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***Heathcoat Primary School***

***R.E Curriculum – Progression of Key Skills and Knowledge***

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| **Date** | **Review date** | **Subject leaders** |
| 6.7.2021 | July 2022 | Mark Ferdinando |
| It is our intention that pupils will be taught to think and react to provoking and challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.  Our intention is for pupils to:   * learn about religions and beliefs in local, national and global contexts, to discover, explore and to consider different answers to the questions that will arise from this learning. * learn to weigh up the value of wisdom from different sources, to develop and express their insights in response to this and to agree or disagree respectfully. * develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs. * gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. * learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. | | |

***Curriculum Organisation***

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| **Year / Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **1** | 1.10 What does it mean to belong to a faith community? | 1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live? | | 1.2 Who do Christians say made the world? | 1.9 How should we care for the world and for others, and why does it matter? |
| **2** | 1.6 Who is a Muslim and how do they live? | 1.3 Why does Christmas matter to Christians? | 1.6 Who is a Muslim and how do they live? Part 2. | 1.5 Why does Easter matter to Christians? | 1.4 What is the ‘good news’ Christians believe Jesus brings? | 1.8 What makes some places sacred to believers? |
| **3** | L2.1 What do Christians learn from the Creation story?  L2.2 What is it like for someone to follow God? | | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want? | L2.12 How and why do people try to make the world a better place? |
| **4** | L2.3 What is the ‘Trinity’ and why is it important for Christians? | L2.7 What do Hindus believe God is like? | L2.8 What does it mean to be a Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died ‘Good Friday’? | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life? |
| **5** | U2.1 What does it mean if Christians believe God is holy and loving? | U2.8 What does it mean to be a Muslim in Britain today? | U2.3 Why do Christians believe Jesus was the Messiah? | U2.9 Why is the Torah so important to Jewish people? | U2.4 Christians and how to live: ‘What would Jesus do?’ | U2.10 What matters most to Humanists and Christians? |
| **6** | U2.2 Creation and Science: conflicting or complementary? | U2.11 Why do some people believe in God and some people not? | U2.7 Why do Hindus want to be good? | U2.5 What do Christians believe Jesus did to ‘save’ people? | U2.6 For Christians, what kind of king is Jesus? | U2.12 How does faith help people when life gets hard? |

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| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
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| **By the end of KS1**  **Pupils can:**  **Making sense of beliefs**   * **Identify core beliefs and concepts studied and give a simple description of what they mean.** * **Give examples of how stories show what people believe (e.g. the meaning behind a festival)** * **Give clear, simple accounts of what stories and other texts mean to believers.**   **Understanding the impact**   * **Give examples of how people use stories, texts and teachings to guide their beliefs and actions** * **Give examples of ways in which believers put their beliefs into practice.**   **Making Connections**   * **Think, talk and ask questions about whether the ideas they have been studying, have something to say to them** * **Give a good reason for the views they have and the connections they make.** | | **By the end of Lower KS2**  **Pupils can:**  **Making sense of beliefs**   * **Identify and describe the core beliefs and concepts studied** * **Make clear links between texts/sources of authority and the key concepts studied** * **Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers**   **Understanding the impact**   * **Make simple links between stories, teachings and concepts studied and how people live, individually and in communities** * **Describe how people show their beliefs in how they worship and in the way they live** * **Identify some differences in how people put their beliefs into practice**   **Making Connections**   * **Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly** * **Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live** * **Give a good reason for the views they have and the connections they make.** | | **By the end of Upper KS2**  **Pupils can:**  **Making sense of beliefs**   * **Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions** * **Describe examples of ways in which people use texts/sources of authority to make sense of**   **core beliefs and concepts**  **Give meanings for texts/sources of authority**  **studied, comparing these ideas with ways in which believers interpret texts/sources of authority**  **Understanding the impact**   * **Make clear connections between what people believe and how they live, individually and in communities** * **Using evidence and examples, show how**   **and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures**  **Making Connections**   * **Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)** * **Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently** * **Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.** | |
