



## Religion, Values and Beliefs Progression of Skills, Knowledge and Vocabulary Map 2025-2026

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| Understanding the World         | Foundation Stage   |        |  |  |   |  |
|                                 | EYFS Statutory Educational Programme:<br>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |        |  |  |   |  |
| People, Culture and Communities | Foundation Stage 1<br>Influence, Significance, Appreciation  |        |  | Foundation Stage 2<br>Influence, Significance, Appreciation  |   |  |
|                                 | Begin to make sense of their own life-story and family’s history.<br>Talk about members of their immediate family and community.<br>Name and describe people who are familiar to them.<br><br>Continue developing positive attitudes about the differences between people by knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.   |        |  | Talk about members of their extended family and community.<br><br>Name and describe people who are familiar to them by sharing experiences.<br><br>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.<br><br>Understand that some places are special to members of their community.<br><br>Recognise that people have different beliefs and celebrate special times in different ways.<br><br>Retrieve content from devices and use to facilitate discussions, allowing children to recall educational visits/ past events to enable them to connect to their wider community. |   |  |
| Key Vocabulary                  | Family, community, communities, world, life, love, special, similar, different, celebrations, belief, Christian, Hindu, Muslim, church, temple, mosque, pray, prayer, Bible, Quran   |        |  |  |   |  |
| Year Group Connected Concepts   | Key Stage 1<br>Influence, Significance, Appreciation   |        | Lower Key Stage 2<br>Influence, Significance, Appreciation   |  | Upper Key Stage 2<br>Influence, Significance, Appreciation  |  |
|                                 | Year 1   | Year 2 | Year 3   | Year 4   | Year 5  | Year 6   |
| Christians                      | <u>1.1 (BELIEVING) Who is a Christian and what do they believe?</u><br><br>Talk about some simple ideas about God and Jesus.<br><br>Talk about issues of good and bad, right and wrong arising from stories from the Bible.<br><br><a href="#">Ask some questions about believing in God and offer some ideas of their own.</a><br><br><u>1.6 (EXPRESSING) How and why do we celebrate special and sacred times?</u><br>Identify some ways   |        | <u>L2.1 (BELIEVING) What do different people believe about God?</u><br><br>Explore how Christians show their faith and make connections with some Christian beliefs and teachings.<br><br><a href="#">Explain how being a Christian is a good thing in Britain today, and reasons why it might be hard.</a><br><br>Explore some of the ways in which Christians describe their God<br><br><a href="#">Discuss links between the actions of Christians in helping others and ways in which people of other faiths</a> | <u>L2.3 (BELIEVING) - Why is Jesus inspiring to some people?</u><br><br><a href="#">Explore connections between some of Jesus’ teachings and the way Christians live today.</a><br><br>Describe how Christians celebrate Holy Week and Easter Sunday.<br><br>Identify the most important parts of Easter for Christians and explore why they are important.<br><br><a href="#">Explore some key Christian terms (e.g. gospel, incarnation, salvation) and connect them with events from Holy Week.</a>   | <u>L2.9 (LIVING) - What can we learn from religions about deciding what is right or wrong?</u><br><br>Explore rules for living in Christianity/Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.<br><br><a href="#">Make connections between stories of temptation and why people can find it difficult to be good.</a><br><br><a href="#">Explore their own and others’ ideas about how people decide about right and wrong.</a> | <u>U2.7 (LIVING) – What matters most to Christians and Humanists?</u><br><br>Explore and explain what Christians mean about humans being made in the image of God and being ‘fallen’.<br><br><a href="#">Find similarities and differences between Christian and Humanist values.</a><br><br><a href="#">Explore and explain why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</a><br><br><a href="#">Apply ideas about what really matters in life for</a> |



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| <p>Christians celebrate Christmas.</p> <p>Explore stories and ideas connected with Christmas and Easter and say why these are important to believers.</p> <p>Explore examples of what people do, give, sing, remember or think about during the religious celebrations studied, and say why they matter to believers.</p> <p><u>1.7 (LIVING) What does it mean to belong to a faith community?</u></p> <p>Recognise and name some symbols of belonging from their own experience and for Christians, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p><u>1.5 (EXPRESSING) What makes some places sacred?</u></p> <p>Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.</p> |  | <p>and beliefs, including pupils themselves, help others.</p> <p><u>L2.2 (BELIEVING) Why is the Bible so important for Christians Today?</u></p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Explore examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p><u>L2.4 (EXPRESSING) Why do people pray?