

RE: Knowledge and Skills Progression Map

Early Years

Children in our Nursery encounter religions and beliefs through special people, books, stories, times, places and objects. Pupils experience RE, through planned, purposeful play and a mix of adult led and child-initiated activity.

In Reception, children are given immersive opportunities to experience different religious beliefs, cultural practices and worldviews. Children take part in Christmas, Easter and Chinese New Year. As part of the ELG's children are also given the opportunity to begin to respond to the world around them and form and express their own opinion through an enquiry-based approach.

Statutory Framework for the Early Years Foundation Stage, Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

By the end of EYFS, children will:

ELG: Personal, Social and Emotional Development: Building relationships

- -Work and play cooperatively, taking turns with others.
- -Form positive attachments to adults and friendships with peers.
- -Show sensitivity to their own and to others needs.

ELG: Understanding the World: Past and Present.

- -Talk about the lives of people around them and their roles in society.
- -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- -Understand the past through settings, characters, and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities.

- -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

EYFS Vocabulary:

Nursery- Special book, Special place, Rules, Belonging, Celebration, Christmas, Easter, Jesus, God, Church, Christian, Vicar, Harvest, Festival, New Life.

Reception- Religion, Special book, Special place, Special stories, Prayer, Celebration, Belief, Rules, Belonging, Cooperation, Creation story, Love, Wedding, Thankful, Bible, Christening, Vicar, Font, Creator, Miracles,.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Exploring Autumn	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Development Matters links:		Know there are different countries in the world and talk about the differences they have experienced or seen in photos.				Know there are different countries in the world and talk about the differences they have experienced or seen in photos.
		Continue developing positive attitudes about the differences between people.				Continue developing positive attitudes about the differences between people.
Substantive Knowledge:		-Christians celebrate Christmas. -Divas are little lamps used to celebrate Diwali.				-All children and their families are different and special.
Disciplinary Knowledge:		-Develop their sense of responsibility and membership of a communityDevelop positive attitudes about the differences between peopleListen to the Christmas storyEngage in extended conversation about the Christmas story.				-Develop their sense of responsibility and membership of a communityDevelop positive attitudes about the differences between people.
Experience:		Christmas Nativity. Share stories about celebrations across the world.				
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Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Me and my Community	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
Development Matters links:	Continue developing positive attitudes about the differences between people.	Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between				
Substantive Knowledge:	-All families are different and specialThere are lots of special people in their lives, including family and friends.	peopleChristians celebrate ChristmasDivas are little lamps used to celebrate Diwali.				
Disciplinary Knowledge:	-Make comments about people who are special to themTalk about special times or events that are important to them.	-Develop their sense of responsibility and membership of a communityDevelop positive attitudes about the differences between peopleListen to the Christmas storyEngage in extended conversation about the Christmas story.				
Experience:		Share stories about celebrations across the world. Christmas Nativity.				

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore	Marvellous Machines	Long Ago	Ready, Steady Grow	Animal Safari	On the Beach
	Recognise that people	Recognise that people	Recognise that people	Recognise that people	Recognise that people	Recognise that people
Development	have different beliefs and	have different beliefs	have different beliefs and	have different beliefs	have different beliefs	have different beliefs a
Matters links:	celebrate special times in	and celebrate special	celebrate special times in	and celebrate special	and celebrate special	celebrate special times
	different ways.	times in different ways.	different ways.	times in different ways.	times in different ways.	different ways.
	Understand that some	Understand that some	Understand that some	Understand that some	Understand that some	Understand that some
	places are special to	places are special to	places are special to	places are special to	places are special to	places are special to
	members of their	members of their	members of their	members of their	members of their	members of their
	community.	community.	community.	community.	community.	community.
	Recognise some	Recognise some	Recognise some	Recognise some	Recognise some	Recognise some
	similarities and differences	similarities and	similarities and differences	similarities and	similarities and	similarities and
	between life in this	differences between	between life in this	differences between life	differences between life	differences between life
	country and life in other	life in this country and	country and life in other	in this country and life in	in this country and life in	in this country and life i
	counties.	life in other counties.	counties.	other counties.	other counties.	other counties.
	-Diwali is a celebration.	-Christmas is	-All families are different	-Vaisakhi is a celebration.	-Hanukkah is a	-Muslims pray in a
Substantive		celebrated in different	and special; they celebrate		celebration.	mosque.
Knowledge:		ways around the world.	events in different ways.			
	-Talk about special places	- Show an awareness of	-Talk about special events	-Show an awareness of	- Show an awareness of	- Show an awareness of
Disciplinary	in their own lives and	the similarities and	in their own lives and	the similarities and	the similarities and	the similarities and
Knowledge:	those who are important	differences between	those who are important	differences between	differences between	differences between
Knowledge.	to them; i.e church	people in different	to them.	people in different	people in different	people in different
	es arem, no onaren	communities and		communities and groups	communities and groups	communities and group
		groups from around		from around the world.	from around the world.	from around the world.
		the world.	/	-Talk about special		
			/ \ \	events in their own lives		
			/ \ \	and those who are		
				important to them.	/ /	
	Diwali experience	Christmas Nativity	Buddhist visit	Sikh sacred music and	Hanukkah food	Build a mosque
Experience:				hymns	celebration/tasting.	
,	_	Whole School Church				
		Visit				
	My Hindu Family	My Christian Family	My Buddhist Family	My Sikh Family	My Jewish Family	My Muslim Family
Stories shared:					N.W.	
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Key Stage 1

