



# RE Curriculum Progression Map 2023-24

**Intent:**

Our Religious Education curriculum has been designed to engage, inspire, and develop lifelong learners, who are equipped with the knowledge, skills and vocabulary to raise and answer challenging questions about life. Our programme of study reflects the complex, diverse and plural nature of worldviews, drawn from a range of religious, philosophical, spiritual and other approaches to life, including different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, non-religious worldviews and concepts including Humanism.

Through an enquiry-based approach, children find out what people believe and what difference this makes to how they live, so they can make sense of religion and develop an informed understanding of traditions and current religious beliefs in local, national and global contexts. Practical, first hand experiences are included in the curriculum to ensure that the children have real life experience of living religious traditions and to deepen their understanding of diversity in society. The curriculum encourages children to reflect upon their own sense of identity and belief and to understand the underpinning of religion through shared human experience. It is intended that through our curriculum, children will engage with important aspects of human experience including spirituality, morals and culture. Children are encouraged to develop an understanding of the changing nature of RE and to challenge stereotypes in religion so that they become respectful and informed citizens who show empathy for others.

The curriculum is organised in a progressive way which ensures the children have opportunities to revisit and build upon their knowledge and skills so that they can make links in their learning and deepen their understanding. It encourages pupils to consider how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning in a multi-cultural society. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

		EYFS Framework 2021 <b>Understanding the World</b>  People, Culture and Communities	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
EYFS	<u>AUTUMN TERM</u>  Unit Focus 1	<b>In Reception</b> <ul style="list-style-type: none"> <li>· Talk about members of their immediate family and community.</li> <li>· Name and describe people who are familiar to them.</li> <li>· Draw information from a simple map.</li> <li>· Understand that some places are special to members of their community.</li> <li>· Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<b>Why are some things special? Special Times- How and why do we celebrate?</b>  To talk about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam  To begin to understand the important religious events for these religions.  To reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.  Harvest, Diwali, Eid, Christmas	To reflect on their own feelings and experiences (in response to weddings, birth ceremonies, death of a pet, special times)  To recall or express some key events in religious stories such as The Nativity  <b>Talk about</b> people and situations important to themselves within the school community.  To ask questions about the world they live in  To talk confidently about their own customs and practices	Celebration Festival Tradition Christian Community Jesus God Muslim Hindu	
	<u>SPRING TERM</u>  Unit Focus 2	<b>In Reception</b> Recognise that people have different beliefs and celebrate special times in different ways.  <b>Early Learning Goal</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<b>Special stories: Why are some stories special? What special messages can we learn from stories?</b>  To understand that some books are sacred and holy  To learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims	to retell stories and respond in a variety of ways	Sacred Qur’an Allah Respect Guidance Prophet testament	Interview a faith leader

	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p><b>In Reception</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Early Learning Goal</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p><b><u>Christianity- The Church</u></b></p> <p>Christians believe in the Church as God's family</p> <p>Christians refer to all Christians of every race as their 'brothers and sisters'</p> <p>The role of a local member of the clergy</p> <p>Churches from other parts of the world</p> <p>What does it feel like to be part of a family?</p> <p>Do I like what the church does? Why?</p>	<p>To ask questions about the world they live in</p> <p>To talk confidently about their own customs and practices</p> <p>To identify some features of a church and what makes it distinctive to other buildings</p> <p>To discuss ways in which a Church is like a family</p>		