</u></p> <p>Explore what people believe about prayer and what they do when they pray in Christianity</p> <p>Consider ways in which prayer can comfort and challenge believers.</p> <p>Explore similarities and differences between how Christians, Muslims and Hindus pray</p> <p><u>L2.5 (EXPRESSING) Why are festivals important to religious communities?</u></p> <p>Explore stories, symbols and beliefs during Christian festivals.</p> | <p><u>L2.5a (EXPRESSING) - How do people from religious and non-religious communities celebrate key festivals?</u></p> <p>Explore the way people celebrate festivals and how this may show something about their beliefs.</p> <p>Identify some differences in the way festivals are celebrated within and between different religious and non - religious worldviews.</p> <p>Explore how the celebrations studied might make a difference to how pupils think and live.</p> <p>Investigate 'How do people celebrate Christmas?' by a religious studies expert and a sociologist.</p> <p><u>L2.6 (EXPRESSING) - Why do some people think that life is a journey? What significant experiences mark this?</u></p> <p>Explore reasons why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Understand why marking the milestones of life are particularly important to Christians.</p> <p>Identify similarities and differences between ceremonies of commitment.</p> <p>Explore their own ideas about the value and challenge of religious commitment in Britain today.</p> | <p><u>U2.1 (BELIEVING) - Why do some people think God exists?</u></p> <p>Explore the Christian understanding of what God is like, using examples and evidence.</p> <p>Investigate ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Explore the impact of believing or not believing in God on someone's life.</p> <p>Consider different views on why people believe in God or not, including their own ideas.</p> <p><u>U2.4 (EXPRESSING) If God is everywhere, why go to a place of worship?</u></p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Understand the most important functions of a place of worship for the community.</p> <p>Explore how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Consider ideas about the importance of people in a place of worship, rather than the place itself.</p> | <p>themselves, including ideas about fairness, freedom, honesty, truth, peace, in the light of their learning</p> <p><u>U2.8 (LIVING) What difference does it make to believe in Ahimsa, grace and/or Ummah?</u></p> <p>Explore and consider similarities and differences between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.</p> <p><u>U2.3 (BELIEVING) – What do religions say when life gets hard?</u></p> <p>Explore ideas about how and why religion can help believers when times are hard</p> <p>Find similarities and differences of Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Explore reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Identify how differences of belief in Judgement, heaven, reincarnation, karma, might make to how someone lives their life.</p> <p><u>U2.10 (LIVING) Green Religion – How and why should religious communities do more to care for the earth?</u></p> <p>Explain three similarities and differences between</p> |
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|                                  |  |  | <p>Explore what matters most to Christians during festivals.</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives</p> <p><u>L2.7 (LIVING) What does it mean to be a Christian in Britain today?</u></p> <p>Explore some ways Christians show their faith in their homes and at church</p> <p>Consider why having a faith or belief can sometimes be hard.</p> <p>Identify how and why it makes a difference in people's lives to believe in God.</p> <p>Explore ideas about their own understanding of God.</p> |   |   | <p>Christian and other religious beliefs about the Earth making reference to Greta Thunberg and the Pope</p> <p>Evaluate the contributions Christians, Muslims and Hindus can make to environmental protection.</p> <p>Express own ideas about the need for 'greener religions'</p> |
| <b>Key Vocabulary</b>            | <p><i>Five Fingers of Faith Christianity, Christian, God, and Jesus, Bible, church, altar, font, cross, candles, light pews bible worship, Christmas Advent, wreath, King Herod, Angel, Gabrielle, Baptism, font, holy water, wedding band, Wedding, ceremony, vows, Easter, Holy week, Palm Sunday, Last Supper, Crucifixion,</i></p> |  | <p><i>God, Holy Trinity, Father, Son and Holy Spirit Old/New Testament, Books, Chapters, Verse, God the Creator, Adam and Eve, Temptation, Bible/Cross/ Crucifix, Grace, Faith, Charity, prayers, reading/verse, charity, Sunday School, Community</i></p>   | <p><i>Baptism, marriage, ritual, ceremony, Life after Death, Journey of Life Messiah, liturgy, Gospel, incarnation, salvation.</i></p>  | <p><i>Beatitudes, Golden Rule Code for Living, Religious, Theist, Place of worship, Anglican, Baptist,</i></p>  | <p><i>moral, moral code, fairness, freedom, truth, peace, Christian, Humanist, Fallen Grace, Source of wisdom, Christian Reincarnation, Greener Religion, the Pope, Greta Thunberg, environmental.</i></p>  |