In KS1 the religious education offer is in the form of Love to Celebrate projects, which support schools in delivering the programme of study from their local Standing Advisory Council on Religious Education (SACRE).

The skills statements are taken from A Curriculum Framework for Religious Education in England, published by the Religious Education Council of England and Wales. Each year group has six projects to choose from that cover the major religions of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. The projects are based around festivals or celebrations and are planned in the academic terms closest to the events. The projects contain Engage and Develop stages, where the children are introduced to new skills and knowledge. The Innovate stage allows the children time to explore a theme in their own lives, and the Express stage provides opportunities for exploration and asks evaluation questions. Glossaries are provided for each project.

By the end of KS1, children will:

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Retell and suggest meanings to some religious and Moral stories, exploring and discussing sacred writings and sources of wisdom and recognizing the communities from which they come.

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

KS1 Vocabulary:

Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship arti, barfi, demon, dhal, diva lamps, Lakshmi's footsteps, mandir, mehndi, murti, puja, Rangoli

celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim

amrit, chauri, Granthi, Gurdwara, Guru Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh

Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy

dreidel, gelt, Hanukkiah, kosher, latke, menorah, Shamash candle Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy, message, nativity, prayers, stable, star, traditions, wreath

auspicious symbols, Cham dancing, chants, chemar bo, compassion, generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving-kindness, luck, Mahayana Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada Buddhism, Tibet, Tibetan, Tibetan prayer flags, torma aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration, churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth Sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra, prasad, prayer, puja, puja thalis, sari

Prior learning links:

ELG: Personal, Social and Emotional Development: Building relationships

ELG: Understanding the World: Past and Present.

ELG: People, Culture and Communities.



