



Religion, Values and Beliefs Progression of Skills, Knowledge and Vocabulary Map 2023-2024

Understanding the World	Foundation Stage					
	<p>EYFS Statutory Educational Programme: 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.</p>					
People, Culture and Communities	Foundation Stage 1 Influence, Significance, Appreciation			Foundation Stage 2 Influence, Significance, Appreciation		
	<p>Begin to make sense of their own life-story and family’s history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. 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.</p>			<p>Talk about members of their extended family and community. Name and describe people who are familiar to them by sharing experiences. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 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.</p>		
Key Vocabulary	<i>Family, community, communities, world, life, love, special, similar, different, celebrations, belief, Christian, Hindu, Muslim, church, temple, mosque, pray, prayer, Bible, Quran</i>					
Year Group Connected Concepts	Key Stage 1 Influence, Significance, Appreciation		Lower Key Stage 2 Influence, Significance, Appreciation		Upper Key Stage 2 Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christians	<p><u>1.1 (BELIEVING) Who is a Christian and what do they believe?</u> Talk about some simple ideas about God and Jesus. Re-tell a story that shows what Christians think about God, Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own.</p>	<p><u>1.8 (LIVING) How should we care for others and the world and why does it matter?</u> Re-tell Bible stories about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good, bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would</p>	<p><u>L2.5 (EXPRESSING) Why are festivals important to religious communities?</u> Make connections between stories, symbols and beliefs during Christian festivals. Consider what matters most to Christians during festivals. Consider what is worth celebrating and remembering in religious communities and in their own lives</p>	<p><u>L2.5a (EXPRESSING) - How do people from religious and non-religious communities celebrate key festivals?</u> Describe how the way people celebrate festivals may show something about their beliefs. Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews. Raise important questions and suggest answers about how the celebrations studied might make a</p>	<p><u>L2.9 (LIVING) - What can we learn from religions about deciding what is right or wrong?</u> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others’ ideas about how</p>	<p><u>U2.7 (LIVING) – What matters most to Christians and Humanists?</u> Describe what Christians mean about humans being made in the image of God and being ‘fallen’. Give examples of similarities and differences between Christian and Humanist values. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a</p>



<p>Identify some ways Christians celebrate Christmas, Easter or Harvest and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals.</p> <p>Collect examples of what people do, give, sing, remember or think about at 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>Respond to examples of co-operation between different people.</p> <p><u>1.5 (EXPRESSING) What makes some places sacred?</u></p> <p>Identify special objects and symbols found in a place</p>	<p>happen if people followed this idea more.</p> <p>Express their own ideas about the creation story and what it says about what God is like.</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 Christian Bible and suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories Jesus told.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Describe some of the ways in which Christians describe God</p> <p>Ask questions and suggest some of their own ideas about God</p> <p>Suggest why having a faith or belief can sometimes be hard.</p> <p>Identify how and why it makes a difference to in people's lives to believe in God.</p> <p>Present ideas about their own understanding of God.</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>Give 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. 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>Describe the practice of prayer in Christianity.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p>	<p>difference to how pupils think and live.</p> <p>Describe two different answers to '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>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Suggest reasons why marking the milestones of life are important to Christians and Hindus.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Explain similarities and differences between ceremonies of commitment.</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.</p> <p><u>L2.3 (BELIEVING) - Why is Jesus inspiring to some people?</u></p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p>	<p>people decide about right and wrong.</p> <p><u>U2.1 (BELIEVING) - Why do some people think God exists?</u> Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present 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>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>	<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, 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>Make connections between beliefs and behaviour in different religions.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p><u>U2.3 (BELIEVING) – What do religions say when life gets hard?</u></p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline and explain some similarities and differences of Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Explain what difference belief in</p>
--	---	---	--	---	--



