



Greenside Primary School

Religious Education (RE) Progression Framework

Curriculum Intent

Community	Resilience	Creativity	Aspiration	Diversity
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The RE curriculum at Greenside aims for children to develop:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Implementation

At Greenside we have taken the aims of study and subject content from the Leeds Agreed Syllabus for Religious Education and have organised them on our skills progression grids. This allows us to ensure there is clear progress in children’s knowledge, understanding and vocabulary across the school.

Our broad and balanced curriculum reflects three key areas:

- Investigate the beliefs and practices of religions and other world views.
- Investigate how religions and other world views address questions of meaning, purpose and value.
- Investigate how religions and other world views influence morality, identity and diversity.

Our teaching of Religious Education is through three key elements:

- An analysis of the question.
- A critical investigation of relevant beliefs, practices and ways of life.
- A reasoned and critical response.

Our curriculum is taught on a two-year cycle (Cycle A and B) within our phases (Years 1 and 2, Years 3 and 4 and Years 5 and 6) Our progression in coverage of religions and world views are focused on Christianity, Judaism, Sikhism and Islam. Where applicable, these will connect with other curriculum subjects and learning. Religious Education is taught on a weekly basis. Each unit is introduced using ‘a key question’ to ignite curiosity and elicit discussion and debate and teachers may choose to develop their own key questions linked to the themes in the syllabus.

We also aim to enhance our curriculum as much as possible with the use of religious artefacts, visitors, workshops and visits in order to engage and peak our children’s interest in the unit of work.

Lessons are planned and delivered in a variety of creative ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their beliefs and broaden their understanding of thoughtful-concepts and challenging questions.

The **essential knowledge**, highlighted in yellow, has been identified for each unit learning and forms the focus of teacher assessment.

The RE Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The RE curriculum can be adapted to meet the needs of children with SEND in the following ways:

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions- access to standing desks
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Comic strips, books
Pictorial images to support learning
Different ways of recording work
The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD).
Many of these barriers can be removed by using multi-sensory approaches, e.g. through drama and role-play, visits to places of worship, or sharing special meals
Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts.
Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language.
Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.
Recognise that the language of RE may be challenging for many pupils, e.g. language used in religious texts may be difficult to understand and will need to be explained. Some vocabulary can have different meanings in different contexts, and metaphor, e.g. in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. Plan to teach new vocabulary explicitly at the start of a new topic.
Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.

When planning for RE, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).

Breadth of Study

Key Concepts	EYFS	KS1	KS2
A. Investigate the beliefs and practices of religions and other world views.	<ul style="list-style-type: none"> Pupils should encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. 	Pupils should be taught to: <ul style="list-style-type: none"> Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come; Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities. 	Pupils should be taught to: <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them; Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.
B. Investigate how religions and other world views address questions of meaning, purpose and value.	<ul style="list-style-type: none"> Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. 	Pupils should be taught to: <ul style="list-style-type: none"> Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry; Observe and recount different ways of expressing belief, responding sensitively for themselves. 	Pupils should be taught to: <ul style="list-style-type: none"> Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities; Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
C. Investigate how religions and other world views influence morality, identity and diversity.	<ul style="list-style-type: none"> Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity. 	Pupils should be taught to: <ul style="list-style-type: none"> Find out about questions of right and wrong and begin to express their ideas and opinions in response; Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning. 	Pupils should be taught to: <ul style="list-style-type: none"> Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions; Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Long Term Plans