| <b>Assessment and indicators</b> | <p>1.1 Know that Christians believe in God and Jesus is the son of God.</p> <p>Know that Christians follow teachings from the bible.</p> <p>Name the five fingers of Faith for Christianity and give an explanation for each one.</p>  |  | <p>L2.1 Explain how believing in a God influences peoples personal worldviews.</p> <p>Describe the attributes of God - Holy Trinity – Father, Son and Holy spirit</p> <p>L2.2 Name features of the Bible – Old and New testament, divided into</p>   | <p>L2.3 Identify at least two characteristics of a good role model and/or someone who inspires you</p> <p>Identify at least two connections between some of Jesus' teachings and the way Christians live today.</p> <p>Explain the meaning of the terms Gospel, Incarnation</p> | <p>L2.9 Name the Golden rules for Christians, Humanists, Ten Commandments for Jewish people and create their own Golden Rules for life.</p> <p>Describe at least three ways in which Christians might use the Beatitudes to</p> | <p>U2.7 Express their own ideas about some moral concepts, including fairness, freedom, truth, peace or honesty comparing them to Christian and Humanist values.</p> <p>Identify at least two similarities and differences</p>  |



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| <p>List at least three things that are important to Christians.</p> <p>Recall stories Jesus told including the Good Samaritan and the Lost Sheep and discuss the meaning of them.</p> <p><a href="#">Make simple connections between what Jesus taught through stories and what Christians believe and do.</a></p> <p>1.6 Recall key features of the Christmas/Easter story including key events and characters</p> <p>Detail the meaning of Advent, Christmas and Easter and name at least two things Christians do and the things they may have in their home to symbolise Christmas, Advent and Easter.</p> <p>Recall key features of the Christmas and Easter story including key events within them.e.g Christmas – Bethlehem, Angel Gabrielle, Shepherd and Three Kings. Easter – Holy week, Palm Sunday, Last Supper, Crucifixion</p> <p>1.7 Recall the key features of a baptism including the symbolism of the font and holy water.</p> <p>Recall the key features of a marriage ceremony including the symbolism of vows and a wedding band.</p> <p>1.5 Name objects found in a Church and what they mean and how they are used - altar, font, aisle,</p> | <p>books, chapters and verses.</p> <p>Recall the story of Creation – Seven days - and detail how the narrative shows that God is powerful , creative and good</p> <p>Retell the story of Adam and Eve and detail how they give in to temptation and what we can learn from this story.</p> <p>Detail at least two ways the Bible guides Christians to follow God and Jesus' and how to live their lives.</p> <p><a href="#">Explain how Christians might find following the Bible difficult in day-to-day life</a></p> <p>L2.4 Detail the meaning of the Lord's Prayer.</p> <p>List at least two symbols used in Christian prayer and list three places Christians can pray.</p> <p><a href="#">Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.</a></p> <p>L2.5 Detail when they have personally celebrated events and people.</p> <p>Recall the stories of Christmas and Easter and detail at least two meanings behind it.</p> <p>Describe at least two ways how Christians express the meaning of Easter and Christmas through symbols, actions and rituals.</p> | <p>and Salvation and give an example for each</p> <p>Describe the impact Christianity has on an individual's attitudes and values.</p> <p>L2.5a Explain what the celebration of Christmas is and note at least two similarities and differences between religious and non-religious communities. e.g Christians and Humanists.</p> <p><a href="#">Investigate and make at least two comparisons of Christmas practices in a church and at home.</a></p> <p>Analyse the results of investigating the sociology of Christmas</p> <p>Discuss and explore own opinions and those of others to answer the question 'Is Christmas for Christians or for everyone?'</p> <p>L2.6 List at least three significant milestones in their own 'Journey of Life'</p> <p><a href="#">List commitments made by Christians and compare them to their own.</a></p> <p>Explain the symbols, meaning and value of a Christian wedding and Baptism ceremony.</p> <p>Detail at least two promises that are made to each other/family and to their faith.</p> <p>List at least three Christian beliefs of Life after Death</p> <p><a href="#">Create a map of life for a Christian, detailing what their faith offers them on their journey of life.</a></p> | <p>help them decide right and wrong.</p> <p><a href="#">Find at least two similarities and differences between the codes for living used by Humanists, Christian's and Jewish people.</a></p> <p><a href="#">Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</a></p> <p>U2.1 Pt1 Detail a Christian understanding of what God is like.</p> <p><a href="#">Express ideas about the impact of believing or not believing in God.</a></p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p><a href="#">Detail some ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</a></p> <p>U2.1 Pt2 Present different views on why people believe in God or not, including their own ideas.</p> <p><a href="#">Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</a></p> <p><a href="#">Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.</a></p> <p>U2.4 Respond to the question What is a place of worship? What is it for?</p> | <p><a href="#">of the Christian list of values to Humanist.</a></p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p><a href="#">Give reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</a></p> <p>U2.8 Describe what Grace of God means to Christians, and how this influences their behaviour through their faith making connections to the story of The Lost Son</p> <p><a href="#">Detail some connections between belief in Grace, Ummah and Ahimsa, teachings and sources of wisdom in Christianity, Islam and Hinduism.</a></p> <p>U2.3 Give three reasons why some people might be comforted by their beliefs when someone dies</p> <p><a href="#">Explain two similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</a></p> <p>Describe two similarities and differences between non-religious and Christian beliefs about the afterlife</p> <p><a href="#">Detail similarities and differences between their own views about life after death and the beliefs of Hindus, Christians,</a></p> |