	<p>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>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</p>		<p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p><u>L2.1 (BELIEVING) What do different people believe about God?</u></p> <p>Describe examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>Suggest why being a Christian is a good thing in Britain today, and reasons why it might be hard.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week.</p>		<p>judgement/heaven/karma/r eincarnation might make to how someone lives, giving examples.</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 similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Express varied ideas about key questions to do with the need for ‘greener religions’</p>
<p>Key Vocabulary</p>	<p><i>Five Fingers of Faith Christians Christian, God, Jesus, creator, celebration, Christmas, Easter, church, altar, font, cross, bible, baptism, wedding, ceremony Five Fingers of Faith - Christians</i></p>	<p><i>Five Fingers of Faith Christianity, bible, gospel, sacred.</i></p>	<p><i>Five Fingers of Faith - Messiah, liturgy, Gospel, Holy Spirit, God the Creator, Trinity, heaven, symbol, ritual, cross, crucifix, prayer.</i></p>	<p><i>Five Fingers of Faith - Pentecost, Harvest Festival, Messiah, liturgy, incarnation, salvation.</i></p>	<p><i>Five Fingers of Faith - Eucharist, agape, golden rule, Beatitudes, Anglican, Baptist.</i></p>	<p><i>Five Fingers of Faith – Christians Grace, moral, moral code, fairness, freedom, truth, peace.</i></p>
<p>Assessment and indicators</p>	<p>1.1 Know that Christians believe in God and Jesus is the son of God. Christians follow teachings from the bible.</p>	<p>1.8 Retell the story of people bringing children to Jesus and detail what this story means to Christians.</p>	<p>L2.5 Detail when they have celebrated events and people. Describe the meaning of the story of Easter and Christmas.</p>	<p>L2.5a Explain what a celebration is and note similarities and differences Investigate and make comparisons of Christmas</p>	<p>L2.9 Compare the Golden rules for Christians, Jewish people and Humanists and consider their own Golden Rules for life.</p>	<p>U2.7 Describe some Christian values. Express their own ideas about some moral concepts, including fairness, freedom, truth,</p>



<p>Recall stories Jesus told including the Good Samaritan and the Lost Sheep and discuss the meaning of them.</p> <p>1.6 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, Resurrection</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 Identify special objects and symbols found in a Church and say something about what they mean and how they are used - altar, font, aisle, cross, crucifix, candles/light</p> <p>Ask good questions during a school visit about what happens in a church.</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about texts that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.</p> <p>1.4 Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>Retell the story of the Lost Coin</p> <p>Ask and suggest answers to questions arising from the story 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 texts and the way people live.</p>	<p>Describe how Christians express the meaning of Christmas through symbols, actions and rituals.</p> <p>Note comparisons and similarities of how different festivals are celebrated within different traditions – Christmas and Holy Week.</p> <p>Using P4C consider deep meaning of festivals</p> <p>L2.7 Name at least 3 artefacts that Christians show 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>Describe at least 3 ways churches help their local community</p> <p>Food banks, playgroups, visiting the needy and sick, youth groups</p> <p>Describe how Mother Theresa, Pope Francis and Loretta Minghella have made a difference in the worldwide community.</p> <p>L2.1 Describe the attributes of God - Holy Trinity – Father, Son and Holy spirit</p>	<p>practices in a church and at home.</p> <p>Analyse the results of investigating the sociology of Christmas</p> <p>Consider the relevance of festivals and celebrations – ask local believers ‘Why do you keep celebrating ancient events?’</p> <p>Using P4C consider the question Is Christmas for Christians or for everyone?</p> <p>L2.6 List significant milestones in ‘The journey of Life’</p> <p>Explain what a Christian baptism is and the symbols and rituals used. Describe the meaning this ceremony has to the individual, their family and their community.</p> <p>List commitments made by Christians and compare them to their own.</p> <p>Explain the symbols, meaning and value of a Christian wedding ceremony. Detail the promises that are made to each other and to their faith.</p> <p>List Christian beliefs of Life after Death</p> <p>Create a map of life for a Christian, detailing what their faith offers them on their journey of life.</p> <p>L2.3 Identify the characteristics of a good role model and/or someone who inspires you</p> <p>Respond thoughtfully to the parables of the Unforgiving servant and the Two Builders and consider how</p>	<p>Describe ways in which Christians might use the Beatitudes to help them decide right and wrong.</p> <p>Explain some similarities and differences between the codes for living used by Christians and Jewish people.</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>U2.1 Present different views on why people believe in God or not, including their own ideas.</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>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>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>U2.4 Respond to the question What is a place of worship? What is it for?</p> <p>Name key features of an Anglican and Baptist</p>	<p>peace or honesty comparing them with Christian values.</p> <p>Identify similarities and differences of the Christian list of values to Humanist.</p> <p>Through P4C consider moral dilemmas, justice and freedom of action and respond thoughtfully and respectfully to others’ ideas and values</p> <p>Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>U2.8 Retell the story of the Lost Son and detail its meaning</p> <p>Make connections between beliefs and behaviour in Christian religion.</p> <p>Make connections between belief in the grace of God teachings and sources of wisdom.</p> <p>U2.3 Give reasons why some people might be comforted by their beliefs when someone dies</p> <p>Describe the impact that the belief that we have a soul might have on the way someone might live their life</p> <p>Describe a link between a reading that might be used at a funeral and a Christian belief about life after death</p>
--	---	--	--	---	---