	Year Group Statutory Requirements across all units	Statutory Requirements Linked to the Unit	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
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Year 1	<p style="text-align: center;"><u>AUTUMN</u> <u>TERM</u></p> <p style="text-align: center;">Unit Focus 1</p>	<p>Use some religious words and phrases to <b>recognise and name</b> features of religious traditions. (B&amp;V LRT)</p> <ul style="list-style-type: none"> <li>• Can <b>recall</b> religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&amp;V LRT)</li> <li>• <b>Talk about</b> their own experience and feelings. (SHE)</li> <li>• <b>Talk about</b> what is of value and concern to themselves. (SPM)</li> <li>• <b>To know</b> what relevant questions are and to <b>ask</b> them. (SHE)</li> </ul>	<p>Can <b>recall</b> religious stories (B&amp;V LRT)</p> <p><b>Talk about</b> their own experience and feelings. (SHE)</p> <p><b>Talk about</b> what is of value and concern to themselves.</p> <p>To <b>know</b> what relevant questions are and to <b>ask</b> them. (SHE)</p>	<p><b>God</b> To know that Christians often refer to God as ‘Father’ and talk about why Christians might compare God to a loving parent</p> <p>To talk about how and why Christians might want to talk about God (prayer)</p> <p>Suggest symbolic meanings of rituals and items used in Christian prayer- Lord’s prayer and Parable of the Lost Son</p> <p>To talk about the importance of love in families and the ways in which they are cared for</p> <p>To reflect on their own role in the family and know who they can talk to when they are happy/ sad and worried.</p> <p><b>Jesus</b> To talk about why Christians would say that Jesus is a special baby</p> <p>To be able to identify religious aspects of Christmas and talk about why Christmas is a special time for Christians</p> <p>To consider why babies are special, why they need love and care. and about the importance of looking after those who cannot look after themselves</p> <p>To show understanding of their own beginnings and how they were welcomed into the family, reflecting on who has helped them so far.</p> <p>To know a simple version of the nativity story and talk about how the different characters welcome baby Jesus</p> <p>To know God as the source of New Life</p>	<p>To give an example of a key belief.</p> <p>To use some religious words and phrases to recognise and name features of religious traditions</p> <p>To talk about the way that religious beliefs might influence the way a person behaves</p> <p>To notice and show curiosity about people and how they live their lives.</p> <p>To ask questions for example about the importance of trust</p> <p>To show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)</p>	<p>Lord’ prayer</p> <p>Sins</p> <p>Forgive</p> <p>Advent</p> <p>Nativity</p>	<p>Create a Christmas card with a religious meaning</p> <p>Interview Reverend Kim</p>
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				<p>Explore Biblical accounts of events in Jesus' life and relate these experiences and examples to the restoration of the relationship between God and humankind</p> <p>Children think about their relationships (falling out and forgiveness) and changes in pupils' lives</p>			
	<p><u>SPRING TERM</u></p> <p>Unit Focus 2</p>	<p>Use some religious words and phrases to <b>recognise and name</b> features of religious traditions. (B&amp;V LRT)</p> <p>Can recognise symbols and other verbal and visual forms of religious expression. (B&amp;V LRT)</p> <p><b>Talk about</b> their own experience and feelings. (SHE)</p>	<p><b><u>Islam</u></b>          To know that Muslims believe in one God (Allah)          To know that Muslims believe the world was created by God          To talk about why Muslims might value the natural world</p> <p>To know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet suggest how Muslims might show respect for God by caring for the natural world</p> <p>Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</p> <p>Reflect on how they treat the natural world – and if they have a duty to look after it.</p> <p>To be able to talk about their own identity as parts of a family and part of the school community.</p> <p><b><u>Judaism</u></b>          To understand that Jews believe in one God</p> <p>To retell the story of Noah and understand how Noah trusted in God to keep his promise</p>	<p>To give an example of a key belief.</p> <p>To use some religious words and phrases to recognise and name features of religious traditions</p> <p>To talk about the way that religious beliefs might influence the way a person behaves</p> <p>To notice and show curiosity about people and how they live their lives.</p> <p>To ask questions for example about the importance of trust</p>	<p>Prayer</p> <p>Baptism</p> <p>Font</p> <p>Godparents</p> <p>Font</p> <p>Altar</p> <p>Priest/ reverend/ minister</p>		

				<p>To explain about the history of Sukkot and how this is celebrated by Jewish families today.</p> <p>To learn about the Torah and its importance in Jewish life</p> <p>To understand the life of Moses and his importance to Jewish life.</p>			
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p><b>Talk about</b> their own experience and feelings. (SHE)</p> <p>Use some religious words and phrases to <b>recognise and name</b> features of religious traditions. (B&amp;V LRT)</p>	<p><b>Hinduism</b></p> <p>-explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms</p> <p>-build on their prior learning about the use of symbolism to express religious beliefs.</p> <p>-Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.</p> <p>Children should also have opportunities to think about the complexity of identity (including their own) and how people may be seen in different ways according to their role and relationship.</p> <p><b>Church</b></p> <p>To know that some Christians welcome babies into the God's family with baptism ceremonies</p> <p>To identify features of baptisms.</p> <p>To talk about what it means to belong to a family and know what it means to belong to the Church family.</p> <p>To be able to talk about the role of families in raising children</p>	<p>To give an example of a key belief.</p> <p>To use some religious words and phrases to recognise and name features of religious traditions</p> <p>To talk about the way that religious beliefs might influence the way a person behaves</p> <p>To notice and show curiosity about people and how they live their lives.</p> <p>To ask questions for example about the importance of trust</p>	<p>Islam</p> <p>Muslim</p> <p>Khalifa/ caretaker</p> <p>Respect</p> <p>Duty</p> <p>Hindu</p> <p>Brahman</p> <p>Symbol</p> <p>Deity</p> <p>Image</p> <p>Identity</p> <p>roles</p>	<p>Church visit-interview Priest</p> <p>Hold a baptism for a teddy</p> <p>Create a recipe for a good parent</p>	

