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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.
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***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.**
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| **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 Sonfrom the Bible simply andrecognise a link with theChristian idea of God as aforgiving Father• Give clear, simple accountsof what the story meansto 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 howChristians put their beliefs intopractice in worship (e.g. bysaying sorry to God)• Think, talk and ask questionsabout whether they canlearn anything from the storyfor themselves, exploringdifferent ideas• Give a reason for the ideasthey have and the connectionsthey 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 theway they live• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about whatChristians 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 betweenbiblical 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 cathedralsare 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 tellsChristians 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 askquestions about living in an amazing world• Give a reason for theideas they have and theconnections they makebetween the Christian/Jewish Creation story andthe 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 ofwhy 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 askfor forgiveness• Ask questions and suggest answers about what might be important in the Creation story for Christians and fornon-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 ideaswith ways in which Christians interpret it, showing awareness ofdifferent 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, oris 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 storiesof Jesus’ life come fromthe Gospels• Give examples of ways inwhich Christians use thestory of the Nativity to guide their beliefs and actions at Christmas• Decide what they personally have to be thankful for, giving a reason for theirideas• Think, talk and askquestions about Christmasfor people who are Christians and for peoplewho 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 theway they live• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about whatChristians 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 theBible• Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is importantin the world today and, if it is true, what difference that might make in people’s lives, givinggood 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 ofMatthew 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 onlygood news for Christians, or if there are things for anyone to learn abouthow 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 howChristians 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 howChristian 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 whichChristians interpret biblical texts• Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live inthe Christian community and in their individual lives• Make connections between Christian teachings (e.g. aboutpeace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives• Articulate their own responses to the issues studied, recognisingdifferent 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 theirbeliefs about Jesus’ death and resurrection in church worship at Easter• Think, talk and ask questions about whether the story of Easteronly 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 indifferent ways• Raise thoughtful questions and suggest some answers about whyChristians 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’ deathas a sacrifice and how Christians celebrate Holy Communion/Lord’sSupper• 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, recognisingdifferent 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 ofPentecost 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 fortheir ideas. |  |  | **U2.6 For Christians, what kind of king is Jesus?**• Explain connectionsbetween 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 connectionsbetween belief in thekingdom of God and howChristians put their beliefsinto practice• Show how Christians puttheir 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 ownresponses to the idea ofthe 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, andgive 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 ofliving• Talk about what they think is good for Muslims about prayer, respect,celebration and self-control, givinga good reason for their ideas• Give a good reason for their ideasabout whether prayer, respect,celebration and self-control havesomething 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. howGod 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 waysin 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 goodreasons 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 Muslimliving (e.g. Qur’an guidance on Five Pillars; *Hajj* practices followexample 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 beliefsinto 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 onhow far they are valuable to peoplewho are not Muslims• Reflect on and articulate what itis like to be a Muslim in Britaintoday, giving good reasons fortheir 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 howJewish people celebratespecial 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 howsome Jewish people mightremember 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 fortheir ideas about whetherreflecting, thanking, praising and rememberinghave something to say tothem 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 beliefsabout 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 peopleand how Jews live (e.g. through celebrating forgiveness, salvationand freedom at festivals)• Describe how Jews show their beliefs through worship in festivals, both at home and in widercommunities• Raise questions and suggest answers about whether it is good for Jews and everyone else toremember 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 howJewish 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, studyand 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 believeabout God• Offer informed suggestions about what Hindu murtis expressabout 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 thinkabout 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 inBritain 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, orbetween Britain and parts of India• Raise questions and suggest answers about what is good about being aHindu in Britain today, and whether taking part in family and communityrituals is a good thing for individuals and society, giving good reasons fortheir 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 itrelates 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 beliefsstudied (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, recognisingdifferent 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 lovingothers is important in lots of communities• Say simply what Jesusand one other religiousleader taught about lovingother people• Give an account of whathappens