			<p>Describe how the story of Moses and the Burning Bush helps believers understand God's relationship with people.</p> <p>Explain how believing in God influences peoples personal worldviews.</p> <p>Express own views about God through art, music, poetry or Drama.</p> <p>L2.2 Talk about sources of guidance and wisdom in their own and others' lives</p> <p>Name features of the Bible – Old and New testament, divided into 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 how the Bible guides Christians to follow God and Jesus' and how to live their lives.</p> <p>Through P4C, discuss the question What are the difficult things Christians might find from trying to follow this book in day-to-day life?</p> <p>L2.4 Detail the meaning of the Lord's Prayer.</p> <p>Consider that Christians pray in different ways at different times</p> <p>Know the symbols used in Christian prayer.</p>	<p>Christians interpret these stories.</p> <p>Detail the events of Holy Week and explain how they are remembered and celebrated by Christians today -</p> <p>Palm Sunday, Maundy Thursday, Good Friday, Easter Saturday, Easter day</p> <p>Explore and explain the terms Gospel, Incarnation and Salvation</p> <p>Describe the impact Christianity has on an individual's attitudes and values.</p>	<p>church and identify differences and similarities between the two.</p> <p>Describe the most important functions of a place of worship for the Christian community.</p>	<p>Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death</p> <p>Explain some 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>Describe similarities and differences between non-religious and Christian beliefs about the afterlife</p> <p>Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p> <p>U2.10 Explain similarities and differences between Christian and other religious beliefs about the Earth making reference to Greta</p> <p>Thunberg and the Pope</p> <p>Consider and evaluate the contributions Christians can make to environmental protection.</p>
--	--	--	---	---	--	--



Year Group Connected Concepts	Key Stage 1 Influence, Significance, Appreciation		Lower Key Stage 2 Influence, Significance, Appreciation		Upper Key Stage 2 Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jewish		<p>1.3 (BELIEVING) <u>Who is a 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 give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might 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 Sukkot, Chanukah or Pesach.</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</p>	<p><u>L2.5 (EXPRESSING) Why are festivals important to religious communities?</u></p> <p>Make connections between stories, symbols and beliefs during Jewish festivals</p> <p>Consider what matters most to Jewish believers during festivals</p> <p>Consider what is worth celebrating and remembering in religious communities and in their own lives</p>	<p><u>L2.10 (LIVING) How do family life and festivals show what matters to Jewish people?</u></p> <p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives</p> <p><u>L2.6 (EXPRESSING) Why do some people think that life is like a journey?</u></p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Explain similarities and differences between ceremonies of commitment.</p>	<p><u>L2.9 (LIVING) - What can we learn from religions about deciding what is right or wrong?</u></p> <p>Give examples of rules for living from religions 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>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how 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>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</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 similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Express varied ideas about key questions to do with the need for 'greener religions'</p>