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Harvest	Diwali Traditions	Story of Easter	Muhammad	Gurdwara	Buddha
	Harvest; Sharing	Diva lamps; New	Special clothes; Story of	Muhammad; The first	Gurdwara; Guru Granth	Buddha; Sacred places;
National Curriculum	1. Year 1. Expressing ideas	beginnings; Diwali	Esther; Purim customs;	Muslim; Leadership	Sahib; Naming ceremony;	Memories and
links:	and insights: Ask and	traditions; Luck	Gifts	2.Year 1 Expressing ideas	Families	remembering
(From the Agreed	respond to questions	1.Year 1. Expressing ideas	1.Year 1. Expressing	and insights. Ask and	1.Year 1 Expressing ideas	2.Year 1 Expressing ideas
Syllabus)	about what individuals	and insights. Ask and	ideas and insights. Ask	respond to questions	and insights. Ask and	and insights. Ask and
	and communities do, and	respond to questions	and respond to questions	about what individuals	respond to questions	respond to questions
	why, so that pupils can	about what individuals	about what individuals	and communities do, and	about what individuals	about what individuals
	identify what difference	and communities do, and	and communities do, and	why, so that pupils can	and communities do, and	and communities do, and
	belonging to a community	why, so that pupils can	why, so that pupils can	identify what difference	why, so that pupils can	why, so that pupils can
	might make.	identify what difference	identify what difference	belonging to a	identify what difference	identify what difference
		belonging to a community	belonging to a	community might make.	belonging to a	belonging to a
	2. Year 1: Gaining and	might make.	community might make.		community might make.	community might make.
	deploying skills. Explore			1.Year 1Gaining and		
	questions about	1.Year 1 Gaining and	1.Year 1. Gaining and	deploying skills. Explore	1.Year 1 Gaining and	1.Year 1 Gaining and
	belonging, meaning and	deploying skills. Explore	deploying skills. Find out	questions about	Deploying skills. Explore	Deploying skills. Explore
	truth so that they can	questions about	about questions of right	belonging, meaning and	questions about	questions about
	express ideas and	belonging, meaning and	and wrong and begin to	truth so that they can	belonging, meaning and	belonging, meaning and
	opinions in response	truth so that they can	express their ideas and	express ideas and	truth so that they can	truth so that they can
	using words, music, art or	express ideas and	opinions in response.	opinions in response	express ideas and	express ideas and
	poetry.	opinions in response		using words, music, art	opinions in response	opinions in response
		using words, music, art or	2.Year 1. Expressing	or poetry.	using words, music, art	using words, music, art
	3.Year1: Knowledge and	poetry.	ideas and insights.		or poetry.	or poetry.
	Understanding. Recall and		Observe and recount	1.Year 1 Gaining and		
	name different beliefs	1.Year 1. Gaining and	different ways of	deploying skills. Find out	1.Year 1 Gaining and	1.Year 1 Expressing ideas
	and practices, including	deploying skills. Find out	expressing identity and	about and respond with	Deploying Skills. Find out	and insights. Observe
	festivals, worship, rituals	about questions of right	belonging, responding	ideas to examples of	about and respond with	and recount different
	and ways of life, in order	and wrong and begin to	sensitively for	cooperation between	ideas to examples of	ways of expressing
	to find out about the	express their ideas and	themselves.	people who are	cooperation between	identity and belonging,
	meanings behind them.	opinions in response.		different.	people who are different.	responding sensitively for
	3.Year 1: Knowledge and		2.Year 1. Knowledge and		7 7	themselves.
	understanding. Recog nise	1.Year 1. Expressing ideas	Understanding.	1.Year 1. Gaining and	1.Year 1 Expressing ideas	
	some different symbols	and insights. Observe and	Recognise some different	deploying skills. Find out	and insights. Observe	1.Year 1 Knowledge and
	and actions, which	recount different ways of	symbols and actions,	about questions of right	and recount different	Understanding. Recall
	express a community's	expressing identity and	which express a	and wrong and begin to	ways of expressing	and name different
	way of life, appreciating	belonging, responding	community's way of life,	express their ideas and	identity and belonging,	beliefs and practices,
	some similarities between	sensitively for themselves.	appreciating some	opinions in response.	responding sensitively for	including festivals,
	communities.		similarities between	The Art V	themselves.	worship, rituals and ways
		3.Year 1. Knowledge and	communities.	1.Year 1. Expressing	0. //	of life, in order to find
	4. Year 1. Knowledge and	Understanding. Recall and		ideas and insights. Notice	1.Year1 Knowledge and	out about the meanings
	Understanding. Retell and	name different beliefs	2.Year 1. Knowledge and	and respond sensitively	Understanding.	behind them.
	suggest meanings to	and practices, including	understanding. Retell	to some similarities	Recognise some different	