EYFS		KS1	LKS2	UKS2
<p>Where do we live? What is special to me?</p> <p>How are special times celebrated?</p> <p>Which places are special and why?</p> <p>How are special times celebrated?</p> <p>What makes a good helper and who helps us?</p>	Cycle A	<p><u>Autumn 1</u> How can we make good choices?</p> <p><u>Autumn 2</u> How can we make good choices?</p> <p><u>Spring 1</u> How do we celebrate special events?</p> <p><u>Spring 2</u> How do we celebrate special events?</p> <p><u>Summer 1</u> What does it mean to belong to a Church or Mosque?</p> <p><u>Summer 2</u> How can we look after our planet?</p>	<p><u>Autumn 1</u> Who can inspire us?</p> <p><u>Autumn 2</u> How are important events remembered?</p> <p><u>Spring 1</u> What can creation stories tell us about the world?</p> <p><u>Spring 2</u> How do the Five Pillars guide Muslims?</p> <p><u>Summer 1</u> What faiths are shared in our country?</p> <p><u>Summer 2</u> What faiths are shared in our country?</p>	<p><u>Autumn 1</u> Why are some journeys and places special?</p> <p><u>Autumn 2</u> How do Jews remember the Kings and the Prophets in worship and life?</p> <p><u>Spring 1</u> Should we forgive others?</p> <p><u>Spring 2</u> Should we forgive others?</p> <p><u>Summer 1</u> What values are shown in codes for living?</p> <p><u>Summer 2</u> What values are shown in codes for living?</p>
	Cycle B	<p><u>Autumn 1</u> How and why do we care for others?</p> <p><u>Autumn 2</u> Which books and stories are special?</p> <p><u>Spring 1</u> How is new life welcomed?</p> <p><u>Spring 2</u> How and why do people pray?</p> <p><u>Summer 1</u> What did Jesus teach and how did he live?</p> <p><u>Summer 2</u> Who brought messages about God and what did they say?</p>	<p><u>Autumn 1</u> How do Jews remember Gods covenant with Abraham and Moses?</p> <p><u>Autumn 2</u> What do Christians believe about a good life?</p> <p><u>Spring 1</u> Why are the Gurus at the heart of Sikh belief and practice?</p> <p><u>Spring 2</u> Why are the Gurus at the heart of Sikh belief and practice?</p> <p><u>Summer 1</u> What is spirituality and how do people experience this?</p> <p><u>Summer 2</u> What is spirituality and how do people experience this?</p>	<p><u>Autumn 1</u> How do Sikhs show commitment?</p> <p><u>Autumn 2</u> What do Christians believe about the old and new covenants?</p> <p><u>Spring 1</u> What do Christians believe about Jesus' death and resurrection?</p> <p><u>Spring 2</u> What do Christians believe about Jesus' death and resurrection?</p> <p><u>Summer 1</u> How does growing up bring responsibilities?</p> <p><u>Summer 2</u> How does growing up bring responsibilities?</p>