		Year Group Statutory Requirements across all units	Statutory Requirements Linked to the Unit	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
Year 2	AUTUMN TERM Unit Focus 1	<p><b>Retell and suggest meanings</b> for religious stories, actions and symbols. (B&amp;V LRT)            Use religious words and phrases and consistently <b>identify</b> some features of religious traditions. (B&amp;V LRT)            Begin to <b>identify and describe</b> how religion is expressed in different ways. (B&amp;V LRT)  <b>Talk about</b> what is of value and concern to themselves and to others. (SPM)  <b>Talk about</b> what they find interesting or puzzling. (B&amp;V LRT)</p>	<p>To retell and suggest meanings for religious stories</p> <p>To talk about what they find interesting or puzzling</p> <p>To suggest meanings for religious symbols</p> <p>To talk about what is of value and concern to them</p>	<p><b>God</b>            To know the key events in Genesis 1 story of creation</p> <p>To know that many Christians think it is important to look after the world and know ways that Christians might express their concern for the natural world</p> <p>To describe how and why Christians might thank God for creation at Harvest festivals</p> <p>To identify ways in which humans use (and abuse) the natural world. Talk about why our planet should matter to all humans – and how this should influence our behaviour</p> <p><b>Jesus</b>            To suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’</p> <p>To know the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</p> <p>To identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning</p>	<p>To retell and suggest meanings for religious stories and/or beliefs            use some religious words and phrases when talking about beliefs and values</p> <p>To identify things that influence a person’s sense of identity and belonging</p> <p>To reflect on their own use of the world’s resources and ask questions about what they can do to show that they care about the world</p> <p>To identify and describe how religion is expressed in different ways            suggest the symbolic meaning of imagery and actions</p> <p>To ask questions about the value of sources of light in their own lives</p>	<p>Harvest</p> <p>Worlds resources</p> <p>Creator</p> <p>Sustain</p> <p>Truth/ myth (in relation to Genesis story)</p> <p>Genesis</p> <p>Gratitude</p> <p>Harvest</p> <p>Christ</p> <p>Messiah</p> <p>Saviour</p> <p>Son of God</p> <p>Christingle</p>	<p>Creation collage- beauty in the natural world</p> <p>Class pledge about the environment</p>

				<p>To know the different ways that Christians might celebrate Christmas</p> <p>To discuss the importance of light – as a source of comfort, security and hope and identify different ways that humans use light</p> <p>To talk about how and why light might be an important symbol</p> <p>To talk about the people who provide comfort, security and hope for them and suggest ways in which they might be a light for others</p>			
	<p><u>SPRING TERM</u></p> <p>Unit Focus 2</p>		<p>Begin to <b>identify and describe</b> how religion is expressed in different ways.</p>	<p><b><u>Hinduism</u></b></p> <p>Know that Hindus believe in one God (Brahman) who can be worshipped in many forms</p> <p>know that these forms (the deities) have different qualities and are portrayed in different ways</p> <p>suggest why Hindus might believe that it is important to show devotion to the deities</p> <ul style="list-style-type: none"> <li>• know that Hindus might worship at a Mandir and/or the home shrine</li> <li>• suggest why worship in the home might be important</li> </ul> <p>describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</p> <ul style="list-style-type: none"> <li>• talk about qualities that make some people special</li> </ul> <p>identify ways in which humans show their gratitude to the people who matter in their lives</p> <ul style="list-style-type: none"> <li>• talk about who is special to them and why reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>	<p>identify and describe how religion is expressed in different ways</p> <p>suggest the symbolic meaning of imagery and actions</p> <p>use some religious words and phrases when talking about beliefs and values</p>	<p>Devotion</p> <p>Gratitude</p> <p>Mandir</p> <p>Shrine</p> <p>Hindu deities (eg. Shiva, Vishnu, Brahma, Lakshmi, Durga, Saraswati)</p> <p>‘arti’ (the ritual) and ‘puja’ (the act of worship)</p>	<p>Invite a Hindu to demonstrate an Arti ceremony or arrange a visit to a Mandir</p>

				<p><b><u>Islam</u></b></p> <p>-examine Islamic beliefs and practices linked to prayer.          -explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people.          -to know the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.</p>	<p>To reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends</p> <p>_discuss rituals in their lives and how these may compare between eachother and religions</p>	<p>Five pillars          Community          Unite          Values</p>	
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p>To suggest meanings for religious symbols</p> <p>Use religious words and phrases and consistently <b>identify</b> some features of religious traditions. (B&amp;V LRT)</p>	<p><b><u>Christianity-Church</u></b></p> <p>To know some beliefs and values that might unite the Christian community</p> <p>To know why some Christians might think it is important to come together to worship God</p> <p>To identify symbols (images and actions) used in Christian worship and talk about how and why symbols might be used in Christianity</p> <p>To identify and describe features of a church</p> <p>To learn about signs and symbols in the world around them</p> <p>To talk about the school logo – what values it might represent and how it might unite the school community</p> <p><b><u>Judaism</u></b></p> <p>Judaism - What aspects of life really matter?          Moses,          Ten Commandments, the Sabbath</p>	<p>identify and describe how religion is expressed in different ways</p> <p>suggest the symbolic meaning of imagery and actions</p> <p>To ask thoughtful questions about signs and symbols talk about communities that they belong to – and how they show their commitment to these communities use some religious words and phrases when talking about beliefs and values</p>	<p>Pulpit, lectern.          Altar</p> <p>Catholic</p> <p>Anglican</p>	<p>design/build a model church</p> <p>write about Church design</p>	