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	some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 1.Year 1: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between	and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	between different religions and world views. 1.Year1. Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising	symbols and actions, which express a community's way of life, appreciating some similarities between communities.	1.Year 1 Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. 1.Year 1 Knowledge and Understanding. Retell
		communities.		the traditions from which they come.		and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
	-Why Christians believe	-How to describe a	-What happened in the	-Where Muhammad live	-How a Sikh baby is	-Who is Buddha.
Substantive Knowledge:	that the world is a special placeWhy Christians say thank	mandirWhy Hindus clean the house during Diwali.	story of EstherWhy special clothes are worn at special times.	1400 years agoWhich parts of Muhammad's life show	welcomed in the GurdwaraHow people of other	-How Buddhists show that the tooth relic is important to them.
I know	you at harvest timeWhy Christians sing harvest hymnsWhat I am thankful forWhat a miracle isWhy it is important to share what you haveEveryone in the world will not eat the same foodHow churches celebrate harvest time.	-Can retell the story of Rama and SitaWhy the story of Rama and Sita is important to HindusHow Hindus invite Lakshmi into their homes and WhyWhat luck isThe name of three traditions of DiwaliDiwali is similar to other festivals that we take part in.	-The name of three things that Jewish people may do during PurimWhy people give gifts at PurimWhat a celebration isHow we make celebrations specialHow to describe a celebration you have been toWhy Jews might believe that God helped Esther in the story.	Muslims that he was special. -How you show that you are honest and trustworthy. -Why Muhammad's wife, Khadijah become the first Muslim. -How people can be similar or different to each other. -What makes a good leader. -Who is special to me. -Why it is important to respect other people's beliefs.	faiths and traditions welcome babiesHow Sikh parents choose a name for their new babyWhy the Guru Granth Sahib is important to SikhsWhat is important to my familyWhat is important to a Sikh familyWhy many people respect older people and think they are wiseHow my life is the same or different to the life of our Sikh persona doll.	-Why Buddhists think the tooth is importantWhat a Buddhist temple likeWhy some places are sacredWhich places are special to meWhy people from all religions and cultures want to remember special people, places and times.

	-Ask and respond to	-Ask and respond to	-Ask and respond to	-Ask and respond to	-Ask and respond to	-Ask and respond to
Disciplinary	questions about what	questions about what	questions about what	questions about what	questions about what	questions about what
Knowledge:	individuals and	individuals and	individuals and	individuals and	individuals and	individuals and
	communities do, and why,	communities do, and why,	communities do, and	communities do, and	communities do, and	communities do, and
	so that pupils can identify	so that pupils can identify	why, so that pupils can	why, so that pupils can	why, so that pupils can	why, so that pupils can
	what difference belonging	what difference belonging	identify what difference	identify what difference	identify what difference	identify what difference
	to a community might	to a community might	belonging to a	belonging to a	belonging to a	belonging to a
	make.	make.	community might make.	community might make.	community might make.	community might make.
	-Retell and suggest	-Observe and recount	-Observe and recount	-Notice and respond	-Observe and recount	-Observe and recount
	meanings to some	different ways of	different ways of	sensitively to some	different ways of	different ways of
	religious and moral	expressing identity and	expressing identity and	similarities between	expressing identity and	expressing identity and
	stories, exploring and	belonging, responding	belonging, responding	different religions and	belonging, responding	belonging, responding
	discussing sacred writings	sensitively for themselves.	sensitively for	world views.	sensitively for	sensitively for
	and sources of wisdom	-Explore questions about	themselves.	-Explore questions about	themselves.	themselves.
	and recognising the	belonging, meaning and	-Find out about	belonging, meaning and	-Explore questions about	-Explore questions about
	traditions from which	truth so that they can	questions of right and	truth so that they can	belonging, meaning and	belonging, meaning and
	they come.	express ideas and	wrong and begin to	express ideas and	truth so that they can	truth so that they can
	-Recall and name	opinions in response	express their ideas and	opinions in response	express ideas and	express ideas and
	different beliefs and	using words, music, art or	opinions in response.	using words, music, art	opinions in response	opinions in response
	practices, including	poetry.	-Recognise some	or poetry.	using words, music, art	using words, music, art
	festivals, worship, rituals	-Find out about questions	different symbols and	-Find out about and	or poetry.	or poetry.
	and ways of life, in order	of right and wrong and	actions, which express a	respond with ideas to	-Find out about and	-Recall and name
	to find out about the	begin to express their	community's way of life,	examples of cooperation	respond with ideas to	different beliefs and
	meanings behind them.	ideas and opinions in	appreciating some	between people who are	examples of cooperation	practices, including
	-Explore questions about	response.	similarities between	different.	between people who are	festivals, worship, rituals
	belonging, meaning and	-Recall and name	communities.	-Find out about	different.	and ways of life, in order
	truth so that they can	different beliefs and	-Retell and suggest	questions of right and	-Recognise some	to find out about the
	express ideas and	practices, including	meanings to some	wrong and begin to	different symbols and	meanings behind them.
	opinions in response	festivals, worship, rituals	religious and moral	express their ideas and	actions, which express a	-Recognise some
	using words, music, art or	and ways of life, in order	stories, exploring and	opinions in response.	community's way of life,	different symbols and
	poetry.	to find out about the	discussing sacred	-Retell and suggest	appreciating some	actions, which express a
	-Recognise some different	meanings behind them.	writings and sources of	meanings to some	similarities between	community's way of life,
	symbols and actions,	-Recognise some different	wisdom and recognising	religious and moral	communities.	appreciating some
	which express a	symbols and actions,	the traditions from which	stories, exploring and		similarities between
	community's way of life,	which express a	they come.	discussing sacred		communities.
	appreciating some	community's way of life,		writings and sources of		-Retell and suggest
	similarities between	appreciating some		wisdom and recognising	107	meanings to some
	communities.	similarities between		the traditions from which	1. 10	religious and moral
	-Explore questions about	communities.	0.00	they come.	0. 10	stories, exploring and
	belonging, meaning and				W.	discussing sacred
	truth so that they can					writings and sources of
	express ideas and		- 10			wisdom and recognising