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|                               | cross, candles/light, bell, pews<br>Show an awareness that some people regularly worship God in different ways and in different places e.g at church and at home |  | <p><u>Make at least two connections between the celebrations studied.</u></p> <p><u>Discuss the deeper meaning of festivals and celebrations</u></p> <p>L2.7 Name at least 3 artefacts that Christians may have in their homes to symbolise their faith in their homes - Bible/Cross/ Crucifix, Pictures of Jesus, Music, Verses from the Bible</p> <p>Describe at least 3 ways Christians express their faith in their homes– grace, family prayers, private prayer, Bible reading, giving to charity.</p> <p>Describe at least 3 ways in which Christians show their faith in different churches within the Christian community e.g Sunday school, messy church, girls and boys brigade,</p> |   | <p>Name key features of an Anglican and Baptist church and identify at least two differences and similarities between the two.</p> <p><u>Describe the most important functions of a place of worship for the Christian, Jewish and Hindu communities.</u></p>   | <p>Muslims or non-religious people</p> <p>U2.10 Explain three similarities and differences between Christian and other religious beliefs about the Earth making reference to Greta Thunberg and the Pope</p> <p><u>Evaluate the contributions Christians, Muslims and Hindus can make to environmental protection.</u></p> <p><u>Express own ideas about the need for 'greener religions'</u></p> |
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| Year Group Connected Concepts | Key Stage 1<br>Influence, Significance, Appreciation   |  | Lower Key Stage 2<br>Influence, Significance, Appreciation   |   | Upper Key Stage 2<br>Influence, Significance, Appreciation  |   |
|                               | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
| Jewish                        |  | <p><u>1.3 (BELIEVING) Who is Jewish and what do they believe?</u></p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and explore some examples of what they might do to celebrate Shabbat.</p> <p>Read a story that shows what Jewish people at the festival of Chanukah might</p> | <p><u>L2.5 (EXPRESSING) Why are festivals important to religious communities?</u></p> <p>Explore stories, symbols and beliefs during Jewish festivals.</p> <p>Explore what matters most to Jewish believers during festivals.</p> <p><u>Consider what is worth celebrating and remembering in religious communities and in their own lives.</u></p>  | <p><u>L2.10 (LIVING) How do family life and festivals show what matters to Jewish people?</u></p> <p>Explore links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</p> <p><u>Investigate how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</u></p> <p><u>Explore and suggest ideas about what is worth celebrating and</u></p> | <p><u>L2.9 (LIVING) - What can we learn from religions about deciding what is right or wrong?</u></p> <p>Explore rules for living in Christianity/Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.</p> <p><u>Make connections between stories of temptation and why people can find it difficult to be good.</u></p> <p><u>Explore their own and others' ideas about how</u></p> |   |



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|                                  |  | <p>think about God, suggesting what it means.</p> <p>Ask some questions about believing in God and offer some ideas of their own</p> <p><u>1.6 (EXPRESSING) How and why do we celebrate special and sacred times?</u></p> <p>Ask questions and suggest answers and meanings about stories related to the festivals of Pesach and Hanukah</p> <p>Collect examples of what Jewish people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p><u>1.4 (BELIEVING) What can we learn from sacred books?</u></p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Read stories from the Torah and suggest the meaning of these stories</p> <p>Talk about issues of good and bad, right and wrong arising from these stories.</p> |   | <p>remembering for Jewish people, and in pupils' own lives</p>   | <p>people decide about right and wrong.</p> <p><u>U2.4 Expressing If God is everywhere, why go to a place of worship?</u></p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Understand the most important functions of a place of worship for the community.</p> <p>Explore how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Consider ideas about the importance of people in a place of worship, rather than the place itself.</p> |  |