				<ul style="list-style-type: none"> <li>- To know about Moses, a significant figure in Judaism, and his role in leading the Israelites out of slavery in Egypt.</li> <li>- To understand the significance of the Ten Commandments, the laws given to Moses by God on Mount Sinai, and their relevance in modern Jewish life.</li> <li>- To explore the idea of the Sabbath, the day of rest and spiritual connection in Judaism, and its importance in Jewish life and tradition.</li> </ul> <p>To identify and explain the symbols and actions used in Jewish worship, such as the Torah, menorah, and mezuzah, and understand why they are important in Jewish faith.</p> <ul style="list-style-type: none"> <li>- To learn about the features of a synagogue, the Jewish place of worship, and describe how it is used for Jewish prayer and community.</li> <li>- To recognize and interpret symbols of Judaism in the world around us, such as the Star of David, the Hebrew alphabet, and Jewish holidays like Hanukkah and Passover.</li> <li>- To discuss the values of Judaism, such as justice, kindness, and social responsibility, and how they can make a positive impact on the school and wider community.</li> </ul>			
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		Year Group Statutory Requirements across all units	Statutory Requirements Linked to the Unit	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
Year 3	<u>AUTUMN</u> <u>TERM</u>  Unit Focus 1	Children will begin to <b>show awareness</b> of similarities in religions. (B&V, LRT)	<b>Identify</b> how religion is expressed in different ways, eg dress, prayer, celebrations.	<p><b>God</b></p> <p>To know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</p> <p>To identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</p>	<p>use religious terms to describe how people might express their beliefs</p> <p>in relation to matters of right and wrong,</p>	<p>Holy Spirit</p> <p>Pentecost</p> <p>Denomination</p> <p>Procession of witness</p>	

