

St Michael's C.E Primary School

RE Progression 2025-2026

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.

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<u>Self</u> 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?	<u>Others</u> 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?
<u>Transcendence</u>	<u>Nature</u>



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?

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?

Disciplinary Lenses used in Religious Education

Theology

This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. (CofE, 2018).

Philosophy

This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence. (CofE, 2018).

Human/Social Sciences

This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. (CofE, 2018).

These disciplines are coded next to the milestones on this document:

Theology: (T)

Philosophy: (P)

Human/Social Sciences: (HS)

How we explore these lenses with the children:

Theology

"The study of the nature of God and religious belief."

Hi! My name is Theo, I'm a theologian. A theologian is interested in asking questions and learning about different faiths.



Philosophy

"The study of the fundamental nature of knowledge, reality, and existence."

Hi! My name is Sophie and I'm a Philosopher. A philosopher is interested in way people think



Human and Social Sciences

"The study of the fundamental nature of knowledge, reality, and existence."

Hi! My name is Liv and I'm a social scientist. A social scientist is interested in how people live their lives.





St Michael's CE Primary RE Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1 <i>In preparation for inter-faith week</i>	Spring 2	Summer 1	Summer 2
Nursery	Creation Story	The Nativity		Easter		
	Further religion education skills covered throughout the year. For example, religious celebrations. Please see nursery curriculum for further information.					
Reception	F1: Being special: Where do we belong?	F2: Importance of nativity Why do Christians perform nativity plays at Christmas? <i>Incarnation</i>	<i>Inter-Faith</i> F5: Places of worship Which places are special and why? <i>Christianity</i>	F4: Creating an 'Easter Garden' Why do Christians put a cross in an Easter Salvation <i>Salvation</i>	F3: Why is the word 'God' special? <i>God/creation</i>	F6: Religious stories Which stories are special and why?
Year 1	I. 1. What do Christians believe God is like? UC <i>KSI: God</i>	I.2. UC Who made the world? UC <i>KSI: Creation</i>	<i>Inter-Faith</i> I.4 Beginning to learn about Sikhism: Stories of the Sikh Gurus <i>Sikhism</i>	I. 6. Why does Easter matter to Christians? UC <i>KSI: Salvation</i>	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)	I.2. Why does Christmas matter to Christians? <i>KSI: Incarnation</i>	<i>Inter-Faith</i> I.7/8 Beginning to learn about Islam: Stories of the Prophet. <i>Islam</i>	I.12. What is the 'good news' Christians believe Jesus brings? UC <i>KSI: Gospel</i>	I.9. Holy Places: Where and how do people worship? What makes some places sacred to believers?	I. 13. Who are the humanists and what is their way of life?



Year 3	L2. 3. What do Christians learn from the Creation story? UC KS2: Creation and Fall	L2. 1. What are the deeper meanings of the festivals? + Christmas (What might Jesus think of Christmas today?)	Inter-Faith 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 KS2: Salvation	L2. 7. What kind of world did Jesus want? UC KS2: Gospel	Islam: exploring the five pillars of Islam Islam
Year 4	L2. 5. What is the 'Trinity' and why is it important for Christians? UC KS2: Incarnation	L2. 2. What is it like to be a Hindu? Community, Worship, Celebration (Hindus) + Christmas (How can artists help us to understand Christmas?)	Inter-Faith L2. 4. What is it like to be Sikh in Bham? Sikh beliefs and the way of living Sikhism	2A. What is it like to follow God? KS2: People of God	L2. 6. Values: What matters most? Christians and Humanists	L2. 10. For Christians, when Jesus left, what was the impact of Pentecost? UC KS2: Kingdom of God
Year 5	U2. 1. What does it mean if Christians believe God is holy and loving? UC KS2: God	Was Jesus the Messiah? KS2: Incarnation	Inter-Faith U2. 2. An Enquiry into visiting places of worship Buddhism	U2. 4. What do Christians believe Jesus did to save human beings? UC KS2: Salvation	U2. 3. Can religions help people when times get hard? (Christian, Hindu, non-religious)	U2. 13. Atheists and believers in God: what are the arguments?
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?) KS2: Gospel	Inter-Faith U2. 11. Why do Hindus want to be good? Hinduism	U2. 7. For Christians, what kind of king was Jesus? UC KS2: Kingdom of God	U2. 6. What can we learn from religion about temptation? (Christians, Muslims)	U2. 12. What impact do people's beliefs have in 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
Exploring the context: Where does this fit in in the 'big story'? Exploring interpretations: Pupils' views and a variety of Christian readings. Exploring purposes: How do Christians use this text? Exploring significance: Why does it matter? Unveiling the concepts: How does this contribute to understanding key Christian ideas?	How, then, do Christians live...? ...in the Christian community? Examining ways in which Church living grows out of biblical teaching. ...in their everyday living? Examining ways in which Christians apply the bible day-to-day. 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?	Connecting texts, concepts and Christian living: Developing understanding of the bigger picture. Connecting ideas studied and pupils' own ideas: Using ideas studied to reflect on matters of personal concern. Personal and impersonal evaluation: Allowing pupils to challenge ideas studied and the ideas studied to challenge pupils' thinking. 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.