| <b>Key Vocabulary</b>            |  | <p><i>Judaism, Jewish, God, Torah, Synagogue. Shabbat, mezuzah, Hanukah, Pesach, Passover, Seder plate, Moses, Sacred, Ten Commandments</i></p>   | <p><i>Passover/Pesach, Moses, slavery, Ritual, Seder</i></p>    | <p>Exodus, slavery, plagues, Moses, Faithfulness, Ten commandments, Shofar, Tashlich, fasting, Day of Atonement, repentance, deliverance, salvation.</p> | <p><i>Place of Worship, Orthodox, Reform.</i></p>  |  |
| <b>Assessment and indicators</b> |  | <p>1.3 Explain the features of the Mezuzah and how it is used.</p>  | <p>L2.5 Detail when they have celebrated events and people.</p> | <p>L2.10 Retell the story of the Exodus inc the plagues and Moses' significance in the story.</p>  | <p>L2.9 Name the Golden rules for Christians, Humanists, Ten Commandments for Jewish</p>   |  |



|                                     |  | <p>Detail the main features of Shabbat, its meaning and how it is celebrated.</p> <p>Re-tell the story of Hanukkah and make some suggestions of its meaning to Jewish people.</p> <p>1.6 Identify at least two ways Pesach and Hanukkah are celebrated.</p> <p>Re-tell the story of Pesach and Hanukkah and say why these stories are important to believers.</p> <p>List the different foods on the Seder plate and when it is used</p> <p>1.4 Explain what the Torah is and explain that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify how Jewish people treat their sacred books.</p> <p>Retell the story of Moses - ask and suggest answers to questions including issues of good and bad, right and wrong</p> <p>Make two links between the messages within the Torah and the way Jewish people live e.g Ten Commandments</p> | <p>Recall the stories of Pesach and detail at least one meaning behind it.</p> <p>Describe at least two ways Jewish people express the meaning of Pesach through symbols, actions and rituals.</p> <p>Make at least two connections between the celebrations studied.</p> <p>Discuss the deeper meaning of festivals and celebrations e.g Can goodness free people from slavery?</p> | <p>Detail the meaning of Pesach – freedom, faithfulness, rescued from slavery and the promised land.</p> <p>Explain what Jews do at Rosh Hashanah. Detail how the Shofar is used and the tradition of Tashlich.</p> <p>Explain what happens during Yom Kippur including fasting and praying for forgiveness.</p> <p>Detail what Day of Atonement means and how this relates to the themes of repentance, deliverance and salvation</p> | <p>people and create their own Golden Rules for life.</p> <p>Find at least two similarities and differences between the codes for living used by Humanists, Christian's and Jewish people.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p> |   |
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| Year Group<br>Connected<br>Concepts | Key Stage 1<br>Influence, Significance, Appreciation |  | Lower Key Stage 2<br>Influence, Significance, Appreciation   |  | Upper Key Stage 2<br>Influence, Significance, Appreciation   |   |
|                                     | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
| Muslim                              |  | <p><u>1.2 (BELIEVING) Who is a Muslim and what do they believe?</u></p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p>   | <p><u>L2.1 (BELIEVING) What do different people believe about God?</u></p> <p>Explore how Muslims show their faith and make connections with some Islamic beliefs and teachings.</p>   |  | <p><u>U2.6 (LIVING) – What does it mean to be a Muslim in Britain today?</u></p> <p>Explore connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p>  | <p><u>U2.8 (LIVING) What difference does it make to believe in Ahimsa, grace and/or Ummah?</u></p> <p>Explore and consider similarities and differences between beliefs and</p> |



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|                       |  | <p>Read and explore a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p><u>1.6 (EXPRESSING) How and why do we celebrate special and sacred times?</u></p> <p>Ask questions and suggest answers and meanings about stories related to the festivals of Ramadan and Eid ul Fitr.</p> <p>Collect examples of what Muslims do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p><u>1.4 (BELIEVING) What can we learn from sacred books?</u></p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Holy Qur'an and suggest the meaning of these stories.</p> <p>Talk about issues of good and bad, right and wrong arising from these stories.</p> | <p>Explore how being a Muslim is a good thing in Britain today, and reasons why it might be hard.</p> <p>Explore some of the ways in which Muslims describe their God</p> <p>Discuss links between the actions of Muslims in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p><u>L2.5 (EXPRESSING) Why are festivals important to religious communities?</u></p> <p>Explore stories, symbols and beliefs during Muslim festivals</p> <p>Explore what matters most to Muslims during festivals</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives</p> <p><u>L2.4 (EXPRESSING) Why do people pray?</u></p> <p>Explore what people believe about prayer and what they do when they pray in Islam</p> <p>Consider ways in which prayer can comfort and challenge believers.</p> <p>Explore similarities and differences between how Christians, Muslims and Hindus pray.</p> |                               | <p>Consider the significance of the Holy Qur'an to Muslims.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Explore the value and purpose of religious practices and rituals in a Muslim's daily life.</p> | <p>behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.</p> <p><u>U2.10 (LIVING) Green Religion – How and why should religious communities do more to care for the earth?</u></p> <p>Explore similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Explore varied ideas about key questions to do with the need for 'greener religions'</p> |