		<p>and should be treated with respect.</p> <p>Re-tell stories from the Torah – part of the Tenkah; suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories.</p> <p>Talk about issues of good and bad, right and wrong arising from these stories.</p>				
Key Vocabulary		<p><i>Jewish, Synagogue, Torah, bimah, Chanukah, Hanukkah, Sukkot, Judaism, Shabbat, mezuzah, Seder, Tenakh Five Fingers of Faith – Jewish.</i></p>	<p><i>Five fingers of Faith - Symbol, ritual, Passover/Pesach, Rosh Hashanah, Moses, slavery.</i></p>	<p><i>Five fingers of Faith Exodus, Ten Commandments, slavery, Star of David, Shema, Torah, Shofar, Tashlich, fasting Day of Atonement, Bar/Bat mitzvah, repentance, deliverance, salvation.</i></p>	<p><i>Five fingers of Faith schul, Jerusalem, Orthodox, reform.</i></p>	<p><i>Five fingers of Faith.</i></p>
Assessment and indicators		<p>1.3 Five Fingers of Faith Judaism, Jewish, God, Tenkah/Torah, Synagogue</p> <p>Explain the features of the Mezuzah and how it is used.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat</p> <p>Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</p> <p>1.6 Identify some ways Pesach is celebrated.</p> <p>Re-tell stories connected with Pesach and say why these are important to believers.</p>	<p>L2.5 Detail when they have celebrated events and people.</p> <p>Describe the meaning of the story of Pesach.</p> <p>Describe how Jewish people express the meaning of Rosh Hashanah through symbols, actions and rituals.</p> <p>Describe how Jewish people express the meaning of Pesach through symbols, actions and rituals.</p> <p>Note comparisons and similarities of how different festivals are celebrated within different traditions – Pesach and Rosh Hashanah.</p> <p>Using P4C consider deep meaning of festivals – Pesach – Can good free people from slavery?</p>	<p>L2.5a Retell the story of the Exodus. Explain how the story is remembered during Pesach and how it is celebrated including preparation and the Seder meal.</p> <p>Detail the meaning of Pesach – freedom, faithfulness, rescued from slavery and the promised land.</p> <p>Respond to slavery in the world today and the right to freedom.</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</p>	<p>L2.9 Compare the Golden rules for Christians, Jewish people and Humanists and consider their own Golden Rules for life.</p> <p>Give examples of how the Ten Commandments might show Jewish people how to live.</p> <p>Explain some similarities and differences between the codes for living used by Christians 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>U2.4 Name key features of an Orthodox and Reform Synagogue and identify differences and similarities between the two.</p>	<p>U2.10 Consider and evaluate the contribution Rabbi Katy Allen is making to environmental protection.</p> <p>Express ideas about key questions to do with the need for 'greener religions'</p>



		<p>Ask questions and suggest answers about stories to do with Pesach.</p> <p>List the symbolism of the different foods on the Seder plate - growth and new life, sadness, freedom, sacrifice, hope, slavery or joy.</p> <p>1.4 Explain what the Tenkah and the Torah is. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Retell the story of Moses - ask and suggest answers to questions including issues of good and bad, right and wrong</p> <p>Recognise some ways in which Jewish people treat their sacred books. Make links between the messages within sacred texts and the way people live.</p>	<p>Ask local believers 'Why do you keep celebrating ancient events?'</p>	<p>of repentance, deliverance and salvation</p> <p>Explore own ideas of forgiveness, reflection, saying sorry and being forgiven</p> <p>L2.6 Explain what a Bar/Bat mitzvah is and the symbols and rituals used. Describe the meaning this ceremony has to individuals, their family and their community.</p> <p>List commitments made by Jewish people and compare them to their own</p> <p>Explain the symbols, meaning and value of a Jewish wedding ceremony. Detail the promises that are made to each other and to their faith.</p> <p>List Jewish beliefs of Life after Death.</p>	<p>Select and describe the most important functions of Jewish worship for the community</p> <p>Respond to the question What is a place of worship? What is it for?</p>	
Year Group Connected Concepts	Key Stage 1 Influence, Significance, Appreciation		Lower Key Stage 2 Influence, Significance, Appreciation		Upper Key Stage 2 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>Re-tell 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><u>L2.1 (BELIEVING) What do different people believe about God?</u></p> <p>Describe examples of what Muslims do to show their faith and make connections with some Islamic beliefs and teachings including</p> <p>Describe some ways in which Muslims express their faith.</p> <p>Suggest why being a Muslim is a good thing in Britain today, and reasons why it might be hard.</p>		<p><u>U2.6 (LIVING) – What does it mean to be a Muslim in Britain today?</u></p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms</p>	<p><u>U2.8 (LIVING) What difference does it make to believe in Ahimsa, grace and/or Ummah?</u></p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.</p>



		<p>Identify some ways Muslims mark Ramadan and celebrate</p> <p>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>Ask and suggest answers to questions arising from stories.</p> <p>Talk about issues of good and bad, right and wrong arising from these stories.</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>Make connections between stories, symbols and beliefs during Muslim festivals</p> <p>Consider 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>Describe the practice of prayer in Islam.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>		<p>of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>Answer the title key question from different perspectives, including their own.</p>	<p>Consider similarities and differences between beliefs and behaviour in different faiths.</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 similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Express varied ideas about key questions to do with the need for 'greener religions'</p>
Key Vocabulary		<i>Five fingers of Faith, Muslim, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, messenger, Muhammed PBUH, Zakah.</i>	<i>Five fingers of Faith 99 names for Allah, night of power, surah, Makkah, moon and star, paradise, Eid-ul-fitr, fasting.</i>	<i>Five fingers of Faith.</i>	<i>Five fingers of Faith 5 Pillars, Shahadah, Salah, Sawm, Hajj, Zakah, Ibadah, practice, ritual.</i>	<i>Five fingers of Faith Ummah, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, wisdom.</i>
Assessment and indicators		1.2 Five Fingers of Faith -	L2.1 Describe some of the ways in which Muslims describe God.		U2.6 Recall the 5 pillars of Islam (Use Five Fingers of Faith Retrieval practice) and know that they are an	U2.8 Describe what Ummah means to Muslim