Early Years Foundation Stage – Educational Programmes

Understanding the World

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.

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



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



Progression

Christianity	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creation	Listen to the creation story and begin to talk about Christian beliefs relating to creation. Vocabulary God Create Creation	Being Special: Where do we belong? <u>Knowledge</u> Think about the wonders of the natural world, expressing ideas and feelings talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world <u>Skills</u> say how and when Christians	<u>1.2. UC</u> <u>Who made the world?</u> <u>Knowledge</u> Retell the story of creation from Genesis 1:1-2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world.		<u>1.2. 3. What do Christians learn from the Creation story?</u> <u>Knowledge</u> 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. Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at			



		like to thank their Creator re-tell stories, talking about what they say about the world, God, human beings talk about what people do to mess up the world and what they do to look after it.	Give at least one example of what Christians do to say thank you to God for the Creation <u>Skills:</u> Think, talk and ask questions about living in an amazing world.		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. <u>Skills:</u> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today <u>Vocabulary</u> Genesis Gid Humans Animals Nature Creation Sin Separated			
<u>Christmas</u>	To listen to the Christmas story and retell events from the story.	Importance of <u>nativity</u> <u>Why do Christians perform nativity</u>		1.2. Why does Christmas matter to Christians? How + why do we celebrate special times?				U2.8 (What do the Gospels say about the birth of Jesus?



	<u>To name significant people from the story.</u> <u>Vocabulary</u> Jesus Mary Joseph Donkey God	<u>plays at Christmas?</u> <u>Why is Christmas special for Christians?</u> <u>Knowledge</u> say what makes their family and friends special to them - re-tell religious stories, making connections with personal experiences - begin to recognise the word 'trinity' as being God the Father, God the Son and God the Holy Spirit. - <u>Skills</u> talk about people who are special to them recall simply what happens at a traditional Christian festival (Christmas)		<u>Knowledge:</u> 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. <u>Skills:</u> 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. <u>Vocabulary</u> Jesus Gospels Nativity Advent Yule				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. <u>Vocabulary</u> Gospel Forgiveness Peace
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				Thankfulness				
<u>Easter</u>	<u>To begin to talk about how Christians celebrate Easter.</u> <u>To listen and respond to a short story about Easter.</u>	<u>Creating an 'Easter Garden'</u> <u>Why do Christians put a cross in an Easter. Why is Easter special for Christians?</u> <u>Knowledge</u> Recognise and re-tell stories connected with celebration of Easter Say why Easter is a special time for Christians - <u>Skills</u> Talk about ideas of new life in nature. - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, and make connections with signs of	<u>1. 6. Why does Easter matter to Christians? Knowledge</u> 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.		<u>L2. 8. Why do Christians call the day Jesus died 'Good Friday?'</u> <u>Knowledge</u> 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		<u>U2. 4. What do Christians believe Jesus did to save human beings?</u> <u>Knowledge:</u> 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-	



