

Year 3 Religious Education

Curriculum map and key vocabulary • Forefield Junior School

Investigate	Interpret	Compare	Explain	Reflect
Learning themes and worldviews	Key objectives and RE skills			Key vocabulary
Beliefs Worldviews, soul and spirituality Practices Prayer, worship, water and fire Wisdom and morality Morals, forgiveness and the Golden Rule Community and belonging Relationships, ceremonies and remembrance Worldviews and examples Examples describe some followers; beliefs and practices vary within each worldview. Jewish Torah and Tanakh; mitzvot and the Ten Commandments; forgiveness, judgement and Yom Kippur. Christian The Bible; sin, forgiveness and an eternal soul; prayer and baptism. Muslim The Qur'an as guidance; judgement, wudu and the Five Pillars. Hindu Karma and the consequences of actions; Yamas and Niyamas; fire and the River Ganges. Buddhist Meditation; the Five Precepts and the Noble Eightfold Path; no creator God. Shinto and Zoroastrian Water in Shinto cleansing rituals; fire as purity and the light of God in Zoroastrianism. Humanist One life; no god; moral choices based on their effects on others.	Beliefs Investigate Identify organised and personal worldviews and explore beliefs about soul and spirituality. Compare Compare ideas about the relationship between God and humans, including non-religious views. Explain Explain how beliefs about consequences and forgiveness can shape actions. Practices Interpret Interpret the symbolism of water and fire in ceremonies and rituals. Investigate Explore prayer, meditation and worship as ways of connecting spiritually. Explain Explain how the treatment of scriptures shows their importance to followers. Wisdom and morality Interpret Identify guidance about right and wrong in teachings such as the Golden Rule. Compare Compare religious and non-religious guidance and its links with life choices. Reflect Give reasons for personal moral choices and recognise influences on these views. Community and belonging Explain Describe how shared rules and guidance help communities live together. Compare Compare how water and fire mark important occasions in communities. Reflect Reflect on relationships, belonging and ways people remember others.			Substantive knowledge cleanse covenant (3) divine (3) equality eternal faith forgiveness guidance holy (3) inspired moral offering reasoning sin soul Personal knowledge response source influence Disciplinary knowledge connection organised worldview (3) personal worldview (3) historical modern represent

Year 4 Religious Education

Curriculum map and key vocabulary • Forefield Junior School

Investigate	Interpret	Compare	Explain	Reflect
Learning themes and worldviews	Key objectives and RE skills			Key vocabulary
Beliefs Changing worldviews and religious connections Practices Scriptures, language and changing practices Wisdom and morality Stories, sacrifice and guidance for living Community and belonging Identity, commitment and outward expressions Worldviews and examples Examples describe some followers; beliefs and practices vary within each worldview. Jewish Covenant and messiah; Torah in Biblical Hebrew; Bar and Bat Mitzvah; kosher choices. Christian Jesus' death and resurrection; Easter, Lent and confirmation; types of writing in the Bible. Muslim Qur'an in Classical Arabic; ummah; Ramadan, Zakat and halal choices. Bahá'í One God; religions as ways of understanding and describing God. Buddhist Teachings of Siddhattha Gotama and guidance from the Buddhist canon. Hindu An eternal religion; revealed and remembered scriptures; Upanayana. Sikh One God; the Guru Granth Sahib; articles of faith and dastar; Khalsa and Amrit Sanskar.	Beliefs Investigate Explore how religious and non-religious worldviews change over time. Compare Identify historical links and shared beliefs between religions. Explain Explain sacrifice and holiness, and distinguish evidence about Jesus from beliefs about his significance. Practices Interpret Explain what the treatment and use of scriptures reveal about beliefs in their origin and meaning. Compare Compare practices with religious and cultural roots and explain how they connect. Investigate Investigate how historical events affect the reading of scriptures and religious practices. Wisdom and morality Interpret Identify different types of religious writing and explain how stories give guidance for living. Explain Explain the significance of the Bible in public life and the varied origins of scriptures. Interpret Consider how language and translation can affect the interpretation of scriptures. Community and belonging Explain Explain how language and outward expressions of belief can support belonging. Compare Compare ways communities show commitment and how history shapes community identity. Reflect Consider different perspectives on disagreement and change within communities.			Substantive knowledge ancient commitment culture Dharma (3) fast harmony merciful/mercy origin prophecy (3) revealed/revelation sacrifice spiritual traditions translation Personal knowledge perspective viewpoint Disciplinary knowledge artefact evidence impact perception literal