| **Christianity** | | | | | |
| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| **God** | | | | | |
| **1.1 What do Christians believe God is like?**  • Identify what a parable is  • Tell the story of the Lost Son  from the Bible simply and  recognise a link with the  Christian idea of God as a  forgiving Father  • Give clear, simple accounts  of what the story means  to Christians  • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying ‘sorry’, by seeing God as welcoming them back; by forgiving others)  • Give an example of how  Christians put their beliefs into  practice in worship (e.g. by  saying sorry to God)  • Think, talk and ask questions  about whether they can  learn anything from the story  for themselves, exploring  different ideas  • Give a reason for the ideas  they have and the connections  they make. |  | **L2.2 What is it like for someone to follow God?**  • Make clear links between the story of Noah and the idea of covenant  • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony  • Make links between the story of Noah and how we live in school and the wider world. | **L2.3 What is the ‘Trinity’ and why is it important for Christians?**  • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains  • Offer suggestions about what texts about baptism and Trinity mean  • Give examples of what these texts mean to some Christians today  • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the  way they live  • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what  Christians believe God is like. | **U2.1 What does it mean if Christians believe God is holy and loving?**  • Identify some different types of biblical texts, using technical terms accurately  • Explain connections between  biblical texts and Christian ideas of God, using theological terms  • Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals  are designed  • Show how Christians put their beliefs into practice in worship  • Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers. |  |
| **Creation** | | | | | |
| **1.2 Who do Christians say made the world?**  • Retell the story of creation from Genesis 1:1–2:3 simply  • Recognise that ‘Creation’  is the beginning of the ‘big story’ of the Bible  • Say what the story tells  Christians about God, Creation and the world  • Give at least one example of what Christians do to say ‘thank you’ to God for Creation  • Think, talk and ask  questions about living in an amazing world  • Give a reason for the  ideas they have and the  connections they make  between the Christian/  Jewish Creation story and  the world they live in. |  | **L2.1 What do Christians learn from the Creation story?**  • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’  • Make clear links between Genesis 1 and what Christians believe about God and Creation  • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of  why things go wrong in the world  • Describe what Christians do because they believe God is Creator (e.g.  follow God, wonder at how amazing God’s creation is; care for the Earth –some specific ways)  • Describe how and why Christians might pray to God, say sorry and ask  for forgiveness  • Ask questions and suggest answers about what might be important in the Creation story for Christians and for  non-Christians living today. |  |  | **U2.2 Creation and science: conflicting or complementary?**  • Identify what type of text some Christians say Genesis 1 is, and its purpose  • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas  with ways in which Christians interpret it, showing awareness of  different interpretations  • Make clear connections between Genesis 1 and Christian belief about God as Creator  • Show understanding of why many Christians find science and faith go together  • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses  • Weigh up how far the Genesis 1creation narrative is in conflict, or  is complementary, with a scientific account, giving good reasons for their views. |
| **Incarnation** | | | | | |
|  | **1.3 Why does Christmas matter to Christians?**  • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians  • Recognise that stories  of Jesus’ life come from  the Gospels  • Give examples of ways in  which Christians use the  story of the Nativity to guide their beliefs and actions at Christmas  • Decide what they personally have to be thankful for, giving a reason for their  ideas  • Think, talk and ask  questions about Christmas  for people who are Christians and for people  who are not. |  | **L2.3 What is the ‘Trinity’ and why is it important for Christians?**  • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains  • Offer suggestions about what texts about baptism and Trinity mean  • Give examples of what these texts mean to some Christians today  • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the  way they live  • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what  Christians believe God is like. | **U2.3 Why do Christians believe Jesus was the Messiah?**  • Explain the place of Incarnation and Messiah within the ‘big story’  of the Bible  • Identify Gospel and prophecy texts, using technical terms  • Explain connections between biblical texts, Incarnation and Messiah, using theological terms  • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas  • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the  Bible  • Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important  in the world today and, if it is true, what difference that might make in people’s lives, giving  good reasons for their answers. |  |