Progression of RE Knowledge & Vocabulary

Key: **Essential Knowledge identified for each unit of learning.**

EYFS Knowledge and Vocab Summary						
	Where do we live? What is special to me?	How are special times celebrated?	Which places are special and why?	How are special times celebrated?	What makes a good helper and who helps us?	What do believers believe about Creation?
ELG	<u>Understanding the World</u> People, Culture and Communities	<u>Understanding the World</u> Past and Present People, Culture and Communities	<u>Understanding the World</u> Past and Present People, Culture and Communities	<u>Understanding the World</u> Past and Present People, Culture and Communities	<u>Understanding the World</u> People, Culture and Communities	<u>Understanding the World</u> Past and Present People, Culture and Communities The Natural World
Lenses	Location Society Community Diversity	Society Beliefs Community Diversity	Location Society Beliefs Community Diversity	Society Beliefs Community Diversity	Society Beliefs Community Diversity	Society Beliefs Community Diversity
Assessment	Can you talk about and describe members of your immediate family?	Can you talk about what you remember about festivals and celebrations?	Can you talk about your own special places and how you feel there?	Can you talk about what is the same and different about some festivals and celebrations?	Can you explain what is right and what is wrong behaviour at home and school?	Can you talk about what you remember about religious stories?
Substantive Knowledge	<ul style="list-style-type: none"> Understand that we belong in our homes and local area. Join in with a discussion about their home and family. Look at pictures of different families and homes. Understand that all families and homes are different and special. Learn about the different groups they belong to. Talk about the people in school and their roles. Talk about special objects and explain why they are special. Talk about how to show respect. 	<ul style="list-style-type: none"> Find out about their own celebrations. Find out about festivals and celebrations which are important to others. Find out how Christians celebrate Harvest. Describe what happens at the Harvest festival. Begin to think about why Christians celebrate the Harvest. Begin to think about religious and cultural festivals. Find out about different ways to celebrate. Find out how Hindu people celebrate Diwali. Describe what happens in people's homes during Diwali. Find out how Jewish people celebrate Hannukah. Describe what happens in people's homes during Hannukah. Find out why Christians celebrate Christmas. Describe what happens at Christmas. 	<ul style="list-style-type: none"> Think about what is special to them. Listen to why places are special for other people. Thank about why these places are special to them. Understand that churches are special places for Christians. Explain how special places are the same and different. 	<ul style="list-style-type: none"> Begin to think about religious and cultural festivals. Find out how Chinese people celebrate Chinese New Year. Describe what happens during Chinese New Year. Find out how Hindu people celebrate Holi. Describe what happens during the second day of Holi. Begin to understand why Hindu people celebrate Holi. Find out why Christians celebrate Easter. Describe what happens at the Easter festival. Find out about different ways to celebrate. 	<ul style="list-style-type: none"> Understand the need for rules at school, home and in the wider world. Recognise rules they are familiar with and start to think about how they are followed. Think of ways they can be helpful to friends, classmates, teachers and school staff. Think of ways they can be helpful to parents, grandparents, brothers and sisters. Think of ways they can look after their pets. Understand the meaning of 'friendship'. Consider how they should treat others. Find out about people outside their school or family who need help. 	