		new life in nature_ - Talk about some ways Christians remember these stories at Easter.	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <u>Skills:</u> 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		in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. <u>Skills:</u> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. <u>Vocabulary</u> Holy Week Palm Sunday Good Friday Easter Sunday King Mary		religious festival. <u>Skills:</u> 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. <u>Vocabulary</u> Christian Hindu Non-religious Pslam 103 Resurrection Life death Suffering Christian aid	
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			<u>Vocabulary</u> Easter Holy Week Betrayal Jerusalem Resurrection Palm Sunday Good Friday Heaven					
<u>Christian Beliefs and Values</u>	<u>To learn the school values</u> <u>To learn how to show our school values</u>	<u>Why is the word 'God' special to Christians?</u> <u>Knowledge</u> re-tell religious stories making connections with personal experiences - <u>Skills</u> share and record occasions when things have happened in their lives that made them feel special - recall simply what happens at a traditional	<u>1.1. What do Christians believe God is like?</u> <u>Knowledge</u> 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	<u>1.4. What is the 'good news' Christians believe Jesus brings? UC</u> <u>Knowledge:</u> 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.	<u>1.2. 7. What kind of world did Jesus want?</u> <u>Knowledge</u> 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'	<u>1.2. 5. What is the 'Trinity' and why is it important for Christians?</u> <u>Knowledge</u> 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	<u>U2. 1. What does it mean if Christians believe God is holy and loving?</u> <u>Knowledge</u> 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.	<u>U2. 9. What will make Birmingham a more respectful community?</u> <u>Knowledge:</u> 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



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		Christian infant baptism and dedication_ recall simply what happens when a baby is welcomed into a religion other than Christianity.	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) <u>Skills:</u> 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	To find out how Christians say sorry in Church To know different types of peace and how to make peace with ourselves and God <u>Skills:</u> 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 <u>Vocabulary</u> Promise Peace Church Community <u>1.9. Holy places: where and how do Christians Muslims and Sikhs worship?</u> <u>Knowledge:</u> Recognise that there are special places where people go to worship, and talk about what people do there	actions towards outcasts mean for a Christian <u>Skills</u> 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. <u>Vocabulary</u> Jesus Disciples Gospel Church Fast Followers	example) and in the way they live. <u>Skills:</u> 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. <u>Vocabulary</u> Gospel Cleanse Trinity Baptism <u>12. 6. Values: What matters most? Christians and Humanists</u> <u>Knowledge</u> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)	I can focus on two important ideas about God: holiness and lovingness. I can describe what Cathedrals show about what Christians believe in God. <u>Skills:</u> 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. <u>Vocabulary</u> Psalm Holy God Loving God Traditional Contemporary Humanist	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 <u>Skills:</u> Raise questions about how we can be a more tolerant and respectful 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.
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			the connections they make. <u>Vocabulary</u> God Parable Bible Forgiveness Love <u>I.I.I.</u> <u>Questions that puzzle us:</u> <u>Why might people believe in God or someone/thing special?</u> <u>Knowledge</u> Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the	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. <u>Skills:</u> 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 a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good	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) Make clear connections between Christian and Humanist ideas about being good and how people live <u>Skills:</u> Suggest reasons why it might be helpful to follow a moral code and 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	<u>U2. 3. Can religions help people when times get hard? (Christian Hindu non-religious)</u> <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	<u>Vocabulary</u> Religion Demographic Cooperation Tension Religious and non-religious Respect Tolerance <u>U2. 7. For Christians, what kind of king was Jesus?</u> <u>Knowledge:</u> I know what Jesus' resurrection means and I can explain why Christians believe Jesus was resurrected. I can read Luke's Gospel. Link to diverse curriculum: I can explain how Desmond Tutu received many
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		question: is it wrong for people to be left out?' Recognise that people's beliefs about God or life make a difference to what they do. <u>Skills:</u> Give simple examples of 'hidden messages' in faith stories or wise sayings 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	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. <u>Vocabulary</u> Holy places Church Gurdwara Mosque Signs / symbols / artefacts		good reasons for their views. <u>Vocabulary</u> Christian Humanist 'Belief in humanity' 'Code for living' 'The golden rule' <u>L2. 10. For Christians, when Jesus left, what was the impact of Pentecost?</u> <u>Knowledge</u> Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Describe how Christians show their beliefs about the Holy Spirit in worship. <u>Skills:</u> Make links between ideas about the	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. <u>Skills:</u> Interpret a range of artistic expressions of afterlife, offering and	threats in the 1980s about speaking up to racism. I can read Anglican funeral liturgy. I can explain what words are linked to graveyards and memorials e.g. memory, hope, beloved etc. <u>Skills:</u> I can present my ideas on the resurrection and make comparisons between different sources of information. I can have a debate. I can reflect on what we have discussed about
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			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. <u>Vocabulary</u> Mystery Travel Wonder Christians / Muslims / Jews / Sikhs			Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. <u>Vocabulary</u> Pentecost Kingdom of God Disciples Holy Spirit	explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. <u>Vocabulary</u> Holy Week Sacrifice Remembrance Death Resurrection Symbolism	the language of memorials. <u>Vocabulary</u> Transform Temptation Parables Kingship Serve Leadership Justice <u>What can we learn from religion about temptation?</u> <u>Knowledge:</u> Compare their ideas about temptation with those religions studied. 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.
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								<u>Skills:</u> Express their own response to Muslim and Christian teaching about temptation. Give good reasons for their views about moral choices and forgiveness. <u>Vocabulary</u> Temptation Garden of Eden Transform Hunger Poverty Violence Vulnerable <u>U2. 12. What impact do people's beliefs have on their lives?</u> <u>(transition unit)</u> <u>Knowledge:</u> Explain some ways beliefs are
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								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. <u>Skills:</u> Raise questions about how they might express their own spiritual ideas. Describe clear connections between beliefs and art / architecture / music. <u>Vocabulary</u> Spiritual Temple Psalm
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								Survival Music Expression Poetry
	<u>Judaism</u>		<u>E5: Begin to recognise places of worship and know that they are special.</u>		<u>L2. 9. What is it like to be Jewish? Family, Synagogue and Torah Judaism</u> <u>Knowledge</u> 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. <u>Skills</u>			



