

# The Meadows Primary Academy



## RE and World Views

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity  
Golden Threads of our Curriculum: R-A-I-S-E



## RE and World Views

### The wider context for RE (as stated in NC)

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

## The Meadows Primary Academy - RE progression through EYFS Understanding the World- People/Culture and Communities

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### ELG: UW / People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Making Sense	Understanding Impact	Making Connections		Vocabulary- To be used daily.	
Nursery Skills	Begin to make sense of their own life story & family history	Begin to understand that others have different experiences.	Compare their own experiences to others' and find similarities and differences.		celebration, special, family, religion, trust, brave, strong, weak, care, sorry, unique, belief	
Nursery Knowledge	Autumn 1 Ourselves	Autumn 2 Celebrations	Spring 1 Moving on up	Spring 2 What a wonderful world	Summer 1 What's the story	Summer 2 Rescue me
	<ul style="list-style-type: none"> <li>• Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things.</li> <li>• Develop friendships</li> <li>• Talk about their life and what they do as they grown from a baby to a child.</li> </ul>	<ul style="list-style-type: none"> <li>• Share own special celebrations</li> <li>• Name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important.</li> <li>• Compare their family to other families and explain what is the same and what is different.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare their family to families in stories</li> <li>• Talk about other places and their communities that they have visited</li> <li>• Talk about the Chinese new year story and the importance of the colour red</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Easter and how it symbolises new life</li> <li>• Compare communities where animals can be found in their natural habitat</li> <li>• Begin to develop an understanding of helping within the community - planting</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about special events and celebrations for them and their family.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some the names of some people who help them and their role</li> <li>• Re-enact different roles within role play</li> </ul>

- Children to be exposed to key vocabulary daily in provision.
- High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year
- Nursery family wall display to identify child within growing setting(termly new arrivals) and wider community
- Learning journey over time to collate significant events.

Experiences	SMSC	British Values	The Meadows Values
Invite parents in to talk about their experiences of festivals if appropriate Look at baby photo's to show how they have changed.	Spiritual – reflect on own beliefs and those of others Social – understanding diversity in families Cultural – explore similarities and differences between families	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

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## The Meadows Primary Academy - RE progression through EYFS

### Understanding the World- People/Culture and Communities

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

#### ELG: UW / People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Making Sense Of Beliefs	Understanding Impact	Making Connections	Vocabulary- To be used regularly
Reception Skills	<ul style="list-style-type: none"> <li>• Retell religious stories</li> <li>• Begin to recognise the word incarnation.</li> <li>• Say why Easter is an important festival.</li> <li>• Begin to recognise that special things link to beliefs of different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Say how Christians like to thank God</li> <li>• Say what happens at a traditional Christian festival.</li> <li>• Recognise some symbols used in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they find interesting, puzzling or wonderful.</li> <li>• Make connections with personal experiences and nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, altar, font, mosque, church, respect, synagogue, worship, beauty, nature, Christian, Muslim, Jew, Bible, Jesus, Moses, role-model, moral</li> </ul>
Reception Knowledge	<b>Autumn</b> Special people/Christmas "Who am I?"		<b>Spring</b> Special Times/Easter "Food to fork"	<b>Summer</b> Special Stories/Special Places "Where will we go now? Water, water everywhere"
	<ul style="list-style-type: none"> <li>• Describe special and significant people in their own lives, including families and friends.</li> <li>• Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak.</li> <li>• Talk about why Moses is special to Jewish people</li> <li>• Talk about why Jesus is a role-model</li> <li>• Give examples of special occasions and suggest features of a special occasions.</li> <li>• Talk about the importance of the shepherds in the Christmas story.</li> <li>• Talk about how the gifts that Jesus was given are different to gifts given to other babies.</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about and recall some religious stories through role play, art and model making from different faiths.</li> <li>• Share features of stories they like and explain why.</li> <li>• Talk about why Easter is a special time for themselves.</li> <li>• Talk about why Easter is a special time for Christians.</li> <li>• Talk about how Jesus felt during the lead up to Christmas.</li> <li>• Recognise some symbols associated with Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why some stories are special and what we can learn from them.</li> <li>• Talk about the morals of stories from different faiths.</li> <li>• Talk about their own special places and why they are special to them.</li> <li>• Talk about why our world is a special place.</li> <li>• Name a church and explain that Christians worship there.</li> <li>• Name a synagogue and explain that Jewish people worship there.</li> <li>• Name a mosque and explain that Muslims worship there.</li> </ul>

- Children to be exposed to key vocabulary daily in provision.
- High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year.
- Class floor books to be used to showcase a learning journey over time of significant events.