<ul style="list-style-type: none"> Use their senses to investigate the natural world around them. Appreciate the wonder of creation. Use natural materials to create artwork. Begin to understand that Christians believe that God created the world. Christians believe they should be thankful for creation and the world around them. Understand that Christians believe we should look after the world God made. Continue to develop a sense of awe and wonder at the natural world.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Describe the features of their house and state their address. Talk about a place they particularly like within their home. Talk about belonging to their family and say who lives in their house. Talk about other members of their family who may live elsewhere. Notice differences and similarities between different homes. Talk about special objects or symbols in their home. Talk about groups they belong to e.g. my family, my class, my school. Talk about people and places in school. Talk about special objects. Talk about how we show respect. Talk about what makes our object special. Talk about being different and showing respect. 	<ul style="list-style-type: none"> Talk about celebrations & begin to notice the celebrations which are important to others. Begin to compare how different religions celebrate similar beliefs. Talk about a cultural celebration. Talk about celebrations which include light, music and dancing. Listen carefully to a story which is important to Hindus. Experience celebration through music and dance. Talk about the importance of caring for others. Begin to compare how different religions celebrate similar beliefs. Begin to make connections between symbols, e.g. light, at different religious and cultural festivals in Autumn & Winter. Listen to and retell the Christmas story. Talk about how Christians and others celebrate Christmas. 	<ul style="list-style-type: none"> Use the word 'special' to talk about somewhere important to them. Ask questions about special places. Talk about where special places are. Think about why these places are special. Name and talk about special places for Christians. 	<ul style="list-style-type: none"> Talk about celebrations and begin to notice the celebrations which are important to others. Talk about a cultural celebration. Experience celebration through music and dance. Recognise how special times are celebrated. Begin to make connections between stories from the past and their importance to religious believers at different festivals. Listen to and retell the Easter story. Talk about what Christians remember at Easter time and how they remember it. Begin to recognise symbols found at Easter and what they represent. Talk about celebrations which include special meals and family celebrations. Talk about the importance of caring for others. 	<ul style="list-style-type: none"> Talk about the classroom and school rules. Talk about the rules in their homes. Talk about how they can help their friends and teachers. Talk about how they can help their family. Talk about their friends and say what qualities friends should display. Explain what being a friend means. Listen to a story about friendship and relate this to their own experiences. Learn that Jesus is a special person for Christians. Listen carefully to a story. Talk about what the story teaches about caring and about God. Describe what makes some friends special. Talk about people in the wider world who need help, 	<ul style="list-style-type: none"> Explore the natural world around them and talk about features they like. Notice changes that occur throughout the seasons. Create artwork in the outside area using natural resources. Talk about places they have visited and exciting things they have seen. Talk about the creation story from the Bible. Name something that Christians believe was created by God. Talk about how we can care for our immediate environment. Talk about why Christians believe they should look after the world.
Vocab	Home, family, school, community.	Festivals, celebrations, Harvest, Diwali, Hannukah, Christmas.	Home, family, school, community, church.	Chinese New Year, Holi, Easter, same, different.	Good manners, rules, friends.	Creation, responsibility, nature, caring for the world.
Experience		Bonfire themed lunch Diwali Workshop and themed lunch Christmas Nativity and lunch Hannukah Cooking		Chinese New Year Workshop & themed lunch	Eid-al-Fitr Lunch	