					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) Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities 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. Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and			
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					justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <u>Vocabulary</u> Rosh Hashanah and Yom Kippur Pesach Passover Siddur			
<u>Islam</u>	<u>To discuss Eid Al Fitr and Eid Al Adha and know how they are celebrated</u>	<u>E5: Begin to recognise places of worship and know that they are special</u>		<u>1.7/8 Beginning to learn about Islam: Stories of the Prophet. Islam</u> <u>Knowledge:</u> 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 <u>Skills:</u> Give examples of how Muslims use the Shahadah to show	<u>Islam: exploring the five pillars of Islam</u> <u>Knowledge</u> Identify and describe the 5 Pillars of Islam and the beliefs they express Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live?		<u>U2. 10. Christian Aid and Islamic Relief: can they change the world? (Charities)</u> <u>Knowledge:</u> Explain beliefs and teachings about justice from Christian and Muslim texts	<u>What can we learn from religion about temptation?</u> <u>Knowledge:</u> Explain Muslim and Christian beliefs about temptation, sin and forgiveness. Compare their ideas about temptation with those studied. Make clear connections between belief about God and



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				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). 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 Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <u>Vocabulary</u> Islam Muslims Muhammed Shahadah God's Messenger Allah Prayer	Express their own ideas about the meaning and value of rituals like these <u>Skills</u> Make simple connections between beliefs about Allah and the 5 Pillars Describe how people show devotion in Islam Ask questions about why the Pillars are practiced by so many millions Give good reasons for their views about religion and ritual. <u>Vocabulary</u> Journey Pillars of Islam Prayer Charity Zakah Sawm Pilgrimage Hajj		Compare their ideas about justice and fairness with those studied in Islam and Christianity 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 <u>Skills</u> Raise questions about charity, justice and the impact of religion,	moral choices Give examples of the impact of ritual in life. Explain differences between Christian and Muslim ideas. <u>Skills</u> Express their own response to Muslim and Christian teaching about temptation. Give good reasons for their views about moral choices and forgiveness. <u>Vocabulary</u> Temptation Transform Hunger Poverty Violence Vulnerable
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							suggesting answers: Explain the importance of the idea that God loves justice and is just to Muslims and Christians. Express their own ideas about justice. <u>Vocabulary</u> Justice Poverty Muslim teachings in the Qur'an and Hadith Zakah Prayer Charity <u>U2. 5</u> <u>Hindu</u> <u>Jewish</u> <u>and</u> <u>Islamic</u> <u>prayer</u>	
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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.