		<p>Use a developing religious vocabulary to <b>describe</b> some key features of religious traditions recognising some similarities and differences. (B&amp;V, LRT)</p> <p><b>Identify</b> what influences them, <b>making links</b> between aspects of their own and others' experiences.</p> <p>Recognise their own and others' values</p> <p><b>ask</b> important questions about religion and beliefs and find out answers.</p>	<p>suggest why these prophets chose to listen to and follow God</p> <p>To identify Christians who might be described as people who listened to and followed God describe how and why some Christians might devote their lives to serving God talk about what is meant by a sense of vocation</p> <p>inspirational people/role models for the world today</p> <p><u>Islam</u></p> <p>Why is the Prophet Muhammad (pbuh) an example for Muslims? <b>The Prophet. Muhammed (pbuh), Zakah.</b></p> <p>To understand who the Prophet Muhammad was and why he is important to Muslims</p> <p>To be able to describe how the Prophet Muhammad (pbuh) demonstrated the values and beliefs of Islam through his actions and teachings</p> <p>discuss the importance of the Five Pillars of Islam and apply these to their own lives.</p> <p>To know what Zakah is and why it is important to Muslims</p> <p>To be able to reflect on their own acts of kindness and charity discuss how they can follow the example of the Prophet Muhammad (pbuh) in their daily lives by helping others</p>	<p>recognise their own and others' values</p> <p>discuss own questions and responses related to the question 'who should we follow – and why?'</p> <p>raise and discuss questions about following others – including both positive and negative responses</p> <p>describe the qualities that inspirational people might have</p> <p>discuss who makes a good role model and why</p>	<p>Appreciation</p> <p>Prophet</p> <p>Commitment</p>	
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	<p style="text-align: center;"><u>SPRING TERM</u></p> <p style="text-align: center;">Unit Focus 2</p>		<p>To identify how religions are expressed in different ways</p> <p>Use a developing religious vocabulary to <b>describe</b> some key features of religious traditions recognising some similarities and differences.</p> <p><b>Identify</b> what influences them, <b>making links</b> between aspects of their own and others' experiences.</p>	<p><b><u>Christianity- Jesus</u></b></p> <p>To know what is meant by discipleship</p> <p>To know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)</p> <p>To be able to describe how and why Christians might try to follow the example of Jesus through mission and charity work</p> <p>describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</p> <p>To talk about what it means to have charisma</p> <p>To describe what makes a good leader and why people might want to follow him/her</p> <p>discuss what motivates people to want to make a difference</p> <p>To reflect on their own leadership abilities</p> <p>discuss their own desires to make a difference in the world/in their communities</p> <p><b><u>Church</u></b></p> <p>To know what Christians mean by the Holy Spirit</p> <p>To know ways in which the belief in the Holy Spirit as God's presence in the world can impact on individuals and communities</p> <p>identify Christian values exemplified in the gifts of the Spirit</p> <p>identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</p> <p>describe how and why Pentecost is celebrated</p>	<p>identify how religion is expressed in different ways</p> <p>describe how some people, events and sources of wisdom have influenced and inspired others</p> <p>identify beliefs and values contained within a story/teaching</p> <p>identify the impact religion has on a believer</p>	<p>Torah Covenant Disciple Mission Charismatic Leadership Salvation New Testament apostle</p> <p>Wesak Dukkha Buddha Sangha Monastic</p>	<p>Link to Christian organisation (Salvation Army)</p>
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				<p>describe why some Christians might take part in a procession of witness</p> <p>describe aspects of being human that we should be proud of discuss what it means to be a successful human – and the different measures of success that might be applied</p> <p>reflect on the people that they value in their lives – and how they show their appreciation</p>			
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p><b>Identify</b> how religion is expressed in different ways, eg dress, prayer, celebrations.</p> <p>Use a developing religious vocabulary to <b>describe</b> some key features of religious traditions recognising some similarities and differences. (B&amp;V, LRT)</p>	<p><b><u>Sikhism</u></b></p> <p>How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.</p> <p>Sikhism - How do Sikhs express their beliefs and values? To know what the 5 Ks are and why they are important to Sikhs describe the 5 Ks - Kesh (uncut hair), Kangha (comb), Kara (steel bracelet), Kachera (undergarment), Kirpan (short sword)- and discuss how they demonstrate a Sikh's commitment to their faith</p> <p>To understand the principle of equality in Sikhism discuss how Sikhs believe in treating all people equally and the importance of treating others with respect and compassion</p> <p>To know what a Gurdwara is and why it is important to Sikhs describe the features of a Gurdwara, including the Guru Granth Sahib (holy scripture) and the Langar (community kitchen), and how it is used as a place of worship and gathering for the Sikh community</p> <p>To be able to reflect on their own experiences of community and belonging</p>	<p>To show awareness of similarities in religions</p> <p>identify how religion is expressed in different ways</p> <p>identify characteristics of a good role model discuss how good role models can have a positive impact on individuals, communities and societies</p>	<p>Islam Muslim Zakat Muhammed Founder pbuh</p>		

			<p>discuss how the concept of the Gurdwara can be applied to other communities and how it promotes a sense of belonging and unity among people of different backgrounds.</p> <p><b><u>Hindu Dharma</u></b></p> <p>Hinduism - Why is family an important part of Hindu life?</p> <p>To understand why family is important in Hinduism</p> <p>discuss Hindu beliefs on family, including the concepts of dharma (religious duty), karma (action and consequence), and the importance of respect and care for one's elders</p> <p>To know about the Ramayana and what it teaches about family values</p> <p>describe the story of the Ramayana and how it demonstrates the importance of family relationships and responsibilities</p> <p>To understand the Hindu festival of Raksha Bandhan and why it is celebrated</p> <p>describe the traditions and rituals associated with Raksha Bandhan and how it celebrates the bond between siblings and family members</p> <p>To be able to reflect on their own experiences of family and community</p> <p>discuss how the values of Hinduism can be applied to their own lives and relationships with family members and how this can promote a sense of belonging and support within their community.</p>			
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		Year Group Statutory Requirements across all units	Statutory Requirements Linked to the Unit	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
Year 4	AUTUMN TERM Unit Focus 1	Use specific vocabulary to <b>describe</b> key features of living religious traditions, <b>recognising</b> similarities and differences. (LRT) Begin to <b>identify</b> the impact religion has on believers' lives. (B&V LRT) <b>Make links</b> between believers' values and commitments and their own (SPM) <b>Ask important question</b> about religions and beliefs, and <b>compare</b> to their own experiences. (SHE, B&V, SPM)	Use specific vocabulary to <b>describe</b> key features of living religious traditions, <b>recognising</b> similarities and differences  <b>Make links</b> between believers' values and commitments and their own  <b>Ask important question</b> about religions and beliefs, and <b>compare</b> to their own experiences	<b>Hinduism</b> explore teachings about good and evil in the story of Rama and Sita  describe what moral guidance Hindus might gain from the story of Rama and Sita  make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma  see subject specific language to describe how and why Hindus celebrate Diwali  explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil  discuss (with relevant examples) the importance of the belief that good overcomes evil suggest people, words or stories that might be inspiring when trying to overcome difficulties in life  reflect on their own concept of 'goodness' discuss what gives them hope during difficult times'  <b>God</b> -explore different Christian beliefs about the Bible as the word of God -explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible	describe what a believer might learn from a religious teaching/story	Precept Buddha Dharma Sangha Refuge Enlightenment vision  Moral guidance  Vishnu  Avatar  Dharma	