Year 5 Religious Education

Curriculum map and key vocabulary • Forefield Junior School

Investigate	Interpret	Compare	Explain	Reflect
Learning themes and worldviews	Key objectives and RE skills			Key vocabulary
Beliefs God, death, afterlife and religious freedom Practices Funerals, festivals and influences on practice Wisdom and morality Interpretation, wisdom and leadership Community and belonging Support, rights and significant places Worldviews and examples Examples describe some followers; beliefs and practices vary within each worldview. Jewish Judgement and resurrection; burial and mourning; covenant, Israel and Jerusalem. Christian Trinity and Pentecost; judgement and eternity; funerals and differences between denominations. Muslim Resurrection and judgement; Jannah and Jahannam; funerals; Sunni and Shi'a succession. Hindu Samsara, karma and moksha; funerals; Bhagavad Gita; pilgrimage and the River Ganges. Buddhist Beliefs about life after death; Kisagotami; pilgrimage and retreats. Sikh Reincarnation and cremation; Guru succession; standing up for beliefs and Bandi Chhor Divas. Humanist No life after death; lasting effects through work, children and memories.	Beliefs Compare Distinguish atheist, agnostic and theist views and compare beliefs about death and the afterlife. Investigate Explore religious freedom and how history, geography, leadership and authority shape worldviews. Explain Explain beliefs about judgement, reincarnation and life after death, including non-religious beliefs. Practices Interpret Explain how funeral practices reflect beliefs about death and help people grieve. Compare Compare reasons for practices, including belief, culture, tradition and obligation. Investigate Explore how festivals commemorate struggles for freedom and how context influences practices. Wisdom and morality Interpret Use sources to explore afterlife beliefs and recognise different interpretations of scripture. Explain Explain how afterlife beliefs affect life choices and how wisdom and guidance influence leadership. Reflect Consider disagreement about challenging issues and give reasons for views about leadership and authority. Community and belonging Explain Explain how funerals and community leaders support people and shape belonging. Compare Compare ways communities stand up for their own rights and the rights of others. Reflect Reflect on how groups and significant places influence identity and belonging.			Substantive knowledge Abrahamic (3) agnostic atheist (3) denomination devotion Dharmic (3) enlightenment (3) exile karma (3) liberation pilgrimage/pilgrim (3) reincarnation/reincarnated (3) religious succession theist (3) Personal knowledge discrimination stereotype prejudice tolerance/tolerant Disciplinary knowledge interpretation portrayal significant suggest

Year 6 Religious Education

Curriculum map and key vocabulary • Forefield Junior School

Investigate	Interpret	Compare	Explain	Reflect
Learning themes and worldviews	Key objectives and RE skills			Key vocabulary
Beliefs The nature of God, free will and suffering Practices Pilgrimage and practices during suffering Wisdom and morality Ancient guidance and modern questions Community and belonging Shared challenges, places and belonging Worldviews and examples Examples describe some followers; beliefs and practices vary within each worldview. Jewish Free will; scripture and suffering; Orthodox and Reform interpretations; food and dress. Christian The fall and free will; the Bible and prayer during suffering; Jerusalem. Muslim Free will; branches of Islam; Hajj, shared clothing and the worldwide community. Hindu and Sikh Hindu worship shaped by family, place and tradition; Sikh belief in Hukam, God's will. Zoroastrian and Shinto Zoroastrian free will and good and evil; Shinto kami, shrines, offerings and comfort. Buddhist Suffering and the Noble Eightfold Path; Kisagotami; different Buddhist forms. Humanist Suffering understood through human nature and the randomness of nature.	Beliefs Explain Use omnipotent, omniscient and omnipresent to discuss beliefs about the nature of God. Compare Compare free will and responses to suffering across religious and non-religious worldviews. Investigate Explore how culture, history, geography and tradition influence beliefs and the value of places. Practices Interpret Explain how prayer, worship and pilgrimage express belief and can help people during suffering. Compare Compare reasons for visiting places of religious, personal, cultural or historical significance. Explain Explain how culture, tradition, geography and history influence practices within a worldview. Wisdom and morality Interpret Interpret guidance in its cultural, historical and geographical context and recognise differing readings. Investigate Examine different sources of ideas about suffering and questions about ancient writings in modern life. Reflect Give a reasoned response to contradictory or controversial teachings and consider other viewpoints. Community and belonging Compare Compare responses to suffering and explain how shared challenges can bring people together. Explain Explain how pilgrimage, shared practices and significant places can create a sense of belonging. Reflect Reflect on why a religious space may be special to people beyond its own religious community.			Substantive knowledge diversity free will incarnation liberal martyrdom (3) monotheist (3) orthodox protected characteristics secular suffering temptation wisdom Personal knowledge bias contradictory controversial personal Disciplinary knowledge census respond reflect

RE skills progression

Years 3 to 6 • Forefield Junior School

Pupils build knowledge of religious and non-religious worldviews while learning to investigate sources, interpret meaning, compare perspectives, explain connections and reflect on their own thinking.

Investigate		Interpret		Compare	Explain	Reflect
RE skill	Year 3	Year 4		Year 5		Year 6
Investigate	Ask questions and explore beliefs, scriptures and symbolic practices.	Use evidence to explore historical connections, origins and changes in worldviews.		Explore sources and contextual influences on afterlife beliefs, freedom and leadership.		Examine varied sources and the influence of culture, history and place on complex questions.
Interpret	Identify meanings in symbols and guidance in teachings about right and wrong.	Explain how types of writing, language and translation affect meaning.		Recognise different readings of scripture and links between practices and beliefs.		Interpret guidance in context and consider contradictory or controversial teachings.
Compare	Identify similarities and differences in beliefs, practices and moral guidance.	Compare linked traditions and changing expressions of commitment and belonging.		Compare afterlife beliefs, reasons for practices and ways communities defend rights.		Compare responses to suffering and diversity within and between worldviews.
Explain	Describe links between beliefs, actions, forgiveness and community rules.	Explain how history, scriptures and outward expressions shape faith and identity.		Explain how afterlife beliefs, authority and community support influence lives.		Explain how ideas about God, free will, pilgrimage and shared practices connect.
Reflect	Give reasons for moral choices and reflect on relationships and belonging.	Consider different viewpoints on disagreement, change and community identity.		Give reasons for views on challenging issues and recognise influences on identity.		Form reasoned responses, consider other viewpoints and reflect on the significance of places.

Knowledge progression runs through four strands: beliefs; practices; wisdom and morality; community and belonging. Key vocabulary on the year maps retains the supplied substantive, personal and disciplinary groupings and the supplied (3) annotations.

Curriculum basis Forefield Junior School RE Progression Map and the supplied Kapow Primary RE vocabulary map. The skill statements develop the learning described in the knowledge progression.