Experiences	SMSC	British Values	The Meadows Values
Trip to local church Recreate the Palm Sunday Plant spring bulbs and watch them grow. Explore special objects	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today. Social – understanding diversity in society Cultural – explore similarities and differences.	Respect and Tolerance – developing an increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

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## KS1 – Cycle A

KS1 Cycle A: RE Skills Progression		Focus throughout Key Stage One	
<b>Vocabulary</b> Samaritan, Levite, Pharisee, Parables, gospel, saviour, advent, preparation, incarnation, forgiveness, symbol, Allah, Muslim, Islam, attribute, submission, powerful, provider, avenger, compassionate, merciful, pilgrimage, crucifixion, Palm Sunday, saviour, resurrection, salvation, Makkah, prophet, pbuh, role-model, Mosque, Qur'an,		<u><b>Making Sense of beliefs</b></u>	<ul style="list-style-type: none"> <li>Identifying core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>
		<u><b>Understanding Impact</b></u>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>
		<u><b>Making Connections</b></u>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether ideas they have been studying, have something to say to them</li> <li>Give a good reason for the views they have and the connections they make</li> </ul>
Experiences	SMSC	British Values	The Meadows Values
Ask the caretaker for an interview to find out how they look after the school  Educational Visit - Mosque	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faith to Muslims and Christians in particular	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others, in particular those of the Muslim faith, and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

### KS1 Cycle A – End points

<b>Christianity (Gospel)</b>	<ul style="list-style-type: none"> <li>To tell stories from the Bible</li> <li>To give clear, simple accounts of what Bible texts mean to Christians</li> <li>To recognise that Jesus gives instructions to people about how to behave</li> <li>To talk about times in the Bible when Jesus showed kindness</li> <li>To talk about times that they have been kind</li> </ul>
<b>Christianity (Incarnation)</b>	<ul style="list-style-type: none"> <li>To tell stories from the Bible.</li> <li>To talk about why Christians think that Jesus came to save the world</li> <li>To talk about how Christians might prepare for Christmas</li> <li>To talk about how they can help people in the world</li> </ul>
<b>Islam (God/Tawhid)</b>	<ul style="list-style-type: none"> <li>To identify some of the key Muslim beliefs about God.</li> <li>To know that there are 99 names for Allah and give a simple description of what some of them mean</li> <li>To talk about how a Muslim might show respect to Allah in their lives</li> <li>To talk about what they do to show respect to different people</li> </ul>
<b>Christianity (Salvation)</b>	<ul style="list-style-type: none"> <li>To tell stories from the Bible</li> <li>To recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>To talk about why it is important to Christians that Jesus came back to life after the resurrection</li> <li>To give examples of how Christians show their beliefs about Salvation</li> </ul>
<b>Islam</b>	<ul style="list-style-type: none"> <li>To say what makes someone important or special</li> <li>To talk about why Muhammad was chosen to be a prophet</li> <li>To talk about some of the things that happened in Muhammad's life.</li> <li>To talk about the qualities of special people</li> <li>To talk about how Muslims show respect to the Qur'an</li> </ul>

## KS1 – Cycle B

KS1 Cycle B: RE Skills progression		Focus throughout Key Stage One		
<b>Vocabulary</b> create, creation, creator, protective, Bible, Christian, Christianity, God harvest sacred agape, precious, account, bible, gift, meaningful, gold, frankincense, myrrh, wise men, anointing, incarnate, incarnation, magi, gold, frankincense, myrrh, agreement, charter, Judaism, Covenant, Abraham, commandments, Torah, Rabbi, Canaan, Israel, Palestine, faith, Jews, Jewish, Moses, Mount Sinai, Mitzvah, Mitzvot, trust, admire/admiration, qualities, saviour, admire, disciples, Messiah, Romans, Judas, tomb, miracle, sacrifice, sabbath, Shabbat, Challah bread, Kiddush, Kippah, Havdalah, Shalom, Golden Rule, Humanism, Humanist, synagogue, shul, Star of David, Ark, Yad, Hebrew, Bimah, Ner tamid, Tallit, Mezuzah, Western/Wailing Wall, Jerusalem, Temple, Orthodox , Tanakh, sofer	<b>Making Sense of beliefs</b> <b>Understanding Impact</b> <b>Making Connections</b>	<ul style="list-style-type: none"> <li>Identifying core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul> <ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of way in which believers put their beliefs into practice</li> </ul> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether ideas they have been studying, have something to say to them</li> <li>Give a good reason for the views they have and the connections they make</li> </ul>		
Experiences	SMSC	British Values	The Meadows Values	
Educational Visit – Explore stories through art and music	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understand diversity in society and within religions. Cultural – explore similarities and differences, and the importance of faiths studied.	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man. School rules linked to Atman	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.	



KS1 Cycle B – End points	
<b>Christianity (God, Creation)</b>	<ul style="list-style-type: none"> <li>• To retell the Christian Creation story</li> <li>• To talk about how Christians think God wants them to behave</li> <li>• To talk about how it feels to take care of something or somebody</li> <li>• Talk about some Christian beliefs about God</li> <li>• Express an opinion about some Christian beliefs about God</li> </ul>
<b>Christianity (Incarnation)</b>	<ul style="list-style-type: none"> <li>• To retell the Christmas story and consider how gifts might be different today</li> <li>• To talk why the gifts given to Jesus might have been meaningful in Bethlehem</li> <li>• To talk about a gift a Christian might give to Jesus and how this might be different to a gift that you would give others</li> <li>• To talk about the feelings of giving and receiving meaningful gifts</li> </ul>
<b>Judaism (God)</b>	<ul style="list-style-type: none"> <li>• To understand that trust is important when making an agreement</li> <li>• To talk about how some important Jewish beliefs began</li> <li>• To talk about the Ten Commandments and know that these are the rules that Jews believe God wants us to live by</li> <li>• To tell a story about Abraham and Moses and say why these men are important to Jewish people today</li> <li>• To talk about an agreement Jewish people make with God and begin to explain why this is important</li> <li>• To talk about the rules that help us live a happy life</li> </ul>
<b>Christianity - Salvation</b>	<ul style="list-style-type: none"> <li>• To talk about qualities in people they admire</li> <li>• To talk about why Jesus might have been special or important to the people around him</li> <li>• To talk about a person they admire</li> <li>• To retell parts of the Easter story and recognise some symbols in the story</li> <li>• To start to show understanding that Jesus is special to Christians and say why</li> </ul>
<b>Judaism</b>	<ul style="list-style-type: none"> <li>• To talk about how Shabbat is celebrated</li> <li>• To talk about why a Jewish family might go to a synagogue to celebrate Shabbat</li> <li>• To talk about what happens on Shabbat</li> <li>• To talk about what day might be special to them, explain what they might do on that day, whom they might spend it with.</li> <li>• To talk about why having a regular time of peace or rest might be good for them and others</li> <li>• To talk about their favourite place and say why it is special to them</li> <li>• To talk about how Jerusalem and the synagogue are special to Jews.</li> <li>• To talk about what they might see at the Synagogue.</li> <li>• To talk about the Jewish Holy Book and explain how it is used</li> <li>• To talk about special clothing Jews wear when visiting the synagogue</li> <li>• To talk about what happens when Jews visit the synagogue for worship and prayer</li> <li>• To talk about how Jewish children may feel closer to God if they visit the synagogue</li> </ul>
<b>Humanism</b>	<ul style="list-style-type: none"> <li>• To compare this to how Humanist might choose to live</li> <li>• To talk about a Humanist symbol and explain what it means</li> </ul>



## LKS2 – Year 3

### LKS2 Year 3: RE Skills progression

#### **Vocabulary**

**Autumn 1** - believers Hindus Hinduism beliefs Indus Rama epic Ramayana Sita Lakshmana deer, kingdom subjects succeeds prosperous Vishnu embodiment manhood, decree banish companion oath throne, demon chariot entranced Hanuman, symbol victory altar, dharma order Diwali duty devotion path symbol

**Autumn 2** - holy Manu Matsya reveal Vedas boarded souls journey evil conch wrestled defeated precious life-giving chakra lotus mace mind offerings offered charm chanted priest weapon purity infinite infinity Sanskrit sacrifices blessings consuming versions Mahabharata hero Arjuna royal warriors bow and arrow archer jealous envy exile blood raced charioteer Krishna battlefield conversation avatars flute

**Spring 1** - shrine puja puja tray sandalwood incense atmosphere impure Ganesha swirl aarti supreme tradition creation murti contentment wise wisdom good fortune joy prayer truth Parvati Shiva fierce warlike guard threatened meditating hustle and bustle focus trident timeless necklace renewal shed Nepal henna Teej fasting procession thankful

**Spring 2** - Jewish Jew Hebrew Bible Abraham Abram inheritance Promised Land famine deceived covenant Sarah Isaac angels ram dependable draw water comforted Jacob Esau inherit birthright ladder

**Summer 1** - Joseph descended coat of many colours envy dream mauled grieved enslaved servant interpret plenty overseer guilty twelve tribes of Israel Israelites outnumber enslave whipped mortar adrift bulrushes princess gurgling Moses Struck exile herding forty years extraordinary burning bush deliver delivered Joseph, Moses and the Exodus Core Vocabulary confident stammer slither magicians heart was hard plagues slaughter unleavened bread lintels angel of death firstborn wailing Passover dawn conversations deliverer Exodus Red Sea the land flowing with milk and honey hooves pursued sea bed Mount Sinai forty days forty nights ten commandments golden calf idolatry tabernacle cherubim Ark of the Covenant reverently Seder kiddush haggadah Seder plate matzah Hallel bitter herbs reclining

**Summer 2** - high priest Sabbath report scout scouts fortified flowed with milk and honey grumble doubted venomous bronze serpent generation Jordan River blessing Torah Levi

### Focus throughout Lower Key Stage Two

#### **Making Sense**

- identify and describe the core beliefs and concepts studied
- make clear links between texts/sources of authority and the core concepts studied
- offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers

#### **Understanding Impact**

- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice

#### **Making Connections**

- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Raise important questions and suggest answers about how the far beliefs and practices studied might make a difference to how pupils think and live
- Give good reasons for the views they have and connections they make



courageous prosperous spies Jericho spare faith faithful judges Samuel prophet Saul anointed The Kings, the temple & living as a Jew Core vocabulary plundered plunder disobedient David Philistines Goliath giant insults sling prevailed Jerusalem consulted alliance newborn temple suitably mount stonecutters Most Holy Place atone atone Atonement Yom Kippur Judah captives captivity Esther orphan Haman decree fast gallows Maccabees menorah Hanukkah synagogue Tanakh Puri

Experiences	SMSC	British Values	The Meadows Values
Educational Visit Explore stories through art and music.	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faith to Jews and Christians in particular	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others, in particular those of the Jewish faith, and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

**LKS2 Year 3 – End points**

<b>Hinduism (Karma and Dharma)</b>	<b>Synoptic Task - What does the story of Rama and Sita mean to Hindus?</b> • To know who Hindus believe wrote down the ancient epic of Rama and Sita. • To know the name of the ancient epic about Rama and Sita. • To retell the story of Rama and Sita. • To explore artwork relating to the story • To know what the story of Rama and Sita teaches Hindu's about Light • To know what the story of Rama and Sita teaches Hindu's about Dharma
<b>Hinduism (Brahman and Atman)</b>	<b>Synoptic Task - What do Hindu's learn from Vishnu's stories and symbols?</b> • To retell a Hindu story about an avatar of Vishnu • To explore artwork relating to the stories • To know some symbols relating to Vishnu • To know that Hinduism originated in the Indus valley • To say what Hindu's learn from Vishnu's stories. • To say what Hindu's learn from Vishnu's symbols.
<b>Hinduism (Karma and Dharma)</b>	<b>Synoptic Task - How do Hindus show their devotion?</b> • To know how Hindus show their devotion to God during puja • To know why Ganesha is important. • To know how Hindus show their devotion to Ganesha • To explain when Hindus use the symbol Aum • To know how Hindu women show their devotion to Parvati during Teej
<b>Judaism (The people and the land)</b>	<b>Synoptic Task - What do Jews believe about the Promised Land?</b> • To recognise how stories from the Hebrew Bible have shaped Judaism • To know how the Jews explained what they saw and experienced • To know the story of Abraham and Sarah. • To know the story of Isaac and Rebecca, • To know the story of Jacob and Rachel • To know what Jews believe about the promised land



Judaism (The people and the land)	<b>Synoptic Task - Why do Jews celebrate the festival of Passover?</b> <ul style="list-style-type: none"> <li>• To talk about the story of Joseph in Egypt Moses</li> <li>• To talk about the story of Exodus and the importance of exodus</li> <li>• To talk about Mount Sinai and 10 commandments</li> <li>• To talk about problems of justice arising in every day life</li> </ul>
Judaism (Torah)	<b>Synoptic Task - How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</b> <ul style="list-style-type: none"> <li>• To talk about the story of David and Goliath</li> <li>• To talk about the story of King David.</li> <li>• To talk about the story of Daniel in the lions' den</li> <li>• To talk about Solomon and the building of the Temple in Jerusalem</li> <li>• To talk about the Jews return to the Promised Land</li> </ul>

## LKS2 – Year 4

LKS2 Year 4: RE Skills progression	Focus throughout Lower Key Stage Two
<b>Vocabulary</b> <b>Autumn 1</b> - Judea Herod pledges Messiah anointing foretold the Davidic line Mary Nazareth Joseph carpenter engaged lily Old Testament testament New Testament Gospels Christ Elizabeth Gabriel the Annunciation Hail Mary Christmas carol rejoicing appearance angelic <b>Autumn 2</b> - Christmas Nativity New Testament Holy Bible testament decree census Bethlehem Jesus inn swaddling manger Virgin Mary shepherds pondered wise men from the East Magi adored gold frankincense myrrh Holy Family dwell Incarnation God took flesh mystery advent Advent symbolise <b>Spring 1</b> - childhood Jesus of Nazareth prepare baptised sins forgiven John the Baptist baptism devil tempt Sea of Galilee disciples tax collectors sinners mercy peacemakers Beatitudes an eye for an eye turn the other cheek love your enemies the Lord's Prayer forgive authority Sermon on the Mount The life and teaching of Jesus Core vocabulary leprosy lepers healed miracles blind deaf paralysed faith Lazarus resurrection Samaritan eternal life parables repents transfigured beloved transfiguration the good shepherd resisted sinner <b>Spring 2</b> - Palm Sunday commemorated courtyard Gentiles authority Judas Iscariot betray Holy Communion convey denied authorities Pilate crown of thorns mocked release crucify crucified Calvary Golgotha Mary Magdalene Good Friday crucifix pierced resurrected Resurrection Easter Day witnesses haul depiction depicting <b>Summer 1</b> - Acts of the Apostles ascending Ascension apostles apostle address accompanied cast lot Day of Pentecost tongues perplexed sermon custody prison cell boldness cornerstone educated released colonnade persecuted proclaiming persecution devote community appointed Stephen martyr stoned guides bound the road to Damascus persecute persecuting speechless regain forbidden unclean scattered Christians Paul epistle Christianity numerous Church bishops bishop compromise debate Council of Jerusalem distinction <b>Summer 2</b> - marvelled straining crescent Ramadan illuminates new moon full moon cycle phases of the moon lunar sliver at first light suhoor thread dusk break their fast iftar Jibril the Prophet Muhammad scriptures corrupted Seal of the Prophets Qur'an Night of Power reverence imam character zakat charity wholesome spiritual prioritise hardship ease Sawm distract distracting prescribed mindful mankind glorify obedience Hadith deeds compassion reflect faults muezzin reflections couscous salah occupy Khatam Eid madrasa national holiday donations purify	<b>Making Sense</b> <ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied</li> <li>• make clear links between texts/sources of authority and the core concepts studied</li> <li>• offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>
	<b>Understanding Impact</b> <ul style="list-style-type: none"> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• Describe how people show their beliefs in how they worship and in the way they live</li> <li>• Identify some differences in how people put their beliefs into practice</li> </ul>
	<b>Making Connections</b> <ul style="list-style-type: none"> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• Raise important questions and suggest answers about how the far beliefs and practices studied might make a difference to how pupils think and live</li> <li>• Give good reasons for the views they have and connections they make</li> </ul>

Experiences	SMSC	British Values	The Meadows Values
Educational Visit – Church/Mosque/Temple Explore stories through art and music Explore charity and consider a charitable endeavour	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faiths studied	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

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**Golden Threads of our Curriculum: R-A-I-S-E**



LKS2 Year 4 – End points	
<b>Christianity (People of God)</b>	<p><b>Synoptic Task -Why is the idea of 'Messiah' so important to Christians?</b></p> <ul style="list-style-type: none"> <li>• To talk about what Christians believe about the Messiah</li> <li>• To talk about what the Roman province of Judea was like in first century BC</li> <li>• To know that Christians believe that Jesus is the special person that Jewish people have been waiting for</li> <li>• To talk about the symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism</li> <li>• To talk about some New Testament stories about Jesus's family</li> <li>• To recognise diverse cultural depictions of Jesus in art and know that each cultural setting tends to depict him in their own image</li> </ul>
<b>Christianity (Incarnation)</b>	<p><b>Synoptic Task -How do Christians express their beliefs about Jesus at Christmas time?</b></p> <ul style="list-style-type: none"> <li>• To know that Christians believe that the birth of Jesus was special</li> <li>• To know why Christians give gifts to each other at Christmas</li> <li>• To recognize which visitors to the baby Jesus were Jewish and which visitors were not Jewish</li> <li>• To know what Christians believe about Jesus' visitors</li> <li>• To recognise that Christians use the word 'holy' to describe certain parts of the Christmas story.</li> <li>• To know that Christians would use the word 'holy' to describe certain parts of the Christmas story</li> <li>• To talk about some ways that Christians have shown the importance of the Christmas story in drama, art and music</li> </ul>
<b>Christianity (Gospel)</b>	<p><b>Synoptic Task - How does the life and teaching of Jesus affect the way in which Christians live?</b></p> <ul style="list-style-type: none"> <li>• To know why Christians get baptised</li> <li>• To know why Christians try to love all people, even their enemies</li> <li>• To know why Christians might turn to Jesus for help when they are tempted to do something sinful</li> <li>• To know why Christians believe that Jesus has the authority to teach</li> <li>• To talk about some miracles of Jesus</li> <li>• To talk about some parables of Jesus</li> <li>• To talk about some ways that Christians have shown the importance of stories in drama, art and music</li> </ul>
<b>Christianity (Salvation)</b>	<p><b>Synoptic Task – What do the death and resurrection of Jesus mean for Christians?</b></p> <ul style="list-style-type: none"> <li>• To know what Christians believe happened in the week before Jesus' death</li> <li>• To know what Christians believe happened on the night before Jesus' death</li> <li>• To know what Christians believe happened on the day of Jesus' death</li> <li>• To talk about what Christians believe happened after the resurrection</li> <li>• To talk about why the death of Jesus is so important to Christians</li> <li>• To talk about why the resurrection of Jesus is so important to Christians</li> </ul>
<b>Christianity (Kingdom of God)</b>	<p><b>Synoptic Task - How did Christianity develop in the early Church and how do we know?</b></p> <ul style="list-style-type: none"> <li>• To talk about what Christians believe happened after the resurrection of Jesus</li> <li>• To know what stories about the early Church are found in the Acts of the Apostles</li> <li>• To talk about some things that the early Christians found difficult</li> <li>• To explain how the message of Jesus spread</li> </ul>
<b>Islam</b>	<p><b>Synoptic Task - What does Ramadan mean to Muslims today?</b></p> <ul style="list-style-type: none"> <li>• To talk about Muhammad's teachings about Sawm</li> <li>• To talk about Muhammad's teachings about Ramadan</li> <li>• To consider the importance of Suhoor and Iftar</li> <li>• To compare the experience of two women of different traditions during Ramadan</li> <li>• To talk about the origins and meaning of Eid ul Fitr</li> <li>• To talk about the traditions and practises of Eid ul Fitr</li> </ul>



## UKS2 – Year 5 (2025-2026)

### UKS2 Year 5: RE Skills progression

#### Vocabulary

**Autumn 1** - Judea Herod pledges Messiah anointing foretold the Davidic line Mary Nazareth Joseph carpenter engaged lily Old Testament testament New Testament Gospels Christ Elizabeth Gabriel the Annunciation Hail Mary Christmas carol rejoicing appearance angelic

**Autumn 2** - Christmas Nativity New Testament Holy Bible testament decree census Bethlehem Jesus inn swaddling manger Virgin Mary shepherds pondered wise men from the East Magi adored gold frankincense myrrh Holy Family dwell Incarnation God took flesh mystery advent Advent symbolise

**Spring 1** - childhood Jesus of Nazareth prepare baptised sins forgiven John the Baptist baptism devil tempt Sea of Galilee disciples tax collectors sinners mercy peacemakers Beatitudes an eye for an eye turn the other cheek love your enemies the Lord's Prayer forgive authority Sermon on the Mount The life and teaching of Jesus Core vocabulary leprosy lepers healed miracles blind deaf paralysed faith Lazarus resurrection Samaritan eternal life parables repents transfigured beloved transfiguration the good shepherd resisted sinner

**Spring 2** - Palm Sunday commemorated courtyard Gentiles authority Judas Iscariot betray Holy Communion convey denied authorities Pilate crown of thorns mocked release crucify crucified Calvary Golgotha Mary Magdalene Good Friday crucifix pierced resurrected Resurrection Easter Day witnesses haul depiction depicting

**Summer 1** - Acts of the Apostles ascending Ascension apostles apostle address accompanied cast lot Day of Pentecost tongues perplexed sermon custody prison cell boldness cornerstone educated released colonnade persecuted proclaiming persecution devote community appointed Stephen martyr stoned guides bound the road to Damascus persecute persecuting speechless regain forbidden unclean scattered Christians Paul epistle Christianity numerous Church bishops bishop compromise debate Council of Jerusalem distinction

**Summer 2** - marvelled straining crescent Ramadan illuminates new moon full moon cycle phases of the moon lunar sliver at first light suhoor thread dusk break their fast iftar Jibril the Prophet Muhammad scriptures corrupted Seal of the Prophets Qur'an Night of Power reverence imam character zakat charity wholesome spiritual prioritise hardship ease Sawm distract distracting prescribed mindful mankind glorify obedience Hadith deeds compassion reflect faults muezzin reflections couscous salah occupy Khatam Eid madrasa national holiday donations purify

#### Focus:

#### Making Sense

- identify and describe the core beliefs and concepts studied
- make clear links between texts/sources of authority and the core concepts studied
- offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers

#### Understanding Impact

- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice

#### Making Connections

- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Raise important questions and suggest answers about how the far beliefs and practices studied might make a difference to how pupils think and live
- Give good reasons for the views they have and connections they make

Experiences	SMSC	British Values	The Meadows Values
Educational Visit – Church/Mosque/Temple Explore stories through art and music Explore charity and consider a charitable endeavour	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faiths studied	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.



LKS2 Year 5 – End points	
<b>Christianity (People of God)</b>	<p><b>Synoptic Task -Why is the idea of 'Messiah' so important to Christians?</b></p> <ul style="list-style-type: none"> <li>• To talk about what Christians believe about the Messiah</li> <li>• To talk about what the Roman province of Judea was like in first century BC</li> <li>• To know that Christians believe that Jesus is the special person that Jewish people have been waiting for</li> <li>• To talk about the symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism</li> <li>• To talk about some New Testament stories about Jesus's family</li> <li>• To recognise diverse cultural depictions of Jesus in art and know that each cultural setting tends to depict him in their own image</li> </ul>
<b>Christianity (Incarnation)</b>	<p><b>Synoptic Task -How do Christians express their beliefs about Jesus at Christmas time?</b></p> <ul style="list-style-type: none"> <li>• To know that Christians believe that the birth of Jesus was special</li> <li>• To know why Christians give gifts to each other at Christmas</li> <li>• To recognize which visitors to the baby Jesus were Jewish and which visitors were not Jewish</li> <li>• To know what Christians believe about Jesus' visitors</li> <li>• To recognise that Christians use the word 'holy' to describe certain parts of the Christmas story.</li> <li>• To know that Christians would use the word 'holy' to describe certain parts of the Christmas story</li> <li>• To talk about some ways that Christians have shown the importance of the Christmas story in drama, art and music</li> </ul>
<b>Christianity (Gospel)</b>	<p><b>Synoptic Task - How does the life and teaching of Jesus affect the way in which Christians live?</b></p> <ul style="list-style-type: none"> <li>• To know why Christians get baptised</li> <li>• To know why Christians try to love all people, even their enemies</li> <li>• To know why Christians might turn to Jesus for help when they are tempted to do something sinful</li> <li>• To know why Christians believe that Jesus has the authority to teach</li> <li>• To talk about some miracles of Jesus</li> <li>• To talk about some parables of Jesus</li> <li>• To talk about some ways that Christians have shown the importance of stories in drama, art and music</li> </ul>
<b>Christianity (Salvation)</b>	<p><b>Synoptic Task – What do the death and resurrection of Jesus mean for Christians?</b></p> <ul style="list-style-type: none"> <li>• To know what Christians believe happened in the week before Jesus' death</li> <li>• To know what Christians believe happened on the night before Jesus' death</li> <li>• To know what Christians believe happened on the day of Jesus' death</li> <li>• To talk about what Christians believe happened after the resurrection</li> <li>• To talk about why the death of Jesus is so important to Christians</li> <li>• To talk about why the resurrection of Jesus is so important to Christians</li> </ul>
<b>Christianity (Kingdom of God)</b>	<p><b>Synoptic Task - How did Christianity develop in the early Church and how do we know?</b></p> <ul style="list-style-type: none"> <li>• To talk about what Christians believe happened after the resurrection of Jesus</li> <li>• To know what stories about the early Church are found in the Acts of the Apostles</li> <li>• To talk about some things that the early Christians found difficult</li> <li>• To explain how the message of Jesus spread</li> </ul>
<b>Islam</b>	<p><b>Synoptic Task - What does Ramadan mean to Muslims today?</b></p> <ul style="list-style-type: none"> <li>• To talk about Muhammad's teachings about Sawm</li> <li>• To talk about Muhammad's teachings about Ramadan</li> <li>• To consider the importance of Suhoor and Iftar</li> <li>• To compare the experience of two women of different traditions during Ramadan</li> <li>• To talk about the origins and meaning of Eid ul Fitr</li> <li>• To talk about the traditions and practises of Eid ul Fitr</li> </ul>



## UKS2 – Year 6

LKS2 Year 6: RE Skills progression	Focus throughout Upper Key Stage Two
<p><b>Vocabulary</b></p> <p><b>Autumn 1:</b> imminent shroud cremated Nanak Sikhs Guru Nanak guru worldwide revere trance cobra Punjab snow-capped Punjabi regal profound dredged utter bristled chapatis hospitality Ji udasis udasi naïve maintain category oneness devout acres insisted common meal langar heed ik onkar rendered extinguished timid nectar infused amrit invocation Khalsa exquisite royalty Singh Guru Gobind Singh morschal overshadowed Guru Granth Sahib stringed</p> <p><b>Autumn 2:</b> relishes remembrance bring to mind Waheguru Sikhi gurdwara parshad morsel emptyhanded Mughal Empire Amritsar sly seizing his chance Lahore summons fumed affairs waver unwavering last words relay Guru Hargobind cursed curse superstitious Simran Seva implored dilemma unique tassels liberated topknot kesh kara solace exceptional kanga sheath kirpan unsheaths kachera compiled compilation prescribed likeness</p> <p><b>Spring:</b> household name Aesop derives from fables Aesop's Fables resonate illiterate undigested witty wit residency sojourn goblet sacrilege stymied conceded brook drenched flailing torrent capered scouring appointed dog in the manger phenomena fundamental non -religious brag humanists humanist divine revelation welfare humanism</p> <p><b>Summer:</b> the ancients Sirius complex horizon dial Hypatia commentary heavenly bodies. abacus crucial lecture Hellenistic bestowed reason emanated lighthouse eclectic Museum pursuit soar replica Edinburgh notable David Hume tavern atheist sceptic sceptical scepticism agnostic the Enlightenment clockwork cane Kant literally morality innate put pen to paper posited inability clung lecturer awe replicating evoked John Stuart Mill utility utilitarianism utilitarian appealing to worldview supernatural purpose reality melting pot mused Unmoved Mover theos theist theology inspiration inspired theistic might Hellenised magnet repository catalogued cosmos ex nihilo tend</p>	<p><b>Making Sense</b></p> <ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</li> </ul> <p><b>Understanding Impact</b></p> <ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>
<b>Experiences</b>	<b>SMSC</b>
Educational Visit – Explore stories through art and music	<p>Spiritual – reflect on own beliefs and those of others</p> <p>Moral – know how religious stories impact how people live today, compare ideas from different religions.</p> <p>Social – understand diversity in society and within religions. Similarities between religions,</p> <p>Cultural – explore similarities and differences, and the importance of faiths studied.</p>
	<p>British Values</p> <p>Respect and Tolerance – developing and increasing respect for the beliefs and choices of others.</p> <p>Individual liberty – know that we have the freedom to believe in what we choose.</p> <p>Rule of Law – Make links between the laws of God and the laws of man. Link to ahisma and satya, and community/school charter.</p>
	<p>The Meadows Values</p> <p>Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.</p>



UKS2 Year 6 – End points	
<b>The teaching of the Gurus</b>	<p><b><u>Synoptic Task - How do Sikhs use their stories and sayings in their everyday lives?</u></b></p> <ul style="list-style-type: none"> <li>- To know key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death The story of Nanak and the cobra</li> <li>- To understand the connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion)</li> <li>- To know the importance of eating together: langar</li> <li>- To understand The ten human gurus</li> <li>- To know the making of the Khalsa and Guru Gobind Singh</li> <li>- To know The Guru Granth Sahib: the eternal living guru</li> <li>- To know Sikh stories incl the milk and the blood from the chapatis</li> <li>- To understand Sikhism today incl London</li> </ul>
<b>Living Sikh Traditions</b>	<p><b><u>Synoptic Task - How do Sikhs traditions show Sikh beliefs?</u></b></p> <ul style="list-style-type: none"> <li>- To understand Sikhism in practice (referred to as Sikhi by Sikhs)</li> <li>- To know modern day Khalsa, incl the five Ks, as well as amrit Dhari, kesa Dhari, seha Dhari</li> <li>- To understand The gurdwara</li> <li>- To know A typical langar meal in a gurdwara</li> <li>- To understand the importance of seva (service) in Sikhi</li> <li>- To know Amritsar</li> <li>- To understand The festival of Vaisakhi</li> <li>- To know the Sikh identity in modern Britain</li> </ul>
<b>Stories which point to truth</b>	<p><b><u>Synoptic Task - What can we learn from Aesop's Fables about living a moral life?</u></b></p> <ul style="list-style-type: none"> <li>- To understand Aesop's Fables</li> <li>- To know a variety of ancient fables to read with the class from sixth-century Greece</li> <li>- To understand the Fiction that points to truth</li> <li>- Preparation for Summer Term where pupils will be introduced to non-religious worldviews</li> </ul>
<b>Reason and Revelation</b>	<ul style="list-style-type: none"> <li>- Asking big questions without reference to religion, God, holy scriptures e.g. How can I live a good life? What is good? What happened before birth? What will happen after death?</li> <li>- To compare four philosophers, including one Christian and a prominent humanist who has not looked to the numinous or transcendent (referring back to ancient Greece and philosophers from Year 3 history, e.g. Socrates).</li> </ul>