| <b>Key Vocabulary</b> |  | <p>Islam, Muslim, Allah, Prophet, mosque, Muhammed PBUH, Eid-ul-Fitr, Ramadan, Zakat, messenger, Sacred</p>   | <p>99 names for Allah, Muhammed PBUH, Makkah, Ramadan, Eid-ul-fitr, fasting,</p>   | <p>Five fingers of Faith.</p> | <p>5 Pillars, Shahadah, Salah, Sawm, Hajj, Zakah, Ibadah, practice, ritual. Makkah, Eid ul Adha, Pilgrimage, Mosque, Quran</p>  | <p>Greener Religion, Environmental protection, Ummah, Source of Wisdom, Muslim, Zakat, Hajj</p>   |





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| Assessment and indicators | <p>1.2 Know that Muslims Believe that there is only one God and that Muhammed PBUH is his messenger</p> <p>Know that Muslims have 99 names for Allah.</p> <p>Retell the story 'Muhammad and the cat', 'and 'The crying camel' talk about what they teach Muslims about the Prophet Muhammed PBUH.</p> <p>1.6 Identify at least two ways Muslims celebrate Id-ul-Fitr.</p> <p>Describe examples of what Muslims do during Ramadan and Id-ul-fitr, and suggest meanings for these symbols and actions - Fasting, extra prayer, giving to charity – Zakat, celebrate, time with family and friends, new clothes etc</p> <p>1.4 Explain what the Qur'an is and that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify how Muslims treat their sacred books.</p> <p>Retell the story of the Black stone - ask and suggest answers to questions arising from the stories including issues of good and bad, right and wrong</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. Make links between the messages within sacred</p> | <p>L2.1 Explain how believing in God influences peoples personal worldviews</p> <p>Describe at least two ways in which Muslims describe God including the 99 names of Allah.</p> <p>L2.5 Detail when they have personally celebrated events and people.</p> <p>Retell the story of Ramadan/Eid al-fitr and the meaning behind them</p> <p>Describe at least two ways Muslims express the meaning of Eid through symbols, actions and rituals.</p> <p>Make at least two connections between the celebrations studied.</p> <p>Discuss the deeper meaning of festivals and celebrations; e.g Does fasting make you a better person?</p> <p>L2.4 Describe the practice of prayer in Islam – Being Clean, being in a clean place, facing Makkah, preparing the mind, submission of body, words of prayer.</p> <p>Make connections between what Muslims believe about prayer and what they do when they pray.</p> | <p>U2.6 Pt1 Recall the 5 pillars of Islam (Use Five Fingers of Faith Retrieval practice) and know that they are an expression of Ibadah.</p> <p>Describe at least two connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>U2.6 Pt2 Describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha</p> <p>Explain at least two reasons why some people go on pilgrimage to Mecca</p> <p>Describe and reflect on the significance of the Holy Quran to Muslims</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p> | <p>U2.8 Describe what Ummah means to Muslim people including the four aspects-Zakat and Qurbani. Charity across the world: The Hajj: a wish for all Muslims. Stories of the Prophet and the words of the Qur'an.</p> <p>Detail some connections between belief in Grace, Ummah and Ahimsa, teachings and sources of wisdom in Christianity, Islam and Hinduism.</p> <p>U2.10 Explore similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Explore varied ideas about key questions to do with the need for 'greener religions'</p> |
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|                                     |  | texts and the way people live. |  |  |  |  |
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| Year Group<br>Connected<br>Concepts | Key Stage 1<br>Influence, Significance, Appreciation |                                | Lower Key Stage 2<br>Influence, Significance, Appreciation   |  | Upper Key Stage 2<br>Influence, Significance, Appreciation   |  |
|                                     | Year 1   | Year 2                         | Year 3   | Year 4   | Year 5   | Year 6   |
| Hindu                               |  |                                | <p><u>L2.1 (BELIEVING) What do different people believe about God?</u></p> <p>Explore how Hindus show their faith and make connections with some Hindu beliefs and teachings.</p> <p>Explain how being a Hindu is a good thing in Britain today, and reasons why it might be hard.</p> <p>Explore some of the ways in which Hindu people describe their Gods and Goddesses (Ultimate Reality)</p> <p>Discuss links between the actions of Christians, Hindus and Muslims in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p><u>L2.4 (EXPRESSING) Why do people pray?</u></p> <p>Explore what people believe about prayer and what they do when they pray in Hinduism.</p> <p>Consider ways in which prayer can comfort and challenge believers.</p> <p>Explore similarities and differences between how Christians, Muslims and Hindus pray.</p> | <p><u>L2.6 (EXPRESSING) Why do some people think life is like a journey?