				<p>-describe why some Christians might view the Bible as an important source of authority and moral guidance</p> <p>-explain why Christians might have different views about how to interpret and apply the Bible</p> <p>- explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</p> <p>-discuss why people might have different views about what is right and wrong – and where these views might come from</p> <p>describe the different sources of authority that humans might look to when making decisions about how to live their lives</p>			
	<p><u>SPRING TERM</u></p> <p>Unit Focus 2</p>		<p>Begin to <b>identify</b> the impact religion has on believers' lives.</p> <p><b>Make links</b> between believers' values and commitments and their own</p> <p><b>Ask important question</b> about religions and beliefs, and <b>compare</b> to their own experiences</p>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>* explore teachings and stories from Sikhism</li> <li>* describe what moral guidance Sikhs might gain from the stories and examples of the Gurus</li> <li>* make links between the beliefs, values and practices of Sikhism</li> <li>* explain how clothing and behaviour might be symbolic of beliefs, values and commitments</li> <li>* discuss (with relevant examples) the importance of how we view and behave towards others</li> <li>* talk about how our outward behaviour reflects our inner beliefs, values and commitments</li> </ul> <p><b>Christianity- Jesus</b></p> <p>To identify Christian beliefs about Jesus reflected in story of Jesus in the wilderness</p> <p>The Easter Story-crucifixion of Jesus and what this means to Christians</p> <p>-Understand sacrifice as an important Christian value</p>	<p>make links between ideas about morality and sources of authority</p> <p>describe the impact religion has on believers' lives</p> <p>explain the deeper meaning and symbolism for specific religious practices</p> <p>consider the range of beliefs, values and lifestyles that exist in society</p> <p>discuss how people make decisions about how to live their lives</p> <p>reflect on their own personal sources of wisdom and authority</p>	<p>Eucharist</p> <p>Parable</p> <p>Agape</p>	<p>Organise a collection for a local food bank or charity. create advertising posters for the collection</p> <p>Diary entry of Jesus/ Roman soldier who was sent to</p>

				<p>(sacrifice during Lent, sacrificial love- agapé )</p> <p>Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith</p> <p>Consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</p> <p>Give examples of acts of sacrifice that have been done by or for them and who or what they would be prepared to make sacrifices for</p> <p>consider the value of sacrifice – as an expression of love and commitment</p>		<p>Sacrifice</p> <p>Temptation</p>	<p>crucify Jesus- moral dilemma/ reflection alley</p>
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p>Use specific vocabulary to <b>describe</b> key features of living religious traditions, <b>recognising</b> similarities and differences</p> <p>Begin to <b>identify</b> the impact religion has on believers' lives.</p>	<p><b><u>Islam – Why do Muslims fast during Ramadan?</u></b></p> <ul style="list-style-type: none"> <li>• explore Islamic teachings about Ramadan from the Qur'an</li> <li>• make links between Islamic values and the beliefs explored so far in their study of Islam</li> <li>• use subject specific language to describe how and why Muslims fast at Ramadan</li> <li>• explain the importance of Ramadan in the context of the Five Pillars of Islam</li> <li>• consider the impact that fasting might have on individuals, families and communities</li> <li>• discuss (with relevant examples) the importance of showing commitment to a belief, value or community</li> <li>• consider the role of sacrifice within religion and communities</li> <li>• reflect on their own beliefs, values and commitments</li> <li>• consider and discuss how they demonstrate their personal commitments</li> </ul>	<p>use subject specific language to describe how and why Sikhs show their religious commitments and values</p> <p>reflect on their own concept of living a good life and how this influences the way that they treat others</p>	<p>Authority</p> <p>Source</p> <p>Morality</p> <p>Conscience</p> <p>Equality</p> <p>justice</p>		