		<p>Islam, Muslim, Allah and Muhammed PBUH, Qur'an, Mosque.</p> <p>Know that Muslims Believe that there is only one God – Tawhid 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 some ways Muslims.</p> <p>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.</p> <p>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. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</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>Describe how the story of The Night of Power details ideas about the nature of God and their relationship with people.</p> <p>Explain how believing in God influences peoples personal worldviews</p> <p>Describe the attributes of God to Muslims – the 99 names of Allah.</p> <p>L2.5 Detail when they have celebrated events and people.</p> <p>Describe the meaning of the story of Eid Ul Fitr.</p> <p>Describe how Muslims express the meaning of Eid through symbols, actions and rituals.</p> <p>Note comparisons and similarities of how different festivals are celebrated within different traditions – Ramadan and Eid Ul Fitr.</p> <p>Using P4C consider deep meaning of festivals – Eid – Does fasting make you a better person?</p> <p>Ask local believers 'Why do you keep celebrating ancient events?</p> <p>L2.2 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>expression of Ibadah (worship and belief in action).</p> <p>Shahadah - a belief in one God.</p> <p>Salah - prayer, five times a day.</p> <p>Sawm- fasting during Ramadan</p> <p>Hajj – pilgrimage.</p> <p>Zakah- the giving of alms.</p> <p>Make 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>Reflect on the stories of the placing of the Black Stone and the Thirsty Camel and what they teach us about the Prophet Muhammad.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims Identify ways that respect is shown to Allah, the Prophet Muhammad and the holy Qur'an. - Removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly.</p>	<p>people including the four aspects-</p> <p>Zakat and Qurbani.</p> <p>Charity across the world:</p> <p>The Hajj: a wish for all Muslims. Stories of the Prophet and the words of the Qur'an.</p> <p>Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion.</p> <p>U2.3 Detail Muslim's belief of judgement.</p> <p>Explain some 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>U2.10 Consider and evaluate the contributions Muslims can make to environmental protection.</p> <p>Express ideas about key questions to do with the need for 'greener religions'</p>
--	--	---	--	--	--	---



		texts and the way people live.				
Year Group Connected Concepts	Key Stage 1 Influence, Significance, Appreciation		Lower Key Stage 2 Influence, Significance, Appreciation		Upper Key Stage 2 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>Describe some of the ways in which Hindus describe God.</p> <p>Make connections between stories, symbols and beliefs during Hindu festivals.</p> <p>Consider 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><u>L2.4 (EXPRESSING) Why do people pray?</u></p> <p>Describe the practice of prayer In Hinduism.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on 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>Make connections between stories, symbols and</p>	<p><u>L2.6 (EXPRESSING) Why do some people think life is like a journey?</u></p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Hindus.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Explain similarities and differences between ceremonies of commitment.</p> <p>Discuss and present their own 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>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</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>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present 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>Make connections between beliefs and behaviour in different religions.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</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 similarities and differences between religious beliefs about the Earth.</p> <p>Consider and evaluate the contributions religions can make to environmental protection.</p> <p>Express varied ideas about key questions to do with the need for 'greener religions'</p>



			<p>beliefs during Hindu festivals</p> <p>Consider 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>Describe some ways in which Hindus express through puja, aarti and bhajans.</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 which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>L2.5a (EXPRESSING) - How do people from religious and non-religious communities celebrate key festivals?</p> <p>Describe how the way people celebrate festivals may show something about their beliefs.</p> <p>Identify some differences in the way festivals (e.g. Diwali) are celebrated within and between different religious and non-religious worldviews.</p> <p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.</p>		
Key Vocabulary			<p><i>Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana</i></p> <p><i>Five fingers of faith – Hindu</i></p>	<p><i>Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana</i></p>	<p><i>Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma</i></p>	<p><i>Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma</i></p>
Assessment and indicators			<p>L2.1 Describe the Hindus's beliefs about the Trimurti – Brahma(creator) Vishnu</p>	<p>L2.6 Explain what a Hindu Sacred Thread ceremony is and the symbols and rituals used. Describe the meaning this ceremony.</p>	<p>U2.4 Describe differences between worship in the home and at the mandir,</p>	<p>U2.8 Describe what Ahimsa means to Hindu people.</p>