</u></p> <p>Explore reasons why some people see life as a journey and identify some of the key milestones on this journey including pupil's own ideas about community, belonging and belief.</p> <p>Understand why marking the milestones of life are particularly important to Hindus</p> <p>Identify similarities and differences between Hindu ceremonies of commitment.</p> <p>Explore ideas about the value and challenge of religious commitment in Britain today.</p> <p><u>L2.8 (LIVING) What does it mean to be a Hindu in Britain today?</u></p> <p>Explore how Hindus express their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in</p> | <p><u>U2.4 Expressing If God is everywhere, why go to a place of worship?</u></p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Understand the most important functions of a place of worship for the community.</p> <p>Explore how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Consider ideas about the importance of people in a place of worship, rather than the place itself.</p> | <p><u>U2.8 (LIVING) What difference does it make to believe in Ahimsa, grace and/or Ummah?</u></p> <p>Explore and consider similarities and differences between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.</p> <p><u>U2.10 (LIVING) Green Religion – How and why should religious communities do more to care for the earth?</u></p> <p>Explore similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Explore varied ideas about key questions to do with the need for 'greener religions'</p> |



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|                                  |  |  | <p><u>L2.5 (EXPRESSING) Why are festivals important to religious communities?</u></p> <p>Explore stories, symbols and beliefs during Hindu festivals</p> <p>Explore what matters most to Hindus during festivals.</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives.</p>  | <p>which people of other faiths and beliefs, including pupils themselves, help others.</p>   |  |   |
| <b>Key Vocabulary</b>            |  |  | <p><i>Hinduism, Hindu, Shrine, Mantra, Puji Tray, Diwali, Diya Lamp, Rangoli, Trimurti, Brahma, Vishnu, Shiva, Ultimate Reality</i></p>   | <p><i>murtis, family shrine, deities, puja tray, ceremony, Temple.Hindu, Karma, Moksha, rebirth, Sacred Thread,</i></p>  | <p><i>Shrine, Mandir, Murti, Puja, OM</i></p>  | <p><i>Hindu, ahimsa, Sewa, Humanity, Source of Wisdom</i></p>   |
| <b>Assessment and indicators</b> |  |  | <p>L2.1 Explain how believing in God influences peoples personal worldviews.</p> <p>Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses including beliefs about the Trimurti – Brahma(creator) Vishnu (preserver), Shiva (Destroyer)</p> <p>L2.5 Detail when they personally have celebrated events and people.</p> <p>Recall the story of Diwali and detail at least one meaning behind it.</p> <p>Describe at least two ways Hindus express the meaning of Celebrations through symbols, actions and rituals. E.g. .Cleaning, Diya lamps, Rangoli patterns.</p> <p>Make at least two connections between the celebrations studied.</p> | <p>L2.6 Explain what a Hindu Sacred Thread ceremony is and the symbols and rituals used.</p> <p>Describe the meaning this ceremony has to the individual, their family and their community.</p> <p>List commitments made by Hindus and compare them to their own.</p> <p>Explain the symbols, meaning and value of a Hindu wedding ceremony. Detail the promises that are made to each other and to their faith.</p> <p>List Hindu beliefs of Life after Death.</p> <p>Create a map of life for a Hindu, detailing what their faith offers them on their journey of life.</p> <p>L2.8 List at least three items in Hindu's home including murtis, family shrine, deities, puja tray.</p> | <p>U2.4 Respond to the question What is a place of worship? What is it for?</p> <p>Describe the most important functions of a place of worship for the Christian, Jewish and Hindu communities.</p> <p>Name the key differences between worship in the home and at the mandir and understand the key features of Hindu worship</p> | <p>U2.8 Describe what Ahimsa means to Hindus and explain Sewa (selfless service to humanity) and list three examples</p> <p>Detail some connections between belief in Grace, Ummah and Ahimsa, teachings and sources of wisdom in Christianity, Islam and Hinduism.</p> <p>U2.3 Give three reasons why some people might be comforted by their beliefs when someone dies</p> <p>Explain two similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</p> <p>Detail similarities and differences between their own views about life after death and the beliefs of Hindus, Christians,</p> |



|                               |  |        | <p>L2.4 Describe the practice of prayer in Hinduism including the Shrine, Mantra, Puja tray.</p> <p>Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.</p> | <p>List at least two daily rituals of a Hindu – daily puja, blessing food, ceremony, aarti reading holi text, visiting the Temple.</p> <p>Detail how Hindus show their traditions within their community – visiting the Temple/Mandir, prayer, offerings.</p> <p>Explain the four aims of life (punusharthas) – dharma, arta, kama, and moksha.</p> <p>Explain how Mahatma Ghandi made a difference in the worldwide community.</p>  |  | <p>Muslims or non-religious people</p> <p>U2.10 Explain three similarities and differences between Christian and other religious beliefs about the Earth</p> <p>Evaluate the contributions Christians, Muslims and Hindus can make to environmental protection.</p> <p>Express own ideas about the need for 'greener religions'</p>   |