	opinions in response using words, music, art or poetryRecognise the importance of friendship and that there are different ways of making friends.		7			the traditions from which they come.
Experiences:	Making Crumble Church Visit	Making diva lamps	Make some noise	Birthday Celebrations	Nursery Role Play	Imaginary trip to Sri Lanka
Key Vocabulary:	Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship	arti, barfi, demon, dhal, diva lamps, Lakshmi's footsteps, mandir, mehndi, murti, puja, rangoli	celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim	Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy	amrit, chauri, Granthi, Gurdwara, Guru Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh	architecture, belief, Buddha, Buddhist, casket, celebration, festival, memories, mundras, offerings, perahera, procession, relic, religion, sacred, Sri Lanka, statues, stupa, temple
Significant People:	Jesus	Rama Sita Lakshmi	Esther Haman King Ahasuerus, Mordecai	Muhammad Allah		Buddha Prince Sidarther



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hanukkah	Christmas	Losar	Anand Karaj	Jumu'ah	Navrati
	1.Year 2: Expressing ideas	2.Year 2: Expressing ideas	1.Year 2: Expressing	1.Year 2: Expressing	1.Year 2: Expressing	2.Year 2: Expressing ideas
National Curriculum	and insights. Ask and	and insights. Ask and	ideas and insights. Ask	ideas and Insights. Ask	ideas and insights. Ask	and insights. Ask and
links:	respond to questions	respond to questions	and respond to questions	and respond to questions	and respond to questions	respond to questions
(From the Agreed	about what individuals	about what individuals	about what individuals	about what individuals	about what individuals	about what individuals
Syllabus)	and communities do, and	and communities do, and	and communities do, and	and communities do, and	and communities do, and	and communities do, and
	why, so that pupils can	why, so that pupils can	why, so that pupils can	why, so that pupils can	why, so that pupils can	why, so that pupils can
	identify what difference	identify what difference	identify what difference	identify what difference	identify what difference	identify what difference
	belonging to a community	belonging to a community	belonging to a	belonging to a	belonging to a	belonging to a
	might make.	might make.	community might make.	community might make.	community might make.	community might make.
	1.Year 2: Gaining and	1.Year 2: Gaining and	1.Year 2: Gaining and	1.Year 2: Gaining and	1.Year 2: Expressing	2.Year 2: Gaining and
	Deploying skills. Find out	Deploying skills. Explore	deploying skills. Explore	Deploying skills. Explore	ideas and insights. Notice	deploying skills. Explore
	about questions of right	questions about	questions about	questions about	and respond sensitively	questions about
	and wrong and begin to	belonging, meaning and	belonging, meaning and	belonging, meaning and	to some similarities	belonging, meaning and
	express their ideas and	truth so that they can	truth so that they can	truth so that they can	between different	truth so that they can
	opinions in response.	express ideas and	express ideas and	express ideas and	religions and world	express ideas and
		opinions in response	opinions in response	opinions in response	views.	opinions in response
	1.Year 2: Expressing ideas	using words, music, art or	using words, music, art	using words, music, art		using words, music, art or
	and insights. Notice and	poetry.	or poetry.	or poetry.	1.Year 2: Expressing	poetry.
	respond sensitively to		A		ideas and insights.	
	some similarities between	1.Year 2: Knowledge and	1.Year 2: Expressing	1.Year 2: Gaining and	Observe and recount	1.Year 2: Expressing ideas
	different religions and	Understanding. Recall and	ideas and insights.	Deploying skills. Find out	different ways of	and insights. Observe and
	world views.	name different beliefs	Observe and recount	about and respond with	expressing identity and	recount different ways of
		and practices, including	different ways of	ideas to examples of	belonging, responding	expressing identity and
	1.Year 2: Expressing ideas	festivals, worship, rituals	expressing identity and	cooperation between	sensitively for	belonging, responding
	and insights. Observe and	and ways of life, in order	belonging, responding	people who are	themselves.	sensitively for
	recount different ways of	to find out about the	sensitively for	different.		themselves.
	expressing identity and	meanings behind them.	themselves.		3.Year 2: Knowledge and	
	belonging, responding			1.Year 2: Expressing	Understanding.	1.Year 2: Knowledge and
	sensitively for themselves.	2.Year 2: Knowledge and	1.Year 2: Knowledge and	ideas and insights. Notice	Recognise some different	Understanding. Recall
		Understanding. Recognise	Understanding. Recall	and respond sensitively	symbols and actions,	and name different
	1.Year 2: Knowledge and	some different symbols	and name different	to some similarities	which express a	beliefs and practices,
	Understanding. Recall and	and actions, which	beliefs and practices,	between different	community's way of life,	including festivals,
	name different beliefs	express a community's	including festivals,	religions and world	appreciating some	worship, rituals and ways
	and practices, including	way of life, appreciating	worship, rituals and ways	views.	similarities between	of life, in order to find

	festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 1.Year 2: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. 2.Year 2 Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	some similarities between communities. 1.Year 2: Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	of life, in order to find out about the meanings behind them. 1.Year 2: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. 1.Year 2: Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	1.Year 2: Knowledge and Understanding. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 2.Year 2: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	communities. 1.Year 2: Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	out about the meanings behind them. 1.Year 2: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. 1.Year 2: Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
Substantive Knowledge:	-The story of HanukkahWhat a miracle isWhy Jews light candles at HanukkahHow the dreidel game is playedThe name of two Hanukkah traditionsHow to explain fairness and right or wrongSimilarities and differences between Hanukkah and Christmas.	-What an Advent wreath isWhy Christians think the Christmas story is specialWhy people give gifts at Christmas timeHow giving gifts make people feelWhat the word joy mean to meWhich traditions remind Christians of the Christmas storyWhy people send Christmas cardsWhat the different parts of the Christingle meanWhy Christians call Jesus	-Why many Buddhists clean their houses and settle arguments during LosarWhat is important about a New Year's resolutionWhat Tibetan prayer flags areWhy the message on a flag is importantWhat the offerings on the shrine at Losar representHow Cham dancing helps Tibetan Buddhists celebrate LosarThe name of a	-Some words that are used at a weddingWhat a promise isWhy people make wedding promisesHow to make a promiseWhat you might see at a Sikh weddingWhy people might choose to get marriedKnow how to talk about the wedding in the storybookThat all weddings are different.	-Why Bilal became the first muezzinWhat the adhan is. How Yasmin prayedWhy a mosque a special placeWhy Fridays are a special day for MuslimsHow a mosque helps Muslims to worship togetherHow people of other faiths worship togetherWhich times are special to people you knowWhich times are special to you.	-What God is likeWhat the story of Durga teach Hindus about good and evilWhy people dance and wear special clothes during NavratriWhat puja isHow to describe two things you might find on a puja trayHow some people use quiet timeWho might help you when you are worriedWhy Hindus might see God as a mother.