			<p><b>Make links</b> between believers' values and commitments and their own</p>	<p><b><u>The Church</u></b> To know some of the main parables of Jesus and explain how and why these might be an important source of guidance for Christians suggest ways that Christians might put these teachings into action in the 21<sup>st</sup> century</p> <p>describe and explain (with examples) Christian attitudes about how to treat others</p> <p>explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</p> <p>explain (with examples) how and why people might use stories to pass on wisdom and guidance</p> <p>discuss examples of wisdom and guidance that they have learnt from stories consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this</p>	<p>discuss own thoughts and feelings about equality and justice</p> <p>reflect on their own understanding of morality and where it comes from</p> <p>raise questions and discuss responses to different ideas about how to live well</p>		
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		Year Group Statutory Requirements across all units	Statutory Requirements Linked to the Unit	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
Year 5	<u>AUTUMN TERM</u> Unit Focus 1	<ul style="list-style-type: none"> <li>• <b>Make links</b> between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</li> <li>• <b>Suggest meanings</b> for a range of living religious</li> </ul>	<p><b>Make links</b> between beliefs and sacred texts, including stories and various religious sources</p> <p><b>Suggest meanings</b> for a range of</p>	<p><b><u>Christianity- God</u></b> -Christian beliefs about sin and forgiveness - describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God - analyse and interpret the Lord's Prayer – and what guidance it provides for Christians -suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</p> <p>-consider the different ways that myth and stories are used explain how a 'truth' might be contained within a story</p>	<p>consider the role of rules and guidance in uniting communities</p> <p>describe diversity of religious practices and lifestyle within the religious tradition</p> <p>-explain (with appropriate examples) where people might</p>	<p>The Trinity</p> <p>Apostle's creed</p> <p>Taize</p> <p>Gospel</p>	

		<p>living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</p> <p><b>Hinduism</b></p> <p>Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</p> <p>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</p> <p>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer describe and explain a variety of ways that Hindus might celebrate the festival of Holi</p> <p>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</p> <p>Explain how Holi celebrations might express Hindu beliefs about equality</p> <p>Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</p>	<p>-consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</p>	<p>seek wisdom and guidance</p> <p>discuss and debate the sources of guidance available to them consider the value of differing sources of guidance</p> <p>make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p>	<p>Torah Moses Synagogue</p>	
<p><u>SPRING TERM</u></p> <p>Unit Focus 2</p>	<p><b>Make links</b> between beliefs and sacred texts, including stories and various</p>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Analyse the Five Pillars of Islam and how they are linked</li> <li>Explain how the beliefs and values of Islam might guide a person through life</li> <li>Explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> </ul>		<p>explain differing forms of expression and why these might be used</p> <p>discuss and debate things that they consider to be true that</p>		<p>Link with Muslim school- Deepdale?</p>

		religious sources	<ul style="list-style-type: none"> <li>Describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>Explain how a person might change once becoming a hajji</li> <li>Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</li> <li>Discuss the various events that might happen on the journey of life and how people might change over the course of their life</li> <li>Consider what support people might need on life’s journey</li> <li>Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</li> </ul> <p><b><u>Church- Jesus</u></b> Describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus Describe why some Christians might go on pilgrimage to places associated with miraculous events explain the impact that belief in miracles and the power of prayer might have on a Christian Explain the difference between fact, opinion and belief consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? Reflect on how they make decisions about what is/is not true</p>	others might disagree with	Atman Devotion Krishna Ahimsa Brahman	
<u>Summer Term</u>  Unit Focus 3		<b>Make links</b> between beliefs and sacred texts, including stories and various religious sources	<p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>-explore the importance of the Torah to Jewish people as a guide to life and faith.</li> <li>-how the Torah was given to Moses.</li> <li>-Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders.</li> </ul>	<p>explain the impact of beliefs and values – including reasons for diversity</p> <p>interpret the deeper meaning of symbolism – contained in stories, images and actions</p>	Pilgrimage Incarnate Divine	

			<p><b>Suggest meanings</b> for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</p>	<p>-how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue.          -reflect upon how they personally make decisions and who or what can have influence over this.</p> <p><b><u>Christianity- Church</u></b></p> <p>Describe and explain Christian beliefs (one God in the Trinity, the Apostle's Creed)</p> <p>Describe and explain the meaning of symbols (Holy Trinity and how they united the Church)</p> <p>Describe the role of places like Taizé</p> <p>Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</p> <p>To be raise meaningful questions about things that puzzle them</p> <p>To differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</p>		<p>Revelation          Pbuh          Mohammed</p>	
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	Year Group Statutory Requirements across all units	Statutory Requirements Linked to the Unit	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
<p style="text-align: center;">Year 6</p> <p style="text-align: center;"><u>AUTUMN</u> <u>TERM</u></p> <p style="text-align: center;">Unit Focus 1</p>	<p>Use developing religious vocabulary to describe and <b>show understanding</b> of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&amp;V LRT)</p> <p><b>Explain</b> what inspires and influences them, expressing their own views whilst respecting other people' s. (SPM).</p> <p>o <b>analyse</b> religious information and begin to develop their own opinions B&amp;V, SPM).</p> <p><b>Ask important questions</b> about religion and beliefs, (eg. identity, belonging, meaning, purpose, truth, values and commitments).</p>		<p><b>God</b> analyse Christian rites of passage as an expression of faith and commitment</p> <p>- symbolism of words and actions used within rituals and ceremonies</p> <p>-explain how rituals (sacraments/rites of passage) might reflect Christian beliefs</p> <p>-explain how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism)</p> <p>-consider the value of celebrating landmarks in life – for individuals and communities</p> <p>-ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change</p> <p>discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p> <p><b>Hinduism</b></p> <p>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked</p>	<p>- explain the impact of beliefs, values and practices – including differences between and within religious traditions</p> <p>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</p> <p>-Use developing religious vocabulary to describe and show understanding of religious traditions, including practises, rituals and experiences</p> <p>To develop own views and ideas in response to learning</p>	<p>Sacraments</p> <p>Rites of passage</p> <p>Denomination</p>	<p>Art in Heaven Competition- reflect on big questions through Art</p> <p>Debate- humanism vs Christianity</p> <p>Biography of influential humanist</p>