at a traditionalChristian and Jewish orMuslim 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 andnon-religious)• Give examples of ways inwhich people express theiridentity 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 forthemselves, giving a goodreason 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 howpeople show that they care for others (e.g. by giving to charity), making a link to one of the stories• Give examples of howChristians and Jews can show care for the natural Earth• Say why Christians andJews might look after thenatural world• Think, talk and ask questions about what difference believing in God makes to how people treat each other and thenatural world• Give good reasons whyeveryone (religious andnon-religious) should carefor 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 whatthey mean• Identify a belief about worship and a belief about God, connecting thesebeliefs 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 acommunity• 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 thedifference 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 andorganisations)• Identify some differences in how peopleput their beliefs into action• Raise questions and suggest answers about why the world is notalways 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 worldviewsand pupils’ own ideas• Express their own ideas about the best ways to make the world a betterplace, 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 themeaning and importance of ceremonies of commitment for religious and nonreligious people today• Describe what happens in ceremonies of commitment (e.g. baptism, sacredthread, marriage) and say what these rituals mean• Make simple links between beliefs about love and commitment andhow people in at least two religious traditions live (e.g. through celebratingforgiveness, salvation and freedom at festivals)• Identify some differences in how peoplecelebrate commitment (e.g. different practices of marriage, or Christianbaptism)• Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark themilestones• 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’, andHumanists saying people can be ‘good without God’)• Make clear connections between Christian and Humanist ideas aboutbeing good and how people live• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offeringdifferent points of view• Raise important questions and suggest answers about how andwhy people should be good• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons fortheir 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 believeabout 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 sometimesdisagree about what God is like (e.g. some differences ininterpreting 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 threeexamples of ways in whichreligions 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 anddifferences• Make clear connectionsbetween 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*/reincarnationmake a difference to howsomeone lives• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these• Offer a reasoned responseto the unit question, withevidence 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**ParableLost son/coin/sheepFatherWorshipForgivenessLoveBeliefSorry Lord’s prayerPrayer  |  | **L2.2**NoahFloodCovenantWedding ceremonyPromises/pactsOld TestamentChaptersVersesAbrahamJoseph | **L2.3**BaptismWaterGospels (Matthew, Mark, Luke and John)Holy TrinityDoveHumanityGod, the father and creatorGod the son and saviourGod the Holy Spirit | **U2.1**PsalmKing davidIsaiahProphetHoly/holinessWorshipGlory of GodMedievalCathedralJusticeMercyHoly and loving |  |
| **Creation** |
| **1.2**CreationCreatorGodJewishChristianWorldFoodShelterSunlightWaterCropsLifeWorld-maker |  | **L2.1**GenesisThe FallAdam and EveStewardCaretakersEco-churchHymnsSins  |  |  | **U2.2**Science/scientistsConflictingComplementary2,500 years oldAncientCulture/societyThe MessageCosmology (beginnings of the universe)Evolution (development of the living begins) |
| **Incarnation** |
|  | **1.3**IncarnationGod in the fleshBethlehemGabrielLuke‘Good news’Adventwreath/candle/calendarseculartradition  |  | **L2.3**TrinityGospelBeliefsPrayerSymbolicWaterDoveBaptismEarthRescueTriptychJesus-Son of GodHoly SpiritFatherpower | **U2.3**MessiahSinProphecyThe FallJewish expectationMicahIsaiahHerodSaviour  |  |
| **Salvation** |
|  | **1.5**Salvation IncarnationResurrectionHeavenJerusalemJohnBetrayalArrestMount of OlivesEmpty tombMary MagdaleneCrucifixionGood FridayJoyServiceDarkness/light |  | **L2.5**KingRose from deathRisenSaviourSave LukeHope  |  | **U2.5**Gospel of Matthew, Mark, Luke and JohnLast SupperGarden of Gethsemane Judas’ betrayal and arrestTrialPeter’s denialPilateDeathBurialthe Romans the crowd the Jewish authoritiessacrificePassoverBread and wineJesus’ body and bloodMartyrWestminster AbbeyHoly Communion |
| **Gospel** |
|  | **1.4**BibleGospelGood newsMatthewTax-collectorZacchaeusChristiansForgivenessPeaceCharity ConfessionNew TestamentJesusRomansLukeDisciplesPeacePriest/vicarPrayerSacredBelieversChurch  | **L2.4**LeperMatthew, Mark, Luke and JohnGood SamaritanWeddingFuneralBaptismWorship servicesFishing for peopleNeighbourFasting  |  | **U2.4**ParableCommandmentsWise and foolish buildersSermon on the MountFoundations for livingA healing miracle: Centurion’s servantRomansIllness and healingLeprosy MissionChristian AidDesmond TutuTruth and ReconciliationPeacemakerRoman CatholicTaizeForgiveness projectFoodbanks |  |
| **Kingdom of God** |
|  |  | **L2.6**PentecostChristianKingdom of GodEarthActsHoly SpiritGodJesusBibleDeath and resurrectionNew kingdomHeaven Disciples Trinity |  |  | **U2.6**KingBiblicalHungerPovertyViolenceHealthcareSpiritual lifeNobel peace prizeNiwano Peace PrizeGospels of Matthew, Mark, Luke and JohnTemptationWildernessDevilProphetsParablesKingdomOld/New TestamentThe feastTenants in the VineyardSalvation ArmyJustice  |
| **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 ChristianJewishMuslimNon-religiousChristeningBaptismalCrosses Fish/ichthusRosary BibleKa’abaMezuzahMenorah Kiddush cupChallahKippurLost Sheep/coinDedication Wedding ceremonyNaming ceremonyKetubah charityUnit 1.9Genesis natural worldMatthewPsalmThe Good SamaritanRuth and NaomiZakah (almsgiving) in Islam: tzedaka (charity) in JudaismMother TeresaDoctor BarnadoGolden Rule | **Unit 1.8**SacredReligionsCalligraphyWorshipArtefacts**Church:** Crucifix/crossAltar, font, lectern,candles and the symbol of lightvestments and colours, icons, Stations of theCross, baptismal pool, pulpit; Synagogueark, *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**MercyOxfamChristian AidIslamic ReliefAnnie BesantMartin Luther King JRDeuteronomyExodusGospels of Matthew and MarkTen CommandmentsJewish tradition of Tikkuh OlamLoveForgivenessHonesty Generosity  | **Unit L2.11**SalvationFreedomCommitmentMetaphorPentecostalRoman CatholicCommunionHindu: sacred thread ceremonyJews: bar/bat mitzvah | **Unit U2.10**ValuesFairnessTruthPeaceGood SamaritanGospel of LukeGood fruit | **Unit U 2.12**HeavenJudgementLifeDeathSufferingPsalmKarmaAtmanSamsaraMokshaBrahmanPrayerSense of purposeComfort AuthorityMeditationLiturgiesHymn |