		the light of the world.	celebration that is similar to Losar.			
	-Ask and respond to	-Ask and respond to	-The future	-Ask and respond to	-Ask and respond to	-Ask and respond to
Disciplinary	questions about what	questions about what	Ask and respond to	questions about what	questions about what	questions about what
Knowledge:	individuals and	individuals and	questions about what	individuals and	individuals and	individuals and
	communities do, and why,	communities do, and why,	individuals and	communities do, and	communities do, and	communities do, and
	so that pupils can identify	so that pupils can identify	communities do, and	why, so that pupils can	why, so that pupils can	why, so that pupils can
	what difference belonging	what difference belonging	why, so that pupils can	identify what difference	identify what difference	identify what difference
	to a community might	to a community might	identify what difference	belonging to a	belonging to a	belonging to a
	make.	make.	belonging to a	community might make.	community might make.	community might make.
	-Notice and respond	-Explore questions about	community might make.	-Notice and respond	-Notice and respond	-Observe and recount
	sensitively to some	belonging, meaning and	-Observe and recount	sensitively to some	sensitively to some	different ways of
	similarities between	truth so that they can	different ways of	similarities between	similarities between	expressing identity and
	different religions and	express ideas and	expressing identity and	different religions and	different religions and	belonging, responding
	world views.	opinions in response	belonging, responding	world views.	world views.	sensitively for
	-Observe and recount	using words, music, art or	sensitively for	-Explore questions about	-Observe and recount	themselves.
	different ways of	poetry.	themselves.	belonging, meaning and	different ways of	-Explore questions about
	expressing identity and	-Recall and name	-Explore questions about	truth so that they can	expressing identity and	belonging, meaning and
	belonging, responding	different beliefs and	belonging, meaning and	express ideas and	belonging, responding	truth so that they can
	sensitively for themselves.	practices, including	truth so that they can	opinions in response	sensitively for	express ideas and
	-Find out about questions	festivals, worship, rituals	express ideas and	using words, music, art	themselves.	opinions in response
	of right and wrong and	and ways of life, in order	opinions in response	or poetry.	-Recognise some	using words, music, art or
	begin to express their	to find out about the	using words, music, art	-Find out about and	different symbols and	poetry.
	ideas and opinions in	meanings behind them.	or poetry.	respond with ideas to	actions, which express a	-Recall and name
	response.	-Recognise some different	-Recall and name	examples of cooperation	community's way of life,	different beliefs and
	-Recall and name	symbols and actions,	different beliefs and	between people who are	appreciating some	practices, including
	different beliefs and	which express a	practices, including	different.	similarities between	festivals, worship, rituals
	practices, including	community's way of life,	festivals, worship, rituals	-Recall and name	communities.	and ways of life, in order
	festivals, worship, rituals	appreciating some	and ways of life, in order	different beliefs and	-Retell and suggest	to find out about the
	and ways of life, in order	similarities between	to find out about the	practices, including	meanings to some	meanings behind them.
	to find out about the	communities.	meanings behind them.	festivals, worship, rituals	religious and moral	-Recognise some
	meanings behind them.	-Retell and suggest	-Recognise some	and ways of life, in order	stories, exploring and	different symbols and
	-Recognise some different	meanings to some	different symbols and	to find out about the	discussing sacred	actions, which express a
	symbols and actions,	religious and moral	actions, which express a	meanings behind them.	writings and sources of	community's way of life,
	which express a	stories, exploring and	community's way of life,	-Recognise some	wisdom and recognising	appreciating some
	community's way of life,	discussing sacred writings	appreciating some	different symbols and	the traditions from which	similarities between
	appreciating some	and sources of wisdom	similarities between	actions, which express a	they come.	communities.
	similarities between	and recognising the	communities.	community's way of life,		-Retell and suggest
	communities.	traditions from which	-Retell and suggest	appreciating some	N. W.	meanings to some
	-Retell and suggest	they come.	meanings to some	similarities between	100	religious and moral
	meanings to some	4	religious and moral	communities.		stories, exploring and
	religious and moral		stories, exploring and			discussing sacred writings

	stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		discussing sacred writings and sources of wisdom and recognising the traditions from which they come.			and sources of wisdom and recognising the traditions from which they come.
Experiences:	Lighting the candles	New Baby Visit	New Year Party	Marriage and Weddings	Friday Prayers	Growing seeds
Key Vocabulary:	dreidel, gelt, Hanukkiah, kosher, latke, menorah, Shamash candle	Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy, message, nativity, prayers, stable, star, traditions, wreath	auspicious symbols, Cham dancing, chants, chemar bo, compassion, generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving- kindness, luck, Mahayana Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada Buddhism, Tibet, Tibetan, Tibetan prayer flags, torma	aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration, churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth Sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses	ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers	dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra, prasad, prayer, puja, puja thalis, sari
Significant People:	Judah Maccabee	Jesus Mary Joseph Angel Gabriel			Muhammad	mother goddess Durga Lakshmi (the goddess of good fortune and wealth) Saraswati (the goddess of wisdom).

ACADEMY