			<p>(preserver), Shiva (Destroyer)</p> <p>Explain how believing in God influences peoples personal worldviews.</p> <p>L2.5 Retell the story of Diwali and describe the meaning behind it.</p> <p>Name the key features of the festival of Diwali and interpret their meaning</p> <p>Cleaning, Diya lamps, Rangoli patterns.</p> <p>L2.4 Describe the practice of prayer in Hinduism – Shrine, Bhajans, Gayatri Mantra, Puja tray.</p> <p>Make connections between what Hindus believe about prayer and what they do when they pray.</p>	<p>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 items in Hindu's home including murtis, family shrine, deities, puja tray.</p> <p>List 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 punusharthas (four aims of life) – dharma, arta, kama, and moksha. Make comparisons to our own goals for living.</p> <p>Explain how Mahatma Ghandi made a difference in the worldwide community.</p>	<p>Understand the key features of Hindu worship - Mandir, Murti, Puja, OM</p> <p>Describe the most important functions of a place of worship for the Hindu community.</p>	<p>Explain Sewa – Selfless service to humanity - list 3 examples</p> <p>Make connections between beliefs and behaviour in Hindu religions.</p> <p>Make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion.</p> <p>Outline the challenges of being a Hindu in Britain today.</p> <p>U2.3 Give reasons why some people might be comforted by their beliefs when someone dies</p> <p>Describe the impact that the belief that we have a soul might have on the way someone might live their life</p> <p>Describe the Hindu belief in reincarnation and Karma and explain Moksha and Dharma.</p> <p>U2.10 Consider and evaluate the contribution Hindus are making to environmental protection.</p> <p>Express ideas about key questions to do with the need for 'greener religions'</p>
Year Group Connected Concepts	Key Stage 1 Influence, Significance, Appreciation		Lower Key Stage 2 Influence, Significance, Appreciation		Upper Key Stage 2 Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p>Non-Religious</p>					<p><u>L2.9 (LIVING) - What can we learn from religions about deciding what is right or wrong?</u></p> <p>Give examples of rules for living from religions 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>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss 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> Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p>	<p><u>U2.9 (EXPRESSING) What can be done to reduce racism? Can religion help?</u></p> <p>Describe examples of connections between antiracism and religion.</p> <p>Understand the challenges racism presents to human communities and consider different religious responses.</p> <p>Discuss 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>Give examples of similarities and differences between Christian and Humanist values.</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a 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, truth, peace, in the light of their learning.</p>
<p>Key Vocabulary</p>		<p><i>Humanist, golden rule, non-religious.</i></p>	<p><i>Humanist, golden rule, non-religious, spiritual but not religious, atheist.</i></p>	<p><i>Humanist, golden rule, non-religious, spiritual but not religious, atheist.</i></p>	<p><i>Atheist, agnostic, Humanist, rationalist, golden rule, 'spiritual but not religious'</i></p>	<p><i>Atheist, agnostic, Humanist, rationalist, golden rule, 'spiritual but not religious'</i></p>
<p>Assessment and indicators</p>					<p>L2.9 Compare the Golden rules for Christians, Jewish people and Humanists and</p>	<p>U2.7 Describe some Humanist values</p>



					<p>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>U2.1 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>Express their own ideas about some moral concepts, including fairness, freedom, truth, peace or honesty comparing them with Humanist values.</p> <p>Identify similarities and differences of the Christian list of values to Humanist.</p> <p>Through P4C consider moral dilemmas, justice and freedom of action and respond thoughtfully and respectfully to others' ideas and values</p> <p>U2.9 Consider questions about why racism happens and how it can be reduced, giving reasons for their ideas.</p> <p>Explain links between different cases of racism using key words including 'stereotype' and 'prejudice.'</p> <p>Retell the stories of the two statues in Bristol</p> <p>Consider texts and ideas about racism, equality and memorialisation, thinking about what justice requires.</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 Describe similarities and differences between non-religious and Christian beliefs about the afterlife.</p>
--	--	--	--	--	---	---



						Look for similarities and differences between their own views about death and the beliefs of Hindus, Christians, Muslims or non-religious people.
--	--	--	--	--	--	---