				<p>Explain how belief in reincarnation might affect the way in which a Hindu views the 'Journey of life'</p> <ul style="list-style-type: none"> <li>- Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> <li>- describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>- explain how a person might change as they move from one ashrama to the next</li> <li>- consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> <li>- Discuss the special milestones that we might celebrate during a person's lifetime</li> <li>- Discuss how our rights, responsibilities and responsibilities might change as we go through life.</li> <li>- Ask and respond thoughtfully to questions about their own journey of life</li> <li>- Consider how events and influences so far have made them the person they are today</li> </ul>	<p>demonstrate increasing self-awareness in their own personal development</p> <ul style="list-style-type: none"> <li>- raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> </ul>		
	<p><u>SPRING TERM</u></p> <p>Unit Focus 2</p>		<p><u>Islam</u></p> <ul style="list-style-type: none"> <li>* Analyse the Five Pillars of Islam and how they are linked</li> <li>* Explain how the beliefs and values of Islam might guide a person through life</li> <li>* Explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> <li>* Describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>* Explain how a person might change once becoming a hajji</li> <li>* Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>-analyse beliefs, teachings and values and how they are linked</li> <li>- explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>- explain the impact of beliefs, values and practices- including difference between and within religious traditions</li> <li>-discuss how people change during the journey of life</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Five Pillars of Islam</li> <li>- Beliefs</li> <li>- Values</li> <li>- Guidance</li> <li>- Ummah</li> <li>- Diverse</li> <li>- Hajj</li> <li>- Practices</li> <li>- Rituals</li> <li>- Impact</li> <li>- Change</li> <li>- Pilgrimage</li> <li>- Journey</li> <li>- Support</li> <li>- Guidance.</li> </ul>		

\* Discuss the various events that might happen on the journey of life and how people might change over the course of their life

\* Consider what support people might need on life's journey

\* Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed

**Christianity - Jesus**

- Retell the events leading up to and including the death of Jesus
- Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life
- Explain how and why Christian individuals and communities might celebrate the events of Holy Week
- Use religious vocabulary to describe and explain the Eucharist
- Explain different Christian beliefs about the Eucharist and its importance
- Consider how people might mature and become stronger through overcoming difficulties
- Consider the value of being part of a community on the 'journey of life'

- Crucifixion
- Resurrection
- Holy Week
- Redemption
- Salvation
- Eucharist
- Growth
- Maturity
- Community
- Journey of life

	<p style="text-align: center;"><u>Summer Term</u></p> <p style="text-align: center;">Unit Focus 3</p>		<p>What is a good life well lived?</p>	<p style="text-align: center;"><u>Buddhism</u></p> <ul style="list-style-type: none"> <li>- Analyse Buddhist beliefs and teachings about how to be content</li> <li>- Explain Buddhist beliefs and values contained within the story of Prince Siddhartha</li> <li>- Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</li> <li>- Describe and explain what is involved in following the Eight- Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.</li> <li>- Consider the importance of daily meditation in Buddhism * discuss the meaning of contentment – is it the same as happiness, or something different?</li> <li>- Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</li> <li>- Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of</li> <li>- Discuss the potential barriers to their happiness and what they can do to overcome these</li> </ul>	<p>- use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression</p> <p>--to demonstrate increasing self-awareness in their own personal development</p> <p>To discuss how beliefs and values might give people guidance and support to enable them to live a 'good' life.</p> <p>To raise questions about the human experience of being unsatisfied</p> <p>* discuss the potential barriers to their happiness and what they can do to overcome these</p>	<p>3 pillars- Nam Japna, Kirat Karna, Vand Chakna</p> <p>Khalsa Panth Mukti</p>	<p>Research project- Sikh charities</p>

				<p><u>Christianity - Church</u></p> <p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</p> <ul style="list-style-type: none"><li>• Explain (simply) Christian beliefs about salvation</li><li>• Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</li><li>• Analyse the importance of Christian rites of passage as an expression of faith and commitment</li><li>• Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li><li>• Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li><li>• Consider the value of celebrating landmarks in life – for individuals and communities</li></ul>			
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