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| Year Group Connected Concepts | Key Stage 1<br>Influence, Significance, Appreciation |        | Lower Key Stage 2<br>Influence, Significance, Appreciation   |  | Upper Key Stage 2<br>Influence, Significance, Appreciation   |   |
|                               | Year 1   | Year 2 | Year 3   | Year 4   | Year 5   | Year 6  |
| Non-Religious                 |  |        |  | <p><u>L2.5a (EXPRESSING) - How do people from religious and non-religious communities celebrate key festivals?</u></p> <p>Explore the way people celebrate festivals and how this may show something about their beliefs.</p> <p>Identify some differences in the way festivals are celebrated within and between different religious and non - religious worldviews.</p> <p>Explore how the celebrations studied might make a difference to how pupils think and live.</p> <p>Investigate 'How do people celebrate Christmas?' by a religious studies expert and a sociologist.</p> | <p><u>L2.9 (LIVING) - What can we learn from religions about deciding what is right or wrong?</u></p> <p>Explore rules for living in Christianity/Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Explore their own and others' ideas about how people decide about right and wrong.</p> <p><u>U2.1 (BELIEVING) - Why do some people think God exists?</u> Explore the impact of believing or not believing in God on someone's life.</p> <p>Consider different views on why people believe in God</p> | <p><u>U2.9 (EXPRESSING) What can be done to reduce racism? Can religion help?</u></p> <p>Investigate connections between antiracism and religion.</p> <p>Understand the challenges racism presents to human communities and consider different religious responses.</p> <p>Explore their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</p> <p><u>U2.7 (LIVING) – What matters most to Christians and Humanists?</u></p> <p>Find similarities and differences between Christian and Humanist values.</p> <p>Explore and explain why it might be helpful to follow a</p> |



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|                                  |  |  |  |  | or not, including their own ideas.   | <p>moral code and why it might be difficult, offering different points of view.</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, honesty, truth, peace, in the light of their learning</p> <p><u>U2.3 (BELIEVING) What do religions say when life gets hard?</u></p> <p>Explore ideas about how and why religion can help believers when times are hard.</p> <p>Find similarities and differences of Christian, Hindu and/or nonreligious beliefs about life after death</p> |
| <b>Key Vocabulary</b>            |  | <i>Humanist, golden rule, non-religious.</i> | <i>Humanist, golden rule, non-religious, spiritual but not religious, atheist.</i> | Sociologist, Religious Studies expert, Atheist, Humanist   | <i>Atheist, agnostic, Humanist, rationalist, 'spiritual but not religious'</i>   | <i>Racism, Antiracism, prejudice moral, moral code, fairness, freedom, truth, Humanist, Non-Religious</i>   |
| <b>Assessment and indicators</b> |  |  |  | <p>L2.5a Explain what the celebration of Christmas is and note at least two similarities and differences between religious and non-religious communities e.g Christians and Humanists.</p> <p>Investigate and make at least two comparisons of Christmas practices in a church and at home.</p> <p>Analyse the results of investigating the sociology of Christmas</p> <p>Discuss and explore own opinions and those of others to answer the question 'Is Christmas for Christians or for everyone?'</p> | <p>L2.9 Compare the Golden rules for Humanists and consider their own Golden Rules for life.</p> <p>Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions</p> <p>Explain some similarities and differences between the codes for living used by Humanists, Cristian's and Jewish people.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and Generosity</p> | <p>U2.7 Express their own ideas about some moral concepts, including fairness, freedom, truth, peace or honesty comparing them to Christian and Humanist values.</p> <p>Identify at least two similarities and differences of the Christian list of values to Humanist.</p> <p>Give reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>U2.9 Detail why racism happens and how it can be</p>  |





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|  |  |  |  |  | <p>U2.1 Present different views on why people believe in God or not, including their own ideas.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.</p> | <p>reduced, giving reasons for their ideas.</p> <p>Explain links between different cases of racism using key words including 'stereotype' and 'prejudice.'</p> <p>Describe three or more variations of the Golden Rule and explain links between following the Golden Rule and being antiracist</p> <p>Express thoughtful views about how the Golden Rule could change their community and our whole society.</p> <p>U2.3 Give three reasons why some people might be comforted by their beliefs when someone dies</p> <p>Describe two similarities and differences between non-religious and Christian beliefs about the afterlife</p> <p>Detail similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p> |
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