KS1 Knowledge and Vocab Summary – Cycle A				
	How can we make good choices?	How do we celebrate special events?	What does it mean to belong to a Church or Mosque?	How can we look after our planet?
Lenses	Society Beliefs Community	Main Events Society Beliefs Community Diversity	Society Beliefs Community Diversity	Society Community Location
Assessment	What make the best rules for life and why are they important?	What festivals do you know and how are they celebrated?	How are churches and mosques similar and different?	How can we care for the Earth and our environment?
Substantive Knowledge	<ul style="list-style-type: none"> Consider how you would behave without positive guidance in your life. Know about the Ten Commandments and their importance for Jews, Christians and Muslims. Understand the teaching of Jesus that people should love God and love their neighbour. Reflect on the challenges of obeying the commandments. Understand Muslim commitment to the 5 pillars of Islam. Retell the meaning of stories and parables. Compare the meaning of different stories. Give their ideas about how rules and stories guide and inspire. 	<ul style="list-style-type: none"> To know what celebration means and be able to express how this makes them feel. Understand why saying thank you is important. To know that festival days are celebrated by followers of religions. Understand about the kind of gifts that are given at Harvest. Become familiar with the story of Ramadan. Outline what and when they eat and drink and consider what it might be like not to eat or drink during daylight hours. Gain an understanding of the celebration of Eid. Explain something they are thankful for. 	<ul style="list-style-type: none"> Know what it means to belong. Understand that symbols have meanings. Recognise and talk about some Christian and Muslim symbols. Talk about what makes a place special. Name a church and a mosque as a special place for Christians and Muslims. Explore the idea that all churches/ mosques do not look the same. Learn that Sunday is a special day for Christians, when they meet together as a community. Find out what some Christians do at church to show they belong. How do some Muslims show that they belong by what they wear? Learn about Muslim prayer and name the objects used in Muslim prayer. Identify some important parts of a church and why there are important. Explore what goes on inside a church. Think about why people want to belong to the church. Explore what goes on inside a church or a mosque. Think about why people want to belong to the church / mosque. Compare what it means to belong to a church and a mosque. 	<ul style="list-style-type: none"> Explore questions about the world around them. Recognise the emotions associated with being creative. Reflect on the feelings of others. Realise that some questions are difficult to answer. Recognise that there are some 'mysterious' questions which we can ask about our world. Talk about religious and non-religious responsibilities towards our planet. Recognise that people have varying ideas about right and wrong. Understand that what we do has an impact on our world. Express their own views and listen to the views of others. Explore ways of conserving the environment. Begin to understand the idea of a collective responsibility. Ask questions about their own and other people's beliefs. Express their understanding of how a belief will affect a person's actions.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Say which school rules are important. Say why we have rules in school. Understand that there are consequences if rules are broken. Say what they think about right and wrong. Listen carefully to other's opinions about right and wrong. Discuss and sort the Ten Commandments. Talk about Jesus' summary of the commandments and what this meant. Describe the Five Pillars of Islam and how these are used as rules and guidelines. Write about rules they think are important, giving reasons for their choices. 	<ul style="list-style-type: none"> Pupils should understand about the importance of thanking, and why and how it is done. Name some things for which believers are thankful. Name some festivals and celebrations. Retell what happens at a Harvest Festival and why. Name some gifts are given at harvest. Pupils should become familiar with the Muslim festival of Ramadan. Pupils should gain an understanding of fasting and perhaps empathise with the Muslim experience. Pupils should understand the nature and importance of Eid. 	<ul style="list-style-type: none"> Talk about the different groups to which they belong. Talk about a special place. Talk about what happens in school and what it means to belong to school. Talk about the similarities and differences between belonging to a school and a faith community. Talk about why Sunday is special for Christians. Talk about what Christians do in Church to show they belong. Talk about why Muslims wear special clothes to go to the Mosque. Talk about why and how Muslims pray. Name Muslim artefacts. Talk about what they might see in a church or mosque. Talk about the similarities and differences between what believers do at the church and the mosque. 	<ul style="list-style-type: none"> Can begin to express ideas about the world. Can talk about their feelings and recognise that others may have different points of view from themselves. Can ask questions and understand that not all questions are easy to answer. Can appreciate that some things are natural and some are made by people. Can recall the main points from the stories of creation. Can explain that humans are responsible for the Earth. Can draw/write/dictate how we can help to look after our planet Earth. Can explain that not everyone has the same idea about right and wrong – sometimes it depends on the circumstances. Can understand that another person may hold a different viewpoint. Can explore ways of taking care of the planet. Can understand that small actions can collectively have a big impact. Can express ideas about religious beliefs and responsibility.
Vocabulary	Choices, influences, rules, guidelines, The Pillars of Islam, The Ten Commandments.	Celebration, Festival, Eid, Ramadan, Fasting, Harvest, Birthday.	Church, Mosque, belong, symbols, Christian, Muslim.	God, created, natural, Responsibility, Recycle, Reuse, Environment.
Experiences		Diwali Workshop and themed lunch Christmas Church Experience and lunch Chinese New Year Workshop & themed lunch	Easter Church Experience	