							<u>Skills:</u> 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. <u>Vocabulary</u> Hindu Jewish Islamic Adun Olam First Surah Synagogue Mosque Mandir	
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							Together Content Peaceful	
<u>Hinduism</u>	To learn about Diwali and how the festival is celebrated	F5: Begin to recognise places of worship and know that they are special				<u>L2. 2. What is it like to be a Hindu?</u> <u>Community</u> <u>Worship</u> <u>Celebration</u> <u>(Hindus)</u> <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 <u>Skills:</u> Identify some different ways in which Hindus	<u>U2. 3. Can religions help people when times get hard?</u> <u>(Christian, Hindu, non-religious)</u> <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	<u>U2. 11. Why do Hindus want to be good?</u> <u>Hinduism</u> <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



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						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 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) <u>Vocabulary</u> Hinduism Bhagavad Gita Dharma Sanatana Dharma Ritual Community	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. <u>Skills:</u>	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. <u>Skills:</u> 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.
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							Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. <u>Vocabulary</u> Holy, Week Sacrifice Remembrance Death Resurrection Symbolism <u>U2. 5</u> <u>Hindu</u> <u>Jewish</u>	<u>Vocabulary</u> Dharma Karma Samsara Moksha Depicits punusharthas); dharma; religious or moral duty; arthai economic development, providing for family and society by honest means
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							<u>and</u> <u>Islamic</u> <u>prayer:</u> <u>What</u> <u>where</u> <u>how</u> <u>when and</u> <u>why?</u> <u>Knowledge:</u> 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	
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							ways Jews and Muslims pray. <u>Skills:</u> 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. <u>Vocabulary</u> Hindu Jewish Islamic Adun Olam	
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							First Surah Synagogue Mosque Mandir Togetherness Content Peaceful	
<u>Buddhism</u>		F5: Begin to recognise places of worship and know that they are special					U2. 2. An Enquiry into visiting places of worship <u>Buddhism</u> <u>Knowledge:</u> 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. <u>Skills:</u> 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. Express their own response to the idea that the Earth	
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							is a 'holy place' we all share. Vocabulary Holy buildings God's presence 'The natural world' Friendliness Thoughtfulness Sacred Mosque Gurdwara Church Mandir	
Sikhism		E5: Begin to recognise places of worship and know that they are special	I.4 Beginning to learn about Sikhism: Stories of the Sikh Gurus Sikhism Knowledge	I.10. How and why are some books 'Holy'? Sacred texts for Christians, Muslims and Sikhs. Knowledge: Identify a belief about God linked to what a holy book says Recognise that sacred		L2. 4. What is it like to be Sikh in Bham? Sikh beliefs and the way of living Sikhism Knowledge Identify and describe key Sikh beliefs and values including Waheguru and Sewa		



			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 things are good for them too. <u>Skills:</u> Re-tell simply some stories of Guru Nanak	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 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 <u>Skills:</u> 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		Explain examples of texts such as the Mool Mantar Describe how people show their Sikh identity in dress, behaviour and values 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 <u>Skills:</u> 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'	
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			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. <u>Vocabulary</u> Guru Har Gobind Freedom Guru Nanak Dunni Chand Spiritual Teacher	stories, and suggest meanings in the stories <u>Vocabulary</u> Sikh Guru Granth Sahib Muslim Qur'an Christian Bible Respect Holy		<u>Vocabulary</u> Mool Mantar Jasmine flower Guru Nanak Khalsa Gurdwara Langar Worship		
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