| **Gospel** | | | | | |
|  | **1.4 What is the ‘good news’ Christians believe Jesus brings?**  • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news  • Give clear, simple accounts of what Bible texts (such as the story of  Matthew the tax collector) mean to Christians  • Recognise that Jesus gives instructions to people about how to behave  • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless  • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)  • Think, talk and ask questions about whether Jesus’ ‘good news’ is only  good news for Christians, or if there are things for anyone to learn about  how to live, giving a good reason for their ideas. | **L2.4 What kind of world did Jesus want?**  • Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus  • Make clear links between the calling of the first disciples and how  Christians today try to follow Jesus and be ‘fishers of people’  • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian  • Give examples of how Christians try to show love for all, including how  Christian leaders try to follow Jesus’ teaching in different ways  • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. |  | **U2.4 Christians and how to live: What would Jesus do?**  • Identify features of Gospel texts (for example, teachings, parable,  narrative)  • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which  Christians interpret biblical texts  • Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in  the Christian community and in their individual lives  • Make connections between Christian teachings (e.g. about  peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives  • Articulate their own responses to the issues studied, recognising  different points of view. |  |
| **Salvation** | | | | | |
|  | **1.5 Why does Easter matter to Christians?**  • Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible  • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)  • Recognise that Jesus gives instructions about how to behave  • Give at least three examples of how Christians show their  beliefs about Jesus’ death and resurrection in church worship at Easter  • Think, talk and ask questions about whether the story of Easter  only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. |  | **L2.5 Why do Christians call the day Jesus died ‘Good Friday’?**  • Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live  • Offer informed suggestions about what the events of Holy Week mean to Christians  • Give examples of what Christians say about the importance of the events of Holy Week  • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities  • Describe how Christians show their beliefs about Jesus in worship in  different ways  • Raise thoughtful questions and suggest some answers about why  Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. |  | **U2.5 What do Christians believe Jesus did to ‘save’ people?**  • Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it  • Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms  • Suggest meanings for narratives of Jesus’ death/resurrection,  comparing their ideas with ways in which Christians interpret these texts  • Make clear connections between the Christian belief in Jesus’ death  as a sacrifice and how Christians celebrate Holy Communion/Lord’s  Supper  • Show how Christians put their beliefs into practice in different ways  • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today  • Articulate their own responses to the idea of sacrifice, recognising  different points of view. |
| **Kingdom of God** | | | | | |
|  |  | **L2.6 For Christians, when Jesus left, what was the impact of Pentecost?**  • Make clear links between the story of  Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth  • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean  • Give examples of what Pentecost means to some Christians now  • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now  • Describe how Christians show their beliefs about the Holy Spirit in worship  • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for  their ideas. |  |  | **U2.6 For Christians, what kind of king is Jesus?**  • Explain connections  between biblical texts and the concept of the kingdom of God  • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations  • Make clear connections  between belief in the  kingdom of God and how  Christians put their beliefs  into practice  • Show how Christians put  their beliefs into practice in different ways  • Relate the Christian  ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today  • Articulate their own  responses to the idea of  the importance of love and service in the world today. |
| **Islam/Muslim** | | | | | |
| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
|  | **1.6 Who is a Muslim and how do they live? (double unit)**  • Recognise the words of the *Shahadah* and that it is very important for Muslims  • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names, and  give a simple description of what some of them mean  • Give examples of how stories about the Prophet\* show what Muslims believe about Muhammad  • Give examples of how Muslims use the *Shahadah* to show what matters to them  • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g.  care for creation, fast in Ramadan)  • Give examples of how Muslims put their beliefs about prayer into action  • Think, talk and ask questions about Muslim beliefs and ways of  living  • Talk about what they think is good for Muslims about prayer, respect,  celebration and self-control, giving  a good reason for their ideas  • Give a good reason for their ideas  about whether prayer, respect,  celebration and self-control have  something to say to them too. | **L2.9 How do festivals and worship show what matters to a Muslim?**  • Identify some beliefs about God in Islam, expressed in Surah 1  • Make clear links between beliefs about God and *ibadah* (e.g. how  God is worth worshiping; how Muslims submit to God)  • Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve  • Make links between Muslim beliefs about God and a range of ways  in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)  • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims  • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good  reasons for their ideas. |  | **U2.8 What does it mean to be a Muslim in Britain today?**  • Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur’an (e.g. *Tawhid*;  Muhammad as the Messenger, Qur’an as the message)  • Describe ways in which Muslim sources of authority guide Muslim  living (e.g. Qur’an guidance on Five Pillars; *Hajj* practices follow  example of the Prophet)  • Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)  • Give evidence and examples to show how Muslims put their beliefs  into practice in different ways  • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today  • Consider and weigh up the value of e.g. submission, obedience,  generosity, self-control and worship in the lives of Muslims today and articulate responses on  how far they are valuable to people  who are not Muslims  • Reflect on and articulate what it  is like to be a Muslim in Britain  today, giving good reasons for  their views. |  |
| **Judiasm/Jewish** | | | | | |
| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| **1.7 Who is Jewish and how do they live?**  • Recognise the words of the Shema as a Jewish prayer  • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)  • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like  • Give examples of how  Jewish people celebrate  special times (e.g. Shabbat, Sukkot, Chanukah)  • Make links between Jewish ideas of God found in the stories and how people live  • Give an example of how  some Jewish people might  remember God in different ways (e.g. *mezuzah*, on Shabbat)  • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas  • Give a good reason for  their ideas about whether  reflecting, thanking, praising and remembering  have something to say to  them too. |  | **L2.10 How do festivals and family life show what matters to Jewish people?**  • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean  • Make clear links between the story of the Exodus and Jewish beliefs  about God and his relationship with the Jewish people  • Offer informed suggestions about the meaning of the Exodus story for Jews today  • Make simple links between Jewish beliefs about God and his people  and how Jews live (e.g. through celebrating forgiveness, salvation  and freedom at festivals)  • Describe how Jews show their beliefs through worship in festivals, both at home and in wider  communities  • Raise questions and suggest answers about whether it is good for Jews and everyone else to  remember the past and look forward to the future  • Make links with the value of personal reflection, saying ‘sorry’,  being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. |  | **U2.9 Why is the Torah so important to Jewish people?**  • Identify and explain Jewish beliefs God  • Give examples of some texts that say what God is like and explain how  Jewish people interpret them  • Make clear connections between Jewish beliefs about the Torah and how they use and treat it  • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)  • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  • Consider and weigh up the value of e.g. tradition, ritual, community, study  and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. |  |
| **Hinduism/Hindu** | | | | | |
| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
|  |  | **L2.7 What do Hindus believe God is like?**  • Identify some Hindu deities and say how they help Hindus describe God  • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe  about God  • Offer informed suggestions about what Hindu murtis express  about God  • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)  • Identify some different ways in which Hindus worship  • Raise questions and suggest answers about whether it is good to think  about the cycle of create/preserve/  destroy in the world today  • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.  **L2.8 What does it mean to be Hindu in Britain today?**  • Identify the terms ‘*dharma*’, ‘*Sanatan*  *Dharma*’ and ‘Hinduism’ and say what they mean  • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (*dharma*)  • Describe how Hindus show their faith within their families in Britain today e.g. home *puja*)  • Describe how Hindus show their faith within their faith communities in  Britain today (e.g. *arti* and *bhajans* at the mandir; in festivals such as Diwali)  • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or  between Britain and parts of India  • Raise questions and suggest answers about what is good about being a  Hindu in Britain today, and whether taking part in family and community  rituals is a good thing for individuals and society, giving good reasons for  their ideas. |  |  | **U2.7 Why do Hindus want to be good?**  • Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately  • Give meanings for the story of the man in the well and explain how it  relates to Hindu beliefs about *samsara*, *moksha*, etc.  • Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live  • Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc.  • Give evidence and examples to show how Hindus put their beliefs into practice in different ways  • Make connections between Hindu beliefs  studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus  • Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising  different points of view. |
| **Humanist/Non-Christian** | | | | | |
| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| **1.10 What does it mean to belong to a faith community?**  • Recognise that loving  others is important in lots of communities  • Say simply what Jesus  and one other religious  leader taught about loving  other people  • Give an account of what  happens at a traditional  Christian and Jewish or  Muslim welcome ceremony, and suggest what the actions and symbols mean  • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and  non-religious)  • Give examples of ways in  which people express their  identity and belonging within faith communities and other communities, responding sensitively to differences  • Talk about what they think is good about being in a community, for people in faith communities and for  themselves, giving a good  reason for their ideas.  **1.9 How should we care for the world and for others, and why does it matter?**  • Identify a story or text that says something about each person being unique and valuable  • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)  • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world  • Give an example of how  people show that they care for others (e.g. by giving to charity), making a link to one of the stories  • Give examples of how  Christians and Jews can show care for the natural Earth  • Say why Christians and  Jews might look after the  natural world  • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the  natural world  • Give good reasons why  everyone (religious and  non-religious) should care  for others and look after the natural world. | **1.8 What makes some places scared to believers?**  • Recognise that there are special places where people go to worship, and talk about what people do there  • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what  they mean  • Identify a belief about worship and a belief about God, connecting these  beliefs simply to a place of worship  • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe  • Give simple examples of how people worship at a church, mosque or synagogue  • Talk about why some people like to belong to a sacred building or a  community  • Think, talk and ask good questions about what happens in a church,  synagogue or mosque, saying what they think about these questions,  giving good reasons for their ideas  • Talk about what makes some places special to people, and what the  difference is between religious and non-religious special places. | **L2.12 How and why do people try to make the world a better place?**  • Identify some beliefs about why the world is not always a good place (e.g.  Christian ideas of sin)  • Make links between religious beliefs and teachings and why people try to live and make the world a better place  • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek)  • Describe some examples of how people try to live (e.g. individuals and  organisations)  • Identify some differences in how people  put their beliefs into action  • Raise questions and suggest answers about why the world is not  always a good place, and what are the best ways of making it better  • Make links between some commands for living from religious traditions, non-religious worldviews  and pupils’ own ideas  • Express their own ideas about the best ways to make the world a better  place, making links with religious ideas studied, giving good reasons for their views. | **L2.11 How and why do people mark the significant events of life?**  • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean  • Offer informed suggestions about the  meaning and importance of ceremonies of commitment for religious and nonreligious people today  • Describe what happens in ceremonies of commitment (e.g. baptism, sacred  thread, marriage) and say what these rituals mean  • Make simple links between beliefs about love and commitment and  how people in at least two religious traditions live (e.g. through celebrating  forgiveness, salvation and freedom at festivals)  • Identify some differences in how people  celebrate commitment (e.g. different practices of marriage, or Christian  baptism)  • Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the  milestones  • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies  • Give good reasons why they think ceremonies of commitment are or are not valuable today. | **U2.10 What matters most to Humanists and Christians?**  • Identify and explain beliefs about why people are good and bad (e.g.  Christian and Humanist)  • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and  Humanists saying people can be ‘good without God’)  • Make clear connections between Christian and Humanist ideas about  being good and how people live  • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering  different points of view  • Raise important questions and suggest answers about how and  why people should be good  • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for  their views. | **U2.11 Why do some people believe in God and some people not?**  • Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs  • Identify and explain what religious and non-religious people believe  about God, saying where they get their ideas from  • Give examples of reasons why people do or do not believe in God  • Make clear connections between what people believe about God and the impact of this belief on how they live  • Give evidence and examples to show how Christians sometimes  disagree about what God is like (e.g. some differences in  interpreting Genesis)  • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging  • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not  • Make connections between belief and behaviour in their own lives, in the light of their learning.  **U2.12 How does faith help people when life gets hard?**  • Describe at least three  examples of ways in which  religions guide people in how to respond to good and hard times in life  • Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and  differences  • Make clear connections  between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)  • Give examples of ways in which beliefs about resurrection/judgement/  heaven/*karma*/reincarnation  make a difference to how  someone lives  • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these  • Offer a reasoned response  to the unit question, with  evidence and example,  expressing insights of their own. |

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| *Vocabulary* | | | | | |
| **Christianity** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **God** | | | | | |
| **1.1**  Parable  Lost son/coin/sheep  Father  Worship  Forgiveness  Love  Belief  Sorry  Lord’s prayer  Prayer |  | **L2.2**  Noah  Flood  Covenant  Wedding ceremony  Promises/pacts  Old Testament  Chapters  Verses  Abraham  Joseph | **L2.3**  Baptism  Water  Gospels (Matthew, Mark, Luke and John)  Holy Trinity  Dove  Humanity  God, the father and creator  God the son and saviour  God the Holy Spirit | **U2.1**  Psalm  King david  Isaiah  Prophet  Holy/holiness  Worship  Glory of God  Medieval  Cathedral  Justice  Mercy  Holy and loving |  |
| **Creation** | | | | | |
| **1.2**  Creation  Creator  God  Jewish  Christian  World  Food  Shelter  Sunlight  Water  Crops  Life  World-maker |  | **L2.1**  Genesis  The Fall  Adam and Eve  Steward  Caretakers  Eco-church  Hymns  Sins |  |  | **U2.2**  Science/scientists  Conflicting  Complementary  2,500 years old  Ancient  Culture/society  The Message  Cosmology (beginnings of the universe)  Evolution (development of the living begins) |
| **Incarnation** | | | | | |
|  | **1.3**  Incarnation  God in the flesh  Bethlehem  Gabriel  Luke  ‘Good news’  Advent  wreath/candle/calendar  secular  tradition |  | **L2.3**  Trinity  Gospel  Beliefs  Prayer  Symbolic  Water  Dove  Baptism  Earth  Rescue  Triptych  Jesus-Son of God  Holy Spirit  Father  power | **U2.3**  Messiah  Sin  Prophecy  The Fall  Jewish expectation  Micah  Isaiah  Herod  Saviour |  |
| **Salvation** | | | | | |
|  | **1.5**  Salvation  Incarnation  Resurrection  Heaven  Jerusalem  John  Betrayal  Arrest  Mount of Olives  Empty tomb  Mary Magdalene  Crucifixion  Good Friday  Joy  Service  Darkness/light |  | **L2.5**  King  Rose from death  Risen  Saviour  Save  Luke  Hope |  | **U2.5**  Gospel of Matthew, Mark, Luke and John  Last Supper  Garden of Gethsemane Judas’ betrayal and arrest  Trial  Peter’s denial  Pilate  Death  Burial  the Romans  the crowd  the Jewish authorities  sacrifice  Passover  Bread and wine  Jesus’ body and blood  Martyr  Westminster Abbey  Holy Communion |
| **Gospel** | | | | | |
|  | **1.4**  Bible  Gospel  Good news  Matthew  Tax-collector  Zacchaeus  Christians  Forgiveness  Peace  Charity  Confession  New Testament  Jesus  Romans  Luke  Disciples  Peace  Priest/vicar  Prayer  Sacred  Believers  Church | **L2.4**  Leper  Matthew, Mark, Luke and John  Good Samaritan  Wedding  Funeral  Baptism  Worship services  Fishing for people  Neighbour  Fasting |  | **U2.4**  Parable  Commandments  Wise and foolish builders  Sermon on the Mount  Foundations for living  A healing miracle: Centurion’s servant  Romans  Illness and healing  Leprosy Mission  Christian Aid  Desmond Tutu  Truth and Reconciliation  Peacemaker  Roman Catholic  Taize  Forgiveness project  Foodbanks |  |
| **Kingdom of God** | | | | | |
|  |  | **L2.6**  Pentecost  Christian  Kingdom of God  Earth  Acts  Holy Spirit  God  Jesus  Bible  Death and resurrection  New kingdom  Heaven  Disciples  Trinity |  |  | **U2.6**  King  Biblical  Hunger  Poverty  Violence  Healthcare  Spiritual life  Nobel peace prize  Niwano Peace Prize  Gospels of Matthew, Mark, Luke and John  Temptation  Wilderness  Devil  Prophets  Parables  Kingdom  Old/New Testament  The feast  Tenants in the Vineyard  Salvation Army  Justice |
| **Islam/Muslim** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1.6**  **Muslim**  **Islam**  **Allah/God**  **Prophet**  **Iman**  **Shahadah**  **Salah**  **Muhammad**  **Ramadan**  **Prayer**  **Creation**  **Fasting (swam)**  **Almsgiving (zakah)**  **Arabic**  **Tawhid**  **Holy Qu’ran/Ko’ran**  **Five Pillars of Islam**  **Worship** | **Unit L2.9**  **Ibadah**  **Submit/submission**  **Mosque/masjid**  **Harmony**  **Festival of Eid-ul-Fitr**  **Surah**  **Rak’ah**  **Subhah beads**  **Night of Power (Laylat-ul-Qadr)** |  | **Unit 2.8**  **Hajj (pilgrimage)**  **Sunni Muslims**  **Shi’a Muslims**  **Sufi Muslims**  **Muslim Community (ummah)**  **Ibrahim (Abraham)**  **Musa (Moses)**  **Isa (Jesus)**  **Hadith**  **Sadaqah** |  |
| **Judaism/Jewish** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Unit 1.7**  **Judaism**  **Jew/Jewish**  **God**  **Shema**  **Chanukah**  **Shabbat**  **Sukkot**  **Mezuzah**  **Scroll**  **Candlesticks**  **Challah bread, challah board, challah cover**  **Kosher food**  **Star of David**  **Chanukiah**  **Kippah**  **Deuterononmy**  **Tenakh**  **sukkah** |  | **Unit L2.10**  **Exodus**  **Forgiveness**  **Salvation**  **Rosh Hashanah**  **Yom Kippur (Day of Atonement)**  **Shofar**  **Tashlich**  **G-d**  **Pesach**  **Egypt**  **Ten Commandments**  **Talmud**  **Baruch atah Adonai prayers**  **(Blessed are you, King of the universe)** |  | **Unit U2.9**  **Sefer Torah-law (handwritten scroll)**  **Orthodox and Progressive Jews**  **Tefillin**  **Siddur**  **TeNaKh**  **Nevi’im (the Prophets)**  **Ketuvim (the writings)**  **Christian Old Testament**  **Passover**  **Ark**  **Ner Tamid bimah**  **Synagogue** |  |
| **Hinduism/Hindus** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | **Unit L2.7&L2.8**  **Hindu**  **Hinduism**  **Deities**  **Svetaketu**  **Ganesh**  **Diwali**  **Shrine**  **Aum**  **Brahman (God)**  **Brahma (creator)**  **Vishnu (Preserver)**  **Shiva-the Trimurti (destroyer)**  **Saraswati**  **Lakshmi**  **Parvati**  **Krishna**  **Durga**  **Avatar**  **Rama and Sita**  **Ramayana**  **Ultimate reality** |  | **Unit U2.7**  **Dharma**  **Karma**  **Samsara**  **Moksha**  **Mahabharata**  **Man in the well story**  **Atman**  **Rebirth**  **Cycle of life and death**  **Reincarnation**  **Ashramas**  **Mahatma Gandhi** |
| **Humanist/Non-Christian** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Unit 1.10**  Faith  Christian  Jewish  Muslim  Non-religious  Christening  Baptismal  Crosses  Fish/ichthus  Rosary  Bible  Ka’aba  Mezuzah  Menorah Kiddush cup  Challah  Kippur  Lost Sheep/coin  Dedication  Wedding ceremony  Naming ceremony  Ketubah  charity  Unit 1.9  Genesis natural world  Matthew  Psalm  The Good Samaritan  Ruth and Naomi  Zakah (almsgiving) in Islam: tzedaka (charity) in Judaism  Mother Teresa  Doctor Barnado  Golden Rule | **Unit 1.8**  Sacred  Religions  Calligraphy  Worship  Artefacts  **Church:** Crucifix/cross  Altar, font, lectern,  candles and the symbol of light  vestments and colours, icons, Stations of the  Cross, baptismal pool, pulpit;  Synagogue  ark, *Ner Tamid*, Torah scroll, *tzizit* (tassels), *tefillin*, *tallit* (prayer shawl) and *kippah* (skullcap), *chanukiah*,  *bimah*;  mosque/*masjid*: *wudu*,  calligraphy, prayer mat, prayer beads, *minbar*, *mihrab*, *muezzin*. | **Unit L2.12**  Mercy  Oxfam  Christian Aid  Islamic Relief  Annie Besant  Martin Luther King JR  Deuteronomy  Exodus  Gospels of Matthew and Mark  Ten Commandments  Jewish tradition of Tikkuh Olam  Love  Forgiveness  Honesty  Generosity | **Unit L2.11**  Salvation  Freedom  Commitment  Metaphor  Pentecostal  Roman Catholic  Communion  Hindu: sacred thread ceremony  Jews: bar/bat mitzvah | **Unit U2.10**  Values  Fairness  Truth  Peace  Good Samaritan  Gospel of Luke  Good fruit | **Unit U 2.12**  Heaven  Judgement  Life  Death  Suffering  Psalm  Karma  Atman  Samsara  Moksha  Brahman  Prayer  Sense of purpose  Comfort  Authority  Meditation  Liturgies  Hymn |