KS1 Knowledge and Vocab Summary – Cycle B						
	How and why do we care for others?	Which books and stories are special?	How is new life welcomed?	How and why do people pray?	What did Jesus teach and how did he live?	Who brought messages about God and what did they say?
Lenses	Society Community	Main Events Society Beliefs Community Diversity	Beliefs	Society Beliefs Community Diversity	Main Events Society Beliefs Community	Main Events Beliefs Community
Assessment	What can we do to show we care about people around us?	Why are the Bible and the Qur'an special and how they are respected and treated?	What are the different ways we welcome new life?	How do Christians and Muslim pray?	What was Jesus' special role and how did he affect how Christians live their lives?	Can you re-tell the different stories from the Old Testament?
Substantive Knowledge	<ul style="list-style-type: none"> To identify people they care about. Explore ways in which people care for others. Listen to stories that encourage caring and explore ways people follow these examples. Talk and ask questions about how they can care for others. 	<ul style="list-style-type: none"> Talk about why some books are special. Talk about how holy books are treated with respect. Find out about the Bible and how it is treated. Find out about the Qur'an and how it is treated. Explore and ask questions about the meanings of stories. Retell morals from stories. Explain how they can make a difference in their lives by following examples from stories. 	<ul style="list-style-type: none"> Consider how we welcome someone new. Consider how a new baby is welcomed into the world and why this is. Think about the importance and meaning of names. Begin to understand how many Christians welcome a new baby. Begin to understand how many Muslims welcome a new baby. Investigate other naming and welcoming rituals. Think about promises they have made and how these are important. 	<ul style="list-style-type: none"> Consider the meaning behind prayer and the reasons for doing it. Consider actions, thoughts and feelings of Christians during prayer. Consider what symbols can help Christians to focus on prayer. Are some prayers special for Christians? Consider actions, thoughts and feelings of Muslims during prayer. Consider what symbols of faith can help them to focus on prayer. Consider what symbols of Muslim faith can help them to focus on prayer. Name and recall some of the main festivals and seasons. Describe special prayers/worship associated with festivals and seasons. Name some of the symbols and practices linked to festivals and seasons. Describe what places are special for prayer. 	<ul style="list-style-type: none"> Explore how people might feel called to do something. Explore why Jesus asked to be baptised? Recognise that Jesus chose special friends, (disciples) to be his helpers. Retell that these people all left their families and jobs to follow Jesus. Express ideas about items the friends might have taken with them on their travels with Jesus. To hear, read and explore stories about how Jesus healed and cared for people. Respond to how Jesus expects people to forgive others and to be generous. Respond to how Jesus told people to love God and to love one another. Recall and name the events of Palm Sunday and their significance. To explore and express ideas about how Christians believe when Jesus died and rose again, it means forgiveness of sins. 	<ul style="list-style-type: none"> Think about who brings us messages. Listen to the stories of Jonah from the Old Testament. Begin to think about what the job of a prophet was and understand that prophets were called by God. To know that good things happen when we listen to God. Learn what it means to trust someone. Listen to the story of Abraham from the Old Testament. Learn what it means to make choices. To learn what it means to forgive someone. To listen to the story of Joseph from the Old Testament. Discuss what a promise is. Learn the sequence of events of Jesus' birth. Learn that Christians believe that God gave Jesus, like a present, to the world. Learn that many prophets had prophesied about the coming of a saviour. The Messiah. Learn that Christians believe that Jesus is the Son of God and came to show God's love for all people.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Talk about who they care about and why. Talk about ways in which people care for others. Talk about /retell a story about caring. Listen and ask questions about Christian stories about caring. Explore ways people follow these examples. Listen and ask questions about Muslim stories about caring. Explore ways people follow these examples. Retell the story in their own words or make up their own version. Recall stories about caring for others. Share ideas about how they can care for others. 	<ul style="list-style-type: none"> Describe why a book might be special and talk about how it is treated. Talk about how Christians read the Bible and show that it is special. Talk about how Muslims read the Qur'an and show that it is special. Retell stories and ask questions about the meaning of these. Show understanding of the morals of stories. Talk about how morals can help us live a good life. 	<ul style="list-style-type: none"> Explain how to welcome someone and why it is important. Say what some names mean and why this is important for some people. They know about what a new baby needs and why a baby's birth is celebrated. They can understand the importance of new life and why it is precious. Retell what happens at infant baptism and what some of the symbols mean. Retell how Muslims welcome a new baby and what some of the symbols mean. Describe other welcoming ceremonies. Write promises and think about how to keep them. 	<ul style="list-style-type: none"> Pupils understand what prayer is and some reasons people might pray. They think about issues of concern for them. Pupils identify ways Christian may pray. Pupils can describe how some symbols help in prayer. Pupils know that some prayers are special. Pupils identify ways Muslims may pray. Pupils can describe how some actions and symbols help in prayer. Pupils know that some prayers, places and artefacts are special. Name some of the main festivals and seasons e.g. harvest, Lent, Easter, Advent, Christmas, Ramadan, Eid. Describe special prayers/ worship associated with festivals and seasons. Name some of the symbols and practices linked to festivals and seasons. Consider how prayer can take place anywhere but also think of places where it may be most helpful. Talk about reflection as well as prayer. 	<ul style="list-style-type: none"> Express ideas about what a calling is. Express ideas about the kinds of jobs people might feel called to do. Retell how Jesus was called. Order the key events of the life of Jesus. Give reasons as to why Jesus was baptised. Link this to their own experiences