

St Michael's C.E Primary School

RE Progression 2024 - 2025

Our Curriculum -

At St Michael's, our RE curriculum is underpinned by values and purposes, guided by the Sandwell Syllabus and Understanding Christianity. Along with the other subjects of the curriculum, RE aims: to provide opportunities for all pupils to learn and to achieve and to promote pupils' spiritual, moral, social, cultural and spiritual development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Intent -

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

Theology -

A theologian is someone who studies the nature of God and religious belief.

Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

The stillness of the mind

The settling of the soul

The uplifting of the spirit

Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities

Self

Opportunities

- Learning about their faith.
- Exploring their culture, background and religious festivals.
- Comparisons to non-religious people.
- Always opportunities to make connections to their own lives.
- Learning about their religion.
- Opportunities to reflect in school: multi-faith prayer corner, prayer tables, calm time (PSHE), space makers, mindfulness time, prayer garden.
- Activities where students reflect on their spiritual beliefs, values, and personal experiences related to the topics discussed in class.
- Conduct activities where students explore their sense of self and purpose, such as creating "All About Me" posters that include their values and what makes them unique, linked to lessons on personal identity.

Potential Question Prompts

- What do you believe about God or a higher power? How did you come to hold these beliefs?
- What values are most important to you (e.g., kindness, honesty, respect)? How do these values influence your actions and decisions in everyday life?
- How do you feel when you learn about beliefs that are different from your own? What can you learn from these differences?
- What questions do you have about life, purpose, or the universe? How do these questions relate to what you are learning in RE?
- Think about a story from a religious tradition that resonates with you (e.g., a parable, myth, or teaching). What lessons can you take from this story, and how do they apply to your life?

Others

Opportunities

- Learning about the religion of other people in their community.
- Creating a respectful environment to discuss and appreciate each other's differences.
- Celebrate other religions in Inter-Faith Week.
- Celebration of all major religious festivals in CW.
- Worship leaders (representative of the whole school community) being role models.
- Organize simple service projects, like making cards for a local nursing home or collecting food for a food bank, to teach students about compassion and helping others.
- Guest speakers from different religious backgrounds to visit the class and share their traditions and beliefs.
- Use role-playing games to teach students how to resolve conflicts peacefully, based on teachings from various religions about kindness and forgiveness.

Potential Question Prompts

- When visiting a different place of worship to your own, how can we show respect?
- Why is it important to respect different beliefs and traditions? How can understanding others' perspectives enrich your own life?
- What values do you think many religions share (e.g., love, compassion, forgiveness)? How can these shared values help bring people together?
- What do you know about the rituals or practises of other religions? How do these rituals help individuals connect with their faith and community?
- How do you think a person's culture influences their religious beliefs? Can you give an example of how culture and religion are connected?



Transcendence

Opportunities

- Theological side of the RE curriculum: learning about the 6 main religions of the world.
- Visiting places of worship and learning about other Gods.
- Exploring artefacts.
- Introduce students to simple stories from sacred texts of different religions, focusing on themes of the divine and transcendence.
- Plan short, reflective activities or quiet time in a peaceful part of the school grounds where students can think about big questions and connect with something greater than themselves.

Potential Question Prompts

- I wonder...
- Big questions linked to the RE curriculum.
- What does the concept of the divine or a higher power mean to you?
- How do different religions and spiritual traditions describe the experience of transcendence?
- What practices or rituals help you feel connected to something greater than yourself?

Nature

Opportunities

- Prayer garden.
- Exploring creation and the natural world.
- Space makers - links to nature, appreciating the natural world around them and how to look after it.
- Links to Art across the year groups.
- EYFS - understanding the world.
- Develop activities that explore the spiritual significance of nature, such as nature walks where students observe and reflect on the beauty of the natural world.
- Engagement in simple environmental projects, like planting a school garden or participating in a recycling program, inspired by religious teachings on caring for the Earth.
- Celebrate religious festivals and rituals connected to the natural world, such as harvest festivals or Earth Day, with activities that include storytelling, crafts, and reflections on the importance of nature.

Potential Question Prompts

- How would God want us to look after our world?
- What is so special about our world? Why?
- What spiritual lessons can we learn from observing nature?
- How can we take care of the environment as an expression of our spiritual beliefs?
- How do you feel a sense of connection to the natural world?



St Michael's CE Primary RE Curriculum 2024-2025

	Autumn 1	Autumn 2	Spring 1 <i>In preparation for inter-faith week</i>	Spring 2	Summer 1	Summer 2
Year 1	I. 1. What do Christians believe God is like? UC	I.2. UC Who made the world? UC	<u>Inter-Faith</u> I.4. Beginning to learn about Sikhism: Stories of the Sikh Gurus Sikhism	I. 6. Why does Easter matter to Christians? UC	I.5. Holy places: Where do Sikhs worship? Explore Gurdwaras	I. 11. Questions that puzzle us: Why might people believe in God or someone/thing special?
Year 2	I.3. Celebrations that matter in Birmingham (Christian, Muslim and Sikh beliefs) (Sandwell on the Sandwell syllabus)	I. 2. Why does Christmas matter to Christians? How + why do we celebrate special times?	<u>Inter-Faith</u> I.7/8 Beginning to learn about Islam: Stories of the Prophet. Islam	I.4. What is the 'good news' Christians believe Jesus brings? UC	I. 9. Holy places: where and how do Christians, Muslims and Sikhs worship?	I.10. How and why are some books 'Holy'? Sacred texts for Christians, Muslims and Sikhs.
Year 3	L2. 3. What do Christians learn from the Creation story? UC	L2. 1. What are the deeper meanings of the festivals? + Christmas (What might Jesus think of Christmas today?)	<u>Inter-Faith</u> L2. 9. What is it like to be Jewish? Family, Synagogue and Torah Judaism	L2. 8. Why do Christians call the day Jesus died 'Good Friday'? UC	L2. 7. What kind of world did Jesus want? UC	Islam: exploring the five pillars of Islam Islam
Year 4	L2. 5. What is the 'Trinity' and why is it important for Christians? UC	L2. 2. What is it like to be a Hindu? Community, Worship, Celebration (Hindus) + Christmas (How can artists help us to understand Christmas?)	<u>Inter-Faith</u> L2. 4. What is it like to be Sikh in Bham? Sikh beliefs and the way of living Sikhism	L2. 12. Why does the Prophet matter to Muslims? (Islam)	L2. 6. Values: What matters most? Christians and Humanists	L2. 10. For Christians, when Jesus left, what was the impact of Pentecost? UC
Year 5	U2. 1. What does it mean if Christians believe God is holy and loving? UC	Was Jesus the Messiah? UC	<u>Inter-Faith</u> U2. 2. An Enquiry into visiting places of worship Buddhism	U2. 4. What do Christians believe Jesus did to save human beings? UC	U2. 3. Can religions help people when times get hard? (Christian Hindu, non-religious)	U2. 5 Hindu, Jewish and Islamic prayer. What, where, how, when and why?
Year 6	U2. 9. What will make Birmingham a more respectful community? (Many religions)	U2. 8. Christians and how to live: What would Jesus do? UC + Christmas (What do the Gospels say about the birth of Jesus?)	<u>Inter-Faith</u> U2. 11. Why do Hindus want to be good? Hinduism	U2. 7. For Christians, what kind of king was Jesus? UC	U2. 6. What can we learn from religion about temptation? (Christians, Muslims)	U2. 12. What impact do people's beliefs have on their lives? (transition unit) <i>Expressing the spiritual.</i>



Understanding Christianity

Information taken from: Religious education in English schools: Non-statutory guidance 2010.

Making Sense of the Text	Understanding the Impact	Making Connections
<p>Exploring the context: Where does this fit in in the 'big story'?</p> <p>Exploring interpretations: Pupils' views and a variety of Christian readings.</p> <p>Exploring purposes: How do Christians use this text?</p> <p>Exploring significance: Why does it matter?</p> <p>Unveiling the concepts: How does this contribute to understanding key Christian ideas?</p>	<p>How, then, do Christians live...? ...in the Christian community? Examining ways in which Church living grows out of biblical teaching.</p> <p>...in their everyday living? Examining ways in which Christians apply the bible day-to-day.</p> <p>What impact does Christianity have on the world? Examining ways in which Christian belief and practice make a difference in the world and how has this had a impact on how people see the world?</p>	<p>Connecting texts, concepts and Christian living: Developing understanding of the bigger picture.</p> <p>Connecting ideas studied and pupils' own ideas: Using ideas studied to reflect on matters of personal concern.</p> <p>Personal and impersonal evaluation: Allowing pupils to challenge ideas studied and the ideas studied to challenge pupils' thinking.</p> <p>Examining implications for pupils' understanding of self, worth and others: Discerning where there might or might not be value to be gained from ideas studied.</p>



Early Years Foundation Stage - Related to RE

Communication and Language

In line with the early learning goals for EYFS, children at expected level should be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They should also be able to make comments about what they have heard and ask questions to clarify their understanding. These skills are incredibly important to develop understanding and build knowledge about Religion and culture and to encourage children to have respect when engaged in back-and-forth exchanges with their teacher and peers. Religious education in the early years helps to broaden vocabulary and introduces new language that children will be able to use throughout their learning journey. During Religious education lessons, children at expected level should be able to use this new information and vocabulary to Offer explanations for why things might happen and express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses.

Understanding the World

Through Religious education lessons in Early Years, children begin to develop knowledge of the similarities and differences between different religious and cultural communities, themselves and others, and things in the past and now; drawing on their own experiences and what has been read in class. This knowledge will become the basis for a more rounded understanding of the world and builds a foundation of respect and understanding of all communities.

Guidance - Aims and Purpose

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.

Guidance - KS1/KS2

Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.



The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote. Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within:

- the school community
- the community within which the school is located
- the UK community
- the global community.



Progression

	Christianity	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Creation</u></p>	<p><u>L2 UC</u></p> <p><u>Who made the world?</u></p> <p><u>Knowledge:</u></p> <p>Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p><u>Skills:</u></p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p><u>Vocabulary</u></p> <p>Trinity Father God Holy Spirit Festival Nativity</p>		<p><u>L2.3. What do Christians learn from the Creation story?</u></p> <p><u>Knowledge:</u></p> <p>Place the concepts of God and Creation on a timeline of the Bible's Big Story. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Describe what Christians do because they believe God is Creator (eg. follow God, wonder at how amazing God's creation is, care for the earth - some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p><u>Skills:</u></p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> <p><u>Vocabulary</u></p> <p>Genesis Gid Humans Animals Nature Creation Sin Separated</p>			



Christmas

I.2. Why does Christmas matter to Christians? How + why do we celebrate special times?

Knowledge:

Recognise that stories of Jesus' life come from the Gospels

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Skills:

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for; giving a reason for their ideas.

Vocabulary

Jesus
Gospels
Nativity
Advent
Yule
Thankfulness

U2. 8.

(What do the Gospels say about the birth of Jesus?)

Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.

Articulate their own responses to the issues studied, recognising different points of view.

Vocabulary

Gospel

Forgiveness

Peace



Easter

L. 6. Why does Easter matter to Christians?

Knowledge

Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

Recognise that Jesus gives instructions about how to behave.

Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Skills

Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

Vocabulary

Easter
Holy Week
Betrayal
Jerusalem
Resurrection
Palm Sunday
Good Friday
Heaven

L.4. What is the 'good news' Christians believe Jesus brings? UC

Knowledge

To understand Jesus' promise to his disciples John 14:27.

Retell simply Jesus' life stories.

To think about four kinds of peace: in our own heart, with other people, peace in the world and peace with God.
Read and understand the Luke 11:9-13.

To understand how Church buildings make people feel part of a community.

To find out how Christians say sorry in Church.

To know different types of peace and how to make peace with ourselves and God.

Skills

To create prayers and reflections.

To talk about what matters most to us and make good choices.

Act out and dramatize bible stories to aid understanding.

Vocabulary

Promise
Peace
Church
Community

L.2. 8. Why do Christians call the day Jesus died 'Good Friday'?

Knowledge

Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians.

Give examples of what Christians say about the importance of the events of Holy Week.

Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.
Describe how Christians show their beliefs about Jesus in worship in different ways.

Skills

Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Vocabulary

Holy Week
Palm Sunday
Good Friday
Easter Sunday
King
Mary

U2. 4. What do Christians believe Jesus did to save human beings?

Knowledge

I can read and interpret some Jewish prophecies.

I can read and interpret Matthew 1:18, 2:1-12, 21:1-9.

I can explain how Jesus was sent to save humanity at Christmas and I can distinguish between a Christian and non-religious festival.

Skills

I can offer different responses to a quotation.

I can reflect on my learning to answer key questions.

I can suggest some ways to be a peacemaker in my own community.

Vocabulary

Christian
Hindu
Non-religious
Pslam 103
Resurrection
Life death
Suffering
Christian aid



Christian Beliefs and Values

1.1. What do Christians believe God is like?

Knowledge

Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)

Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Skills:

Identify what a parable is. Give clear, simple accounts of what the story means to Christians

Think, talk and ask questions about whether they can learn anything from the story for themselves; exploring different ideas
Give a reason for the ideas they have and the connections they make.

1.9. Holy places: where and how do Christians, Muslims and Sikhs worship?

Knowledge:

Recognise that there are special places where people go to worship; and talk about what people do there
Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
Identify a belief about worship and a belief about God; connecting these beliefs simply to a place of worship.

Skills:

Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
Give simple examples of how people worship at

1.2. 7. What kind of world did Jesus want?

Knowledge

Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.

Skills:

Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.
Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

1.2. 5. What is the 'Trinity' and why is it important for Christians?

Knowledge

Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean.
Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.

Skills:

Give examples of what these texts mean to some Christians today
Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Vocabulary

Gospel

U2. 1. What does it mean if Christians believe God is holy and loving?

Knowledge

I can understand the features of God and use words to describe him.
I can read and interpret: David Psalm 103, Isaiah 6:1-5 and John 4:7-13.
I can focus on two important ideas about God: holiness and lovingness.
I can describe what Cathedrals show about what Christians believe in God.

Skills:

To read, interpret and offer opinions on a bible text
I can express my learning creatively e.g. draw, paint and design images.
To take part in discussions about religious texts.
To relate what they have learnt to how it can help their local community.

Vocabulary

Psalm
Holy God
Loving God
Traditional
Contemporary

U2. 9. What will make Birmingham a more respectful community?

Knowledge:

Explain beliefs about the value of religious and cultural diversity in their local town/community of Birmingham.
Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam.
Compare their ideas about respect for all with those studied.

Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community
Give examples of the impact of inter faith work in our community

Skills:

Raise questions about how we can be a more tolerant and respectful



	<p><u>Vocabulary</u></p> <p>God Parable Bible Forgiveness Love</p> <p><u>1.11. Questions that puzzle us: Why might people believe in God or someone/thing special?</u></p> <p><u>Knowledge</u></p> <p>Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?</p> <p>Recognise that people's beliefs about God or life make a difference to what they do.</p> <p><u>Skills:</u></p> <p>Give simple examples of 'hidden messages' in faith stories or wise sayings</p>	<p>a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p><u>Vocabulary</u></p> <p>Holy places Church Gurdwara Mosque Signs / symbols / artefacts</p> <p><u>1.10. How and why are some books 'Holy'?</u> <u>Sacred texts for Christians.</u></p>	<p><u>Vocabulary</u></p> <p>Jesus Disciples Gospel Church Fast Followers</p>	<p>Cleanse Trinity Baptism</p> <p><u>1.2. 6. Values: What matters most? Christians and Humanists</u></p> <p><u>Knowledge</u></p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God', and exist without a designer)</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p><u>Skills:</u></p> <p>Suggest reasons why it might be helpful to follow a moral code and</p>	<p>Humanist <u>U2. 3. Can religions help people when times get hard? (Christian, Hindu, non-religious)</u></p> <p><u>Knowledge:</u></p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven/ karma/</p>	<p>community, suggesting answers Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious Give good reasons for their views about harmony in our communities.</p> <p><u>Vocabulary</u></p> <p>Religion Demographic Cooperation Tension Religious and non-religious Respect Tolerance</p> <p><u>U2. 7. For Christians, what kind of king was Jesus?</u></p> <p><u>Knowledge:</u></p> <p>I know what Jesus' resurrection means and I can explain why Christians believe Jesus was resurrected. I can read Luke's Gospel.</p>
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	<p>Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Ask and suggest answers to questions arising from their learning about religions. Identify two or more big questions about religions and beliefs, and match them to two or more possible answers.</p> <p><u>Vocabulary</u></p> <p>Mystery Travel Wonder Christians / Muslims/ Jews / Sikhs</p>	<p><u>Muslims and Sikhs.</u></p> <p><u>Knowledge:</u></p> <p>Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols which people use to show their respect for their holy writings</p> <p>Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories or wise sayings</p> <p><u>Skills:</u></p> <p>Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about</p>		<p>why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> <p><u>Vocabulary</u></p> <p>Christian Humanist 'Belief in humanity' 'Code for living' 'The golden rule'</p> <p><u>L2. 10. For Christians, when Jesus left, what was the impact of Pentecost?</u></p> <p><u>Knowledge</u></p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what</p>	<p>reincarnation make a difference to how someone lives.</p> <p><u>Skills:</u></p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> <p><u>Vocabulary</u></p> <p>Holy Week Sacrifice Remembrance Death Resurrection Symbolism</p>	<p>Link to diverse curriculum: I can explain how Desmond Tutu received many threats in the 1980s about speaking up to racism.</p> <p>I can read Anglian funeral liturgy.</p> <p>I can explain what words are linked to graveyards and memorials e.g. memory, hope, beloved etc.</p> <p><u>Skills:</u></p> <p>I can present my ideas on the resurrection and make comparisons between different sources of information</p> <p>I can have a debate.</p> <p>I can reflect on what we have discussed about the language of memorials.</p>
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			<p>messages within sacred texts and the values, behaviour and attitudes of people</p> <p>Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories.</p> <p><u>Vocabulary</u></p> <p>Sikh Guru Granth Sahib Muslim Qur'an Christian Bible Respect Holy</p>		<p>Pentecost means to some Christians now.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p><u>Skills:</u></p> <p>Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.</p> <p><u>Vocabulary</u></p> <p>Pentecost Kingdom of God Disciples Holy Spirit</p>		<p><u>Vocabulary</u></p> <p>Transform Temptation Parables Kingship Serve Leadership Justice</p> <p><u>What can we learn from religion about temptation?</u></p> <p><u>Knowledge:</u></p> <p>Compare their ideas about temptation with those religions studied.</p> <p>Make clear connections between belief about God and moral choices</p> <p>Give examples of the impact of ritual in life.</p> <p>Explain differences between Christian and Muslim ideas.</p> <p><u>Skills:</u></p> <p>Express their own response to Muslim and Christian teaching about temptation.</p>
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Give good reasons for their views about moral choices and forgiveness.

Vocabulary

Temptation
Garden of Eden
Transform
Hunger
Poverty
Violence
Vulnerable

U2. 12. What impact do people's beliefs have on their lives?
(transition unit)

Knowledge:

Explain some ways beliefs are shown in creative expression.
Compare their ideas about religious expression with the examples they study.

Make clear connections between beliefs and different forms of expression.



Give examples of the impact of beliefs on art, architecture and music.

Skills:

Raise questions about how they might express their own spiritual ideas.
Describe clear connections between beliefs and art / architecture / music.

Vocabulary

Spiritual
Temple
Psalm
Survival
Music
Expression
Poetry



Judaism

L2. 9. What is it like to be Jewish? Family, Synagogue and Torah
Judaism

Knowledge

Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.

Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'Covenant' with '10 Commandments'

Offer informed suggestions about the meaning of the Exodus story for Jews today.

Skills

Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

U2. 5 Hindu, Jewish and Islamic prayer:

What, where, how, when and why?

Knowledge:

Explain beliefs about prayer from Judaism and Islam.

Describe examples of texts which explain and influence Jews and Muslims in prayer.

Make clear connections between belief about God and the practice of prayer.
Explain differences between the ways Jews and Muslims pray.

Skills:

Raise questions about prayer and God and explore varied answers.

Explain the importance of prayer to Muslims, Jewish people and those



			<p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p> <p><u>Vocabulary</u></p> <p>Rosh Hashanah and Yom Kippur</p> <p>Pesach Passover Siddur</p>		<p>who do not pray, or pray in different ways.</p> <p>Give good reasons for their views about prayer and its value in different communities.</p> <p><u>Vocabulary</u></p> <p>Hindu Jewish Islamic Adun Olam First Surah Synagogue Mosque Mandir Togetherness Content Peaceful</p>	
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<p><u>Islam</u></p>		<p>1.7/8 <u>Beginning to learn about Islam: Stories of the Prophet. Islam</u></p> <p><u>Knowledge:</u></p> <p>Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam</p> <p><u>Skills:</u></p> <p>Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, fasting, or pilgrimage).</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p>	<p><u>Islam: exploring the five pillars of Islam</u></p> <p><u>Knowledge</u></p> <p>Identify and describe the 5 Pillars of Islam and the beliefs they express</p> <p>Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live?</p> <p>Express their own ideas about the meaning and value of rituals like these</p> <p><u>Skills</u></p> <p>Make simple connections between beliefs about Allah and the 5 Pillars</p> <p>Describe how people show devotion in Islam</p> <p>Ask questions about why the Pillars are practiced by so many millions</p> <p>Give good reasons for their views about religion and ritual</p> <p><u>Vocabulary</u></p> <p>Journey Pillars of Islam</p>		<p>U2. 10. <u>Christian Aid and Islamic Relief: can they change the world? (Charities)</u></p> <p><u>Knowledge:</u></p> <p>Explain beliefs and teachings about justice from Christian and Muslim texts Compare their ideas about justice and fairness with those studied in Islam and Christianity</p> <p>Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity Describe clearly examples of the impact of charitable work in the world today Explain some differences between the two charities</p> <p><u>Skills:</u></p> <p>Raise questions about charity, justice and the impact of religion, suggesting answers.</p>	<p><u>What can we learn from religion about temptation?</u></p> <p><u>Knowledge:</u></p> <p>Explain Muslim and Christian beliefs about temptation, sin and forgiveness. Compare their ideas about temptation with those studied</p> <p>Make clear connections between belief about God and moral choices Give examples of the impact of ritual in life. Explain differences between Christian and Muslim ideas.</p> <p><u>Skills:</u></p> <p>Express their own response to Muslim and Christian teaching about temptation. Give good reasons for their views about moral choices and forgiveness.</p> <p><u>Vocabulary</u></p> <p>Temptation Transform Hunger Poverty</p>
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		<p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p><u>Vocabulary</u></p> <p>Islam Muslims Muhammed Shahadah God's Messenger Allah Prayer</p>	<p>Prayer Charity Zakah Sawm Pilgrimage Hajj</p>		<p>Explain the importance of the idea that God loves justice and is just to Muslims and Christians.</p> <p>Express their own ideas about justice.</p> <p><u>Vocabulary</u></p> <p>Justice Poverty Muslim teachings in the Qur'an and Hadith Zakah Prayer Charity</p> <p><u>U2. 5 Hindu, Jewish and Islamic prayer.</u></p> <p><u>What, where, how, when and why?</u></p> <p><u>Knowledge:</u></p> <p>Explain beliefs about prayer from Judaism and Islam. Describe examples of texts which explain and influence Jews and Muslims in prayer.</p> <p>Make clear connections between belief about God and the practice of prayer.</p>	<p>Violence Vulnerable</p>
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Explain differences between the ways Jews and Muslims pray.

Skills:

Raise questions about prayer and God and explore varied answers.

Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways.

Give good reasons for their views about prayer and its value in different communities.

Vocabulary

Hindu
Jewish
Islamic
Adun Olam
First Surah
Synagogue
Mosque
Mandir
Togetherness
Content
Peaceful



<p><u>Hinduism</u></p>				<p><u>U2. 2. What is it like to be a Hindu? Community, Worship, Celebration (Hindus)</u></p> <p><u>Knowledge:</u> Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean</p> <p><u>Skills:</u> Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Identify the terms dharma, Sanatana</p>	<p><u>U2. 3. Can religions help people when times get hard? (Christian, Hindu, non-religious)</u></p> <p><u>Knowledge:</u> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives.</p> <p><u>Skills:</u></p>	<p><u>U2. 11. Why do Hindus want to be good? Hinduism</u></p> <p><u>Knowledge:</u> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha] Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p><u>Skills:</u></p>
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				<p>Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p><u>Vocabulary</u></p> <p>Hinduism Bhagavad Gita Dharma Sanatana Dharma Ritual Community</p>	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> <p><u>Vocabulary</u></p> <p>Holy Week Sacrifice Remembrance Death Resurrection Symbolism</p> <p><u>U2. 5 Hindu, Jewish and Islamic prayer:</u></p> <p><u>What, where, how, when and why?</u></p> <p><u>Knowledge:</u></p> <p>Explain beliefs about prayer from Judaism and Islam. Describe examples of texts which explain and influence Jews and Muslims in prayer.</p>	<p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> <p><u>Vocabulary</u></p> <p>Dharma Karma Samsara Moksha Depicits punusharthas); dharma: religious or moral duty; arthai: economic development, providing for family and society by honest means</p>
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Make clear connections between belief about God and the practice of prayer.
Explain differences between the ways Jews and Muslims pray.

Skills:

Raise questions about prayer and God and explore varied answers.

Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways.

Give good reasons for their views about prayer and its value in different communities.

Vocabulary

Hindu
Jewish
Islamic
Adun Olam
First Surah
Synagogue
Mosque
Mandir
Togetherness
Content
Peaceful



Buddhism

U2. 2. An Enquiry into
visiting places of
worship

Buddhism

Knowledge:

Explain beliefs about
holy buildings and God's
presence from different
religions. Describe
examples of texts which
explain worship and
sacred space.

Make clear connections
between belief about
God and places and
practices of worship.

Skills:

Raise questions about
the value and impact of
worship and the
significance of 'holy
space'.

Explain differences
between what happens
in different places of
worship.

Describe clear
connections between
beliefs about God and
how people worship.



					<p>Express their own response to the idea that the Earth is a 'holy place' we all share.</p> <p><u>Vocabulary</u></p> <p>Holy buildings God's presence 'The natural world' Friendliness Thoughtfulness Sacred Mosque Gurdwara Church Mandir</p>	
<p><u>Sikhism</u></p>	<p><u>1.4 Beginning to learn about Sikhism: Stories of the Sikh Gurus</u> <u>Sikhism</u></p> <p><u>Knowledge</u></p> <p>Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus Give a good reason for their ideas about whether any of these</p>	<p><u>1.10. How and why are some books 'Holy'? Sacred texts for Christians, Muslims and Sikhs.</u></p> <p><u>Knowledge:</u></p> <p>Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols which people use to show their respect for their holy writings</p>		<p><u>12. 4. What is it like to be Sikh in Bham? Sikh beliefs and the way of living</u> <u>Sikhism</u></p> <p><u>Knowledge</u></p> <p>Identify and describe key Sikh beliefs and values including Waheguru and Sewa Explain examples of texts such as the Mool Mantar</p> <p>Describe how people show their Sikh identity in dress, behaviour and values</p>		



things are good for them too.

Skills:

Re-tell simply some stories of Guru Nanak
Make links between Sikh ideas of God found in the stories and how people live
Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?'
Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.

Vocabulary

Guru Har Gobind
Freedom
Guru Nanak
Dunni Chand
Spiritual Teacher

Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say
Give simple examples of 'hidden messages' in faith stories or wise sayings

Skills:

Talk about what they like in the stories from sacred texts that they hear
Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people

Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories

Vocabulary

Sikh Guru Granth Sahib
Muslim Qur'an
Christian Bible
Respect
Holy

Raise questions about what it means to live a good life and examine Sikhi answers
Make links between their own ideas and values and those held dear in Sikhi communities

Skills:

Consider questions about the belief that all humans are equal to God.
Give good reasons for their views about the importance of values such as equality, community, tradition and respect.
Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'

Vocabulary

Mool Mantar
Jasmine flower
Guru Nanak
Khalsa
Gurdwara
Langar
Worship