recognise some symbols within a church and suggest what they mean.</p> | <p>Identify how Christians show that God is important.</p> <p>Suggest which part of a church might be most important to Christians.</p> <p>Respond with sensitivity to the experience of being in a church.</p> |

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| What do eggs have to do with Easter? | New life is an important theme in Easter celebrations. On Good Friday Christians remember Jesus' death and celebrate Jesus' resurrection on Easter Sunday. Symbols are used to represent key aspects of Easter. | Suggest meanings for the symbols connected to the Easter story e.g. eggs, hot cross buns, daffodils . Identify the people in the Easter story and talk about some of emotions involved. |
| Why should we look after our world? | Christians, Jews and Muslims believe that there is one God who created the world and cares for all people. The Bible, Torah and Quran contain stories about creation, and that non-religious people think differently about how the world came to be. Retell the creation story. | Understand that some questions about creation are difficult to answer. Talk about how people have spoiled the natural world. Suggest why I think Christians, Muslims, Jews and people of no religious belief should care for the world we live in. Consider the world to be a place of wonder. |
| What is important for Muslim families? | Muslims believe: <ul style="list-style-type: none"> - Muhammed (pbuh) is a prophet of Allah. - Muhammed (pbuh) is the best example of how a Muslim should live their life. - The Quran is a special book written in Arabic. - The Quran contains the holy words of Allah to Muhammed (pbuh). Recognise that peace and respect are important to Muslim families. Some narratives of Muhammad's life (pbuh). | Suggest why Muhammed (pbuh) is important to Muslims. Demonstrate how the Quran should be treated and why. Consider why Muslims might learn parts of the Quran by heart. Retell a story of Muhammed (pbuh) and suggest what people may learn from it. |
| Why is the Bible an important book for Christians? | Christians believe the Bible contains the 'big story' about God and his people. Some key narratives from the Old Testament e.g. Jacob, Moses, Joseph. The New Testament contains accounts from the life of Jesus. | Suggest some things Christians might learn from the Bible. Recognise the emotions experienced in the accounts studied and find ways to connect to it. Retell a story from the Bible to others and talk about what 'part' God plays in the story. |
| Secure | Recall some religious, spiritual and moral stories. Start to identify possible meanings for stories, symbols and other forms of religious expression. | Ask questions about their own and others' ideas, feelings and experiences. Respond sensitively to questions about their own and other's ideas and feelings. |
| Greater depth | Retell some religious, spiritual and moral stories. Start to identify how religion and belief is expressed in different ways. | Give a reason why something may be valued by themselves and others. Recognise that some questions about life are difficult to answer. |

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| Hooks/ visits/ visitors | Why is Harvest a worldwide celebration? – Harvest festival Why is Christmas important to Christians? – Christmas service, carols Why did Jesus tell parables? – invite open the book/ Becky from St Peter’s church Why is Church important to Christians? – visit St Peter’s church Why should we look after our world? – Litter pick |
| Key vocabulary/ terminology | God, Allah, Son of God, divine, miracles, gratitude, religious/ non-religious, humanism, scientific, parable, truth, New Testament, Old Testament, community, symbol, worship, prayer, resurrection, new life/ renewal, symbol, disciples, Bible, Quran, Torah |

Year 2

| UNIT/ Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
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| What do Christians believe God is like? | <p>Pictures can be used to convey meaning.</p> <p>There are many images of God in the Bible and that these help Christians to answer what God is like.</p> <p>Many of these images are shared by Jews.</p> <p>Christians believe God loves all people.</p> | <p>Talk about some Christian beliefs about what God is like.</p> <p>Suggest meanings for some Biblical images of God.</p> <p>Express what I might think God is like.</p> <p>Sensitively express my own beliefs/ ideas about the images of God.</p> |
| How does a Dreidel help Jewish families to remember Hanukkah? | <p>The story behind the festival of Hannukah.</p> <p>The traditions associated with celebrating Hannukah (e.g. hanukiah, dreidels, latkes).</p> <p>Remembering how God has helped them in the past is important to Jewish people.</p> | <p>Describe some Hannukah traditions and suggest what they might mean.</p> <p>Recognise that questions about the miracle of the oil are difficult to answer.</p> <p>Suggest how a Jewish child might feel when celebrating Hannukah, and what they might look forward to.</p> <p>Retell the story of the miracle and suggest what it might mean.</p> |
| What does the Christmas story tell Christians about Jesus? | <p>Christmas is the celebration of the birth of Jesus.</p> <p>Christians believe there are 'clues' in the story which show who Jesus is:</p> <ul style="list-style-type: none"> - the star showing the birth of a new King - the angels who told people about Jesus being God's son - the presents of the Magi and Jesus being God's gift to the world. | <p>Identify where some of the 'clues' appear in the Christmas story and what they might mean.</p> <p>Identify how people in the Nativity might feel about Jesus and why.</p> |
| Who is Allah and how do Muslims worship Him? | <p>Muslims believe in one God and that Allah is the Arabic name for God.</p> <p>Allah has 99 beautiful names.</p> <p>Muslims believe that:</p> <ul style="list-style-type: none"> - any action or thought can be considered prayer, - they should be ritually clean before prayer and that they can pray in any clean environment, - they should face Mecca when they pray, | <p>Suggest what some of the names of Allah might mean and why the name might be beautiful to a Muslim.</p> <p>Describe why Muslims wash before prayer.</p> <p>Discuss how Muslims show respect for Allah during prayer.</p> |

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| Why do Christians call Jesus 'Saviour'? | <p>Friendship as an important value.</p> <p>Explore some stories in the Bible of people who met and were 'rescued' by Jesus.</p> <p>Retell a story about how people were changed by meeting Jesus.</p> | <p>Discuss how people who met Jesus might have felt before, during and after.</p> <p>Suggest why Christians might call Jesus 'Saviour'.</p> <p>Respond sensitively to the idea of 'rescue' and make relative comments in the context of the stories and discussion.</p> |
| Why is Easter important to Christians? | <p>Christians believe God loves all people, but the things people do wrong can damage their relationship with God.</p> <p>Christians believe Jesus' death was a way of mending people's relationship with God,</p> <p>Christians view the resurrection as showing that death is not the end.</p> | <p>Show sensitivity and respect to others in the way that they talk.</p> <p>Create an Easter garden and suggest what the symbols might mean.</p> |
| Why do Jewish families celebrate Shabbat? | <p>Shabbat and the Friday night meal are an important part of Jewish family life.</p> <p>Shabbat lasts from sunrise to sunset and there are symbols to mark the beginning and end (e.g. candles, Havdalah)</p> <p>Shabbat is a time of rest and recalls how God rested on the 7th day of creation.</p> | <p>Identify some key symbols in Shabbat and what they mean.</p> <p>Suggest what makes Shabbat a day of rest.</p> <p>Suggest what makes Shabbat a special family time.</p> <p>Identify why rest is important.</p> <p>Talk about what is important to my family at weekends.</p> |
| What is the Torah and why is it important to Jews? | <p>The Torah is the Jewish holy book and contains laws for Jewish people to live by (10 commandments).</p> <p>The Torah is written in the form of a scroll and is in Hebrew</p> <p>The Torah can be found in the Old Testament section of the Bible.</p> <p>The synagogue is the place where Jews go to learn, worship God, and be together as a community.</p> <p>Light is a symbol of God's presence in the synagogue.</p> | <p>Suggest why light is used to symbolise God's presence in the synagogue.</p> <p>Identify possible meanings for the commandments God gave Moses.</p> <p>Explain what it means to treat something with respect and suggest why the Torah is valued by Jews.</p> |
| Is prayer important to everyone? | <p>Prayer as a way of communicating with God.</p> <p>People from different communities might pray in different ways.</p> <p>People who are not religious might reflect quietly rather than pray.</p> | <p>Begin to show awareness of similarities and differences in the way people pray.</p> <p>Suggest reasons for why some people pray and others do not pray.</p> <p>Express their own thoughts and feelings about prayer.</p> <p>Respond sensitively to the view of others.</p> <p>Recognise that some questions about prayer can be puzzling.</p> |

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| Secure | <p>Identify similarities in features of religions and beliefs. Retell religious, spiritual and moral stories. Identify possible meanings for stories, symbols and other forms of religious expression. Identify how religion and belief is expressed in different ways.</p> | <p>Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings. Give a reason why something may be valued by themselves and others. Recognise that some questions about life are difficult to answer.</p> |
| Greater depth | <p>Start to make links between beliefs, stories and practices Start to identify the impacts of beliefs and practices on people's lives</p> | <p>Start to identify the impact of beliefs and practise on people's lives. Identify what influences and inspires them and start to consider why.</p> |
| Hooks/ visits/ visitors | Why is Easter important to Christians – create an Easter garden. | |
| Key vocabulary/ terminology | <p>Symbol, meaning, image, belief, Hannukah, festival of light, rededication, miracle, lantern tradition, Maccabees Jerusalem, Syrian, temple, dreidel, hanukiah, Judaism/ Jewish, clue, 'light of the world', Allah, Arabic, prayer, Salat (5 pillars of Islam), ritual, Mecca, prayer mat, mosque, Saviour, rescue, friendship, heal, transform, Lord's supper, resurrection, sacrifice, eternal/ eternity, Torah, scroll, Hebrew, Old Testament, 10 commandments, synagogue, community, worship, symbol, respect, yad, sofer, prayer, communication, similarities/ differences, reflection, meditation, religious/ non-religious</p> | |

| Year 3 | | |
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| UNIT/ Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
| Why do Christians call God 'Father'? | Be familiar with the parable of the Prodigal Son. Consider how Jesus portrays the characteristics of God in the Prodigal Son parable. | Compare my own ideas about the character of God with those of others. Respond sensitively to people's ideas about the characteristics of God. Create a symbolic representation of aspects of God and explain their use of imagery e.g. image/ playlist/ poem |
| How does the Bible reveal God's rescue plan? | The Bible can be read in different languages and formats. The books in the Bible were written at different times and by different people. The Bible contains events for which there is historical evidence. Christians believe the Bible tells the 'big story' of God and his people from Creation to the second coming. The story of salvation has an impact on Christian lives. | Describe how a story from the Bible illustrates God rescuing people. Identify historical facts within the Bible. Respond to the idea of rescue, showing sensitivity to the feelings of others. Compare my own ideas and feelings about stories with other peoples. |
| Why is praying important for Christians? | The Lord's Prayer is a model used by Christians on how to pray. There are different versions of the Lord's Prayer to help people to understand it better. There are important Christian beliefs within the Lord's Prayer. | Make links between the words of the Lord's Prayer and what Christians believe. Identify ideas that others have expressed and compare them with their own. Give thoughtful responses to the themes expressed in the Lord's Prayer. |
| Why are presents given at Christmas? And what might Jesus think about it all? | Christians believe God gave humanity the gift of Jesus. The significance of the gifts of the Magi to Jesus and what Christians believe it tells them about Jesus: <ul style="list-style-type: none"> - gold for a king - frankincense for a priest - myrrh for burial Christmas has become over commercialised, detracting from its true meaning. | Decide which parts of the celebration of Christmas maintains its true meaning and why. Comment on what is important to Christians at Christmas time and why. Consider what Jesus might think about Christmas and over commercialisation. |

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| What do Sikhs value? | Guru Nanak Ji was the founder of Sikhism. 'Guru' means teacher. Sikhs believe God is one and present in all things. Equality is important to Sikh society. Sikhs have special symbols which reflect their identity. | Identify the impact of key teachings of Guru Nanak Ji and Guru Granth Sahib on Sikh life. Make links between Sikh symbols and practises on Sikh beliefs and way of life. Comment on Sikh beliefs and make links with their own ideas. |
| What is the 'golden rule'? Are they all the same? | There are accepted statements of wisdom in all cultures. Many people live by a golden rule to treat others as you would like to be treated. This belief has an impact on people's everyday lives. Non-religious people believe the golden rule does not have a divine source. | Explain why the golden rule is used by many religious and non-religious people worldwide. Describe the similarities and differences between the beliefs of religious and non-religious people. Decide on my own golden rule and give justification for it. Make links between words of wisdom and my own behaviour, applying my ideas to everyday situations. |
| Easter – what happened? And what matters most to Christians? | The events of Holy Week and Easter Sunday and their significance for Christians. The symbols associated with Easter and their links with what Christians believe about Jesus as King and Saviour (palm, crosses, crucifix, purple robes, bread and wine). The links between Passover and Easter. | Describe the symbols in the Easter story and link them to Christian beliefs about Jesus/ Easter. Make links between Jewish Passover and the Lord's Supper/ communion. Respond in my own way to some of the events or puzzling questions raised and compare my ideas with the ideas of others. |
| Why do Christians worship Jesus Christ? | Jesus was a historical figure brought up in the Jewish tradition, who did and said things that Christians believe show he was the Son of God. Identify some evidence in the Bible that Jesus was the Son of God (e.g. visiting the temple as a boy, baptism, temptations, crucifixion). | Retell some of the stories of the events studied and recognise when these events are celebrated in the Christian church. Realise that there are aspects of Jesus' life that Christians find difficult to understand. Respond sensitively to other people's ideas and opinions. |
| What is wisdom? | The difference between knowledge and wisdom. Wise sayings from important books and leaders can help people live their lives (religious and humanist). Consider how people decide what is wise. | Describe how wisdom can help both religious and non-religious people live their lives. Suggest meaning and implications for different words of wisdom. Identify some wisdom that has meaning for me and express why it has made an impact. Explain how asking questions can help increase wisdom. |
| Secure | Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. | Express ideas in response to the materials they engage with. Identify what influences and inspires them, and why. |

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| | Identify similarities and differences between religions and beliefs. Use of subject specific vocabulary. | Identify the impact of beliefs and practise on people's lives. Ask significant questions about religions and beliefs. |
| Greater depth | Start to identify similarities and differences between and within religions and beliefs. | Compare their own ideas about belief to others. Communicate ideas and recognise other people's viewpoints. |
| Hooks/ visits/ visitors | Why do Christians call God 'Father'? - Create a symbolic representation of aspects of God and explain their use of imagery e.g. image/ playlist/ poem | |
| Key vocabulary/ terminology | Trinity, holy, Holy Ghost, parable, prodigal, 'big story', salvation, evidence, creation, second coming, rescue, Lord's prayer, hallowed, thy/ thine, art, trespass, temptation, deliver, magi, frankincense, myrrh, commercialised/ commercialisation, Guru Nanak Ji, Guru Granth Sahib Ji, guru, Il Onkar (God is one), Naam (God is present in all things), equality, Gudwara, 5Ks (kesh, kangha, kara, kacheri, kirpan), wisdom, golden rule, humanism, value, Son of God, evidence, baptism, temptations, ascension, Pentecost, knowledge, religious/ humanism/ non-religious, Holy week, palm Sunday, Passover, Maundy Thursday, communion. | |

Year 4

| UNIT/ Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
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| How did Jesus change lives? | <p>Christians believe:</p> <ul style="list-style-type: none"> - that encountering Jesus changed the lives of people who met him. - Jesus' miracles show that Jesus was God's Son. - that each miracle shows something different about Jesus. | <p>Retell a story about Jesus and suggest why it might be important.</p> <p>Investigate how peoples' lives were changed after meeting Jesus.</p> <p>Raise questions about encounters/ aspects of Jesus' miracles, giving my own considered response.</p> <p>Compare my ideas with others.</p> |
| How did the Church begin? | <p>The significance of the events of Pentecost.</p> <p>The key features of the life of the Church at its beginning and how it began to spread through Peter and Paul's efforts.</p> <p>The flame and the dove as Christians symbols for the Holy Spirit originating in the events of Pentecost.</p> | <p>Retell the story of Pentecost and describe its importance for Christians.</p> <p>Make links between the apostles' experience of receiving the Holy Spirit and the spread of the Church.</p> <p>Give reasons for why the apostles acted as they did.</p> <p>Describe and suggest meanings for the symbols of Pentecost, making links with the Biblical account.</p> |
| Is Christian worship the same all around the world? | <p>Christianity is a worldwide religion with a set of core beliefs.</p> <p>Christian festivals are celebrated across the world but have different cultural traditions.</p> <p>Christian worship through art, music, ritual and festival varies across the world.</p> <p>In some countries Christians are forbidden to gather for public worship.</p> | <p>Identify similarities and differences between different styles of worship.</p> <p>Find links between a familiar form of worship and one from another cultural context.</p> <p>Suggest meanings for a religious symbol or image from an unfamiliar cultural context.</p> <p>Compare their own experience or understanding of worship with others.</p> <p>Ask questions about worship in different cultural contexts.</p> |
| Why do Christians share communion? | <p>Communion's link to the Passover meal.</p> <p>The story of the Last Supper.</p> <p>Christians believe:</p> <ul style="list-style-type: none"> - symbols of communion are a way of remembering Jesus and his sacrifice. | <p>Explain what happens at a communion service and relate it to the Last Supper.</p> <p>Explain how communion helps Christians to remember and express unity.</p> |

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| | - sharing communion as a group expresses unity. | |
| How can artists help us to understand Christmas? | Why artists throughout history and around the world have attempted to depict events in the Nativity. | Describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus being God 'incarnate'. Use symbolism to express things which are difficult to convey in words. Compare my ideas/ symbolism with the ideas/ symbolism of others, giving reasons. |
| How can a synagogue help us to understand the Jewish Faith? | Jews believe the Torah is law, teaching and guidance, and its significance is reflected in the location and treatment of the scrolls. The Torah includes the Shema which is both a prayer and a statement of belief. The significance of the synagogue for Jews. The meaning behind key features and symbols in a synagogue. | Consider any connections between a synagogue and a church or between Jewish and Christian beliefs. Suggest what is most important in the synagogue for Jews and compare with my own ideas. Describe how attending synagogue makes a difference to Jews. |
| What are important times for Jews? | Jewish people mark stages in life through special ceremonies such as Bar/ Bat Mitzvah and weddings. Celebrating events help Jews to 'remember' and binds the community together. Pesach (Passover) recalls the events of the Exodus and is celebrated with the Seder meal. Sukkot is a Jewish harvest festival and recalls God's provision in the desert. | Link features of Jewish celebrations with stories or Jewish beliefs. Describe some of the practices associated with the 'milestones' of a Jew's life. Compare my own life with those of Jewish families. Respond sensitively to the fact that people have different beliefs. |
| How does lent help Christians prepare for Easter? | The story of Jesus in the desert and its significance at Lent for Christians. Ash Wednesday is a time for Christians to seek God's forgiveness. The significance of symbols and rituals used during Lent. | Make links between the story of Jesus in the desert and Lent. Identify some things that might most impact a Christian's life during Lent. Create ideas that are connected with the concepts of preparation/ confession/ reflection. Sensitively compare my own thoughts about Lent with others. |
| What does it mean to be a Jew? | Judaism has its origin in and around Israel. Jews believe in one God and that they are descendants of Abraham. | Make links between Jewish stories, texts and Jewish beliefs. Compare my ideas with those of others. |

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| | <p>Abraham, Moses and David as important figures in the Jewish faith.</p> <p>The significance of the Shema and the Torah.</p> <p>The importance of action in the keeping of commandments.</p> <p>Retell a story from the Torah.</p> | <p>Ask questions about how Jewish beliefs make a difference to how Jews live their lives.</p> |
| How can we live together in one world? | <p>We are all members of different communities and that our actions affect others.</p> <p>Belonging to a faith or having a non-religious world view has global dimensions and many belief systems teach the importance of sharing/ giving to those in need.</p> | <p>Identify how I am part of a local, national and global community.</p> <p>Describe key beliefs that encourage people to spread resources more fairly.</p> <p>Suggest how belonging to a faith community has a global dimension and why this is.</p> <p>Identify my own concerns for the world in which I live.</p> <p>Compare my ideas about the world with the ideas of others.</p> <p>Describe how seeing the world through another person's eyes could help make us better global citizens.</p> <p>Ask and suggest answers to questions about their responsibility as part of a local, national and global community.</p> |
| Secure | <p>Investigate and connect features of religions and beliefs.</p> <p>Identify similarities and differences between and within religions and beliefs.</p> <p>Describe and suggest meanings for symbols and other forms of expression.</p> | <p>Compare their own ideas and feelings about what pupils think is important.</p> <p>Make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions.</p> <p>Ask significant questions about religions and beliefs, comparing ideas as appropriate.</p> |
| Greater depth | <p>Start to comment on connections between questions, beliefs, values and practices in different belief systems</p> | <p>Start to apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.</p> |
| Hooks/ visits/ visitors | | |
| Key vocabulary/ terminology | <p>Pentecost, cultural context, worship, core beliefs, ritual/ sacrament, Passover, incarnate, Shema, Tanakh, Bar/ Bat Mitzvah, Pesach (Passover), Exodus, Moses, confession, almsgiving, fasting, temptation, Israel, Abraham, Moses, David, Torah, Shema, Tenakh, descendent, tribes, justice, fairness, citizen.</p> | |

Year 5

| UNIT/ Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
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| How is God three – and yet one? | <p>Christians believe that God is a Trinity. Symbols are used to express Christian beliefs about the Trinity. Jesus and God the Father are with Christians in the person of the Holy Spirit.</p> | <p>Suggest meaning for different aspects of Trinity symbolism, using appropriate vocabulary. Share my own ideas about ‘three in one’ and compare with others’ ideas. Offer suggestions as to how belief in God as Father, God, and Spirit might help Christians in different situations.</p> |
| Adam, Eve, Christmas, Easter: what are the connections? | <p>Christians believe:</p> <ul style="list-style-type: none"> - there are links between events in Genesis (creation and the fall) and the events of Easter and Christmas. - prophecies in the old testament foretell the birth and death of Jesus and that God loved his people even when they disobeyed him. - Jesus did the job that it was prophesied he would do. | <p>Explain the connections between Adam, Eve, Christmas and Easter, using evidence from the Bible/ my own research (synthesis). Describe how people make choices about doing something that is right and doing something that is wrong. Suggest answers to the questions about sin, the person of Jesus and what Christians believe about the purpose of his coming.</p> |
| Why is light an important sign at Christmas? | <p>Christians believe that the birth of Jesus was the fulfilment of the old testament prophecy ‘A light for all the world’. Light is used symbolically at Christmas (e.g. candles, halo, the guiding star, Christmas tree, Christingle etc). Light is used symbolically in different religions.</p> | <p>Describe what Christians mean when they say that Jesus is the ‘Light of the world’. Describe how light is used and what it represents about Christ. Evaluate the different ways in which light is used within and across religions. Talk about their own feelings in respect of experiences of light and darkness and recognise that others have different views. Ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others.</p> |
| How can a mosque help us understand the Muslim Faith? | <p>The meaning behind the key features, artefacts and symbols found in a mosque (e.g. dome, minaret, star and crescent, washing area etc). The significance of the mosque for Muslims as a place of worship and learning led by an Imam.</p> | <p>Describe how features of a mosque/ Muslim prayer reveal Muslim beliefs. Compare my own ideas about prayer with those of others. Suggest how praying or worshipping as a community might benefit religious communities.</p> |

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| | <p>Muslims believe that there is one God (Allah) and the Quran is Allah's final revelation to humanity.</p> <p>The Quran should be read in Arabic and reading the Quran is an act of Worship as well as a source of guidance.</p> | Suggest what would have to change in my classroom if it were to become a mosque. |
| How do the pillars of Islam help Muslims live a good life? | <p>The 5 pillars (duties) of Islam:</p> <ul style="list-style-type: none"> - Shahadah 'There is no God but Allah and Muhammad is his messenger' - Prayer - Fasting - Almsgiving - Pilgrimage <p>The celebrations of Eid-ul-Fitr (end of Ramadan) and Eid-ul-Adha (end of Hajj).</p> | <p>Make and explain links between Ramadan/ Hajj and the celebration of Id-ul-Fitr/ Id-ul-Adha.</p> <p>Describe the impact of celebrating and fasting in the life of Muslims.</p> <p>Explain how pilgrimage differs from other journeys.</p> <p>Describe and connect some key Muslim beliefs about Allah, worship practices and the pillars.</p> <p>Compare my thoughts and ideas about fasting and celebrating with Muslim ideas.</p> |
| How do Christians know what happened at Easter? | <p>There are four Gospels (Matthew, Mark, Luke and John).</p> <p>People experience and recall the same events in different ways.</p> <p>The life of Jesus is documented in records other than the Bible.</p> <p>Be familiar with the accounts of Easter in the different gospels.</p> | <p>Compare the similarities within the Gospel accounts of Easter, suggesting reasons for this.</p> <p>Consider whether the differences in the accounts are important.</p> <p>Compare my own ideas and feelings about the Easter events with the ideas and feeling of others.</p> <p>Suggest answers to questions about puzzling aspects of the death and resurrection of Jesus, making reference to the Gospel accounts.</p> |
| What helps Hindus to worship? | <p>Hindusim is a religious tradition with many cultural expressions.</p> <p>Hindus believe in a supreme reality (Brahman) who is present in all things and represented in many forms.</p> <p>Hindus have sacred writings.</p> <p>The names and roles of some of the key deities/ avatars of Hindusim and their place in worship.</p> | <p>Draw meaning from Hindu images to develop an understanding of the Hindu concept of the supreme reality.</p> <p>The key rituals of Hindu worship.</p> <p>Make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them.</p> <p>Draw meanings about good and evil from a Hindu story and make links with stories they know.</p> <p>Make comparisons between their own experiences of places of worship with the Hindu mandir.</p> |
| What does it mean to be a Hindu? | <p>Be aware of some of the festivals in the Hindu calendar and the meanings behind them (e.g. Holi, Diwali).</p> | Describe some key Hindu beliefs and compare with other religions. |

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| | <p>The events that mark important times in the life of a Hindu e.g., sacred thread ceremony, marriage and death.</p> <p>The main features about family and home life e.g., diet, worship, music and dance.</p> <p>Hindus believe there are spiritual consequences for their actions (Karma).</p> | <p>Explain using religious vocabulary some of the practises and rituals of Hindu family life and how these express religious beliefs.</p> <p>Suggest meaning for a Hindu festival, using the appropriate vocabulary to describe its practices.</p> <p>Ask questions about any puzzling aspects of Hinduism and suggest answers.</p> <p>Respond thoughtfully to an aspect of Hindu home life or belief in the context of their my life.</p> |
| How did it all begin? | <p>Many people believe God can be discovered through the awe and beauty of nature.</p> <p>Some religions teach that the world was created by God, and that Christians, Jews and Muslims have similar beliefs about creation.</p> <p>Religions and cultures have stories about creation which teach stewardship of the natural world.</p> <p>People who are not religious believe the world came into existence through natural processes and science offers the best ways to understand these.</p> | <p>Describe similarities and differences in beliefs about creation.</p> <p>Describe the impact of beliefs about creation on people's lives.</p> <p>Evaluate a range of sources and discuss whether or not we can be sure of how the world began, showing sensitivity to the view of others.</p> <p>Evaluate whether I am looking after the local environment.</p> |
| Secure | <p>Investigate and describe similarities and differences between religions and beliefs.</p> <p>Suggest meanings for a range of forms of expression, using appropriate vocabulary.</p> <p>Start to comment connections between questions, beliefs, values and practices in different belief systems.</p> | <p>Describe how sources of inspiration and influence make a difference to themselves and others.</p> <p>Suggest what might happen as a result of their own and others' attitudes and actions.</p> <p>Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.</p> |
| Greater depth | <p>Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.</p> <p>Start to explore, gather, select, and organise ideas about religion and belief.</p> | <p>Suggest answers to some questions raised by the study of religions and beliefs.</p> |
| Hooks/ visits/ visitors | | |
| Key vocabulary/ terminology | <p>Trinity, Holy spirit, borromean rings, triquetra, Genesis, the fall, Adam, Eve, prophecy, disobey, sin, 'Light of the world', light, darkness, shadow, Imam, submit/ submission, dome, minaret, star and crescent, wudu, mihrab, minbar, 5 pillars, shahadah, hajj</p> | |

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| | (pilgrimage), salat (prayer), zakat (almsgiving), sawm (fasting), Eid-ul-Fitr (end of Ramadan), Eid-ul-Adha (end of hajj), Gospel, palm Sunday, Maundy Thursday, Holy Week, Last Supper, Passover, Hindu/ Hinduism, deity, avatar, Brahma, Vishnu, Shiva, Krishna, Brahman, Sanskrit, Vedas, karma, sacred thread ceremony, Maha Shivaratri, Holi, Diwali, creation, creationism, evolution. |
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Year 6

| UNIT/ Topic | Knowing and understanding religion (Knowledge) | Expressing ideas and insight about the nature, significance and impact of religion and belief (Skills) |
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| How did Jesus' teachings challenge people? | Be aware of the sermon on the mount, and the 'new commandment'. Jesus used parable to teach people truths about God and his kingdom. Jesus taught about money, happiness and how to live. | Describe meanings for a range of Jesus' parables and teaching and describe the impact of them on how Christians live. Give reasons why specific teachings might be important to Christians. Apply ideas and reflections about Jesus' teachings to my own or others' lives e.g. which of Jesus' teachings might be the most important. |
| Who did Jesus say 'I am'? | The significance of the names of Jesus e.g. Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah, King The 'I am' statements and how, for Christians, these statements express different beliefs about Jesus. | Suggest meanings for each 'I am' statement and describe why each is important for Christians. Suggest what Christians might learn about God through the person of Jesus. Make links between values and commitments in my own life and those shown by Jesus. Question what Christians believe about Jesus and begin to form their own opinion in the light of their learning. |
| How can churches help us to understand Christian belief? | Some of the significant features found in churches of two Christian denominations. The meaning of Christians symbols found in churches and the different beliefs these express. The importance of communion and baptism as practices for all Christians because Jesus told them to do these things. | Gather, select and organise ideas about communion or baptism across two denominations. Comment on the connections between beliefs and practices for different denominations. Describe why people choose to express their beliefs in different ways giving examples. |
| What do the Gospels say about the birth of Jesus – and why is it 'good news'? | The Gospel accounts reveal 'good news'. There are similarities and differences between the two birth accounts in Matthew and Luke. | Compare the events in the two Gospel accounts and evaluate why the accounts may differ. Explain what the 'good news' in each Gospel is using evidence from the text. Suggest which they think are the important events in the accounts and why. |

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| What is the Buddhist way of life? | <p>Be aware of the story of how Prince Siddhartha became the Buddha.</p> <p>Buddha means 'awakened' or 'enlightened' one.</p> <p>Buddhists follow the teachings of Buddhism to gain enlightenment or Nirvana which is achieved by meditating.</p> <p>There is no supreme deity in Buddhism.</p> <p>Be aware of the four Noble Truths and the teachings of the Eightfold Path.</p> <p>Artefacts that help Buddhists to meditate.</p> | <p>Gather, select and organise ideas about Buddhism.</p> <p>Consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life.</p> <p>Connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals.</p> <p>Apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists'.</p> <p>Consider whether worship and meditation are different things and why this might be.</p> |
| Did Jesus have to die? | <p>Christians believe:</p> <ul style="list-style-type: none"> - Jesus died as an atonement for sin. - Jesus chose to die - Jesus died to show how much God loves people and wants to be reconciled with them. | <p>Select information that helps to answer the question 'Did Jesus have to die?'</p> <p>Compare my own ideas (e.g. about Jesus' death/ sacrifice/ reconciliation) with those of others.</p> <p>Apply my ideas and reflections on the concept of sacrifice, atonement, or reconciliation to my own and others' lives.</p> |
| What can we learn about the Christian faith from the Chronicles of Narnia? | <p>The death and resurrection of Jesus are central to Christian faith.</p> <p>Christians believe that everyone is tempted to do wrong things, and everyone does wrong at times.</p> <p>Know that CS Lewis used Narnia to explain difficult ideas about the Christian faith.</p> <p>The change that Aslan brought to Narnia is an image of the change that Christians believe Jesus brings to Christians' lives.</p> <p>There is a parallel between the white witch and the serpent.</p> | <p>Identify how the story of Aslan can be seen as a parallel of the story of the death and resurrection of Jesus.</p> <p>Ask questions about the purpose of the death of Aslan and the death of Jesus.</p> <p>Make links between what they and other people do and give reasons for their actions.</p> |
| How do people express their beliefs through the Arts? | <p>Arts can be used to express belief, deep feelings and emotions.</p> <p>Art forms used by people to express ideas and beliefs include music, art, poetry, dance and drama.</p> <p>Symbols are used to convey deep meanings without words.</p> | <p>Identify possible meanings for symbols and religious expression.</p> <p>Describe similarities and differences in the way people express beliefs through the arts.</p> <p>Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values.</p> <p>Create my own piece of work that conveys inner feelings or beliefs.</p> |
| Secure | <p>Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate.</p> | <p>Investigate and describe how sources of inspiration and influence make a difference to themselves and others.</p> |

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| | Investigate and describe similarities and differences between and within religions and beliefs. Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally. Explore, gather, select, and organise ideas about religion and belief. | Suggest answers to some questions raised by the study of religions and beliefs. |
| Greater depth | Describe connections between questions, beliefs, values and practices, drawing on key texts. Start to consider the reasons for and/or affects of diversity within and between religions, beliefs and cultures. | Start to express their own views on matters of religious and non-religious belief, whilst respectfully taking account of others' viewpoints. Start to consider some of the challenges posed to themselves by religious, spiritual and philosophical questions. |
| Hooks/ visits/ visitors | How do people express their beliefs through the Arts? – create their own piece of work that conveys inner feelings or belief. | |
| Key vocabulary/ terminology | 'Sermon on the mount', 'new commandment', Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah, King, denomination, communion, baptism, Gospel, 'good news', Buddhist/ Buddhism, Prince Siddhartha, Buddha, enlightened, Nirvana, 4 noble truths, eightfold path, meditation, worship, mala beads, prayer wheel, atonement, reconciliation, sacrifice, allegory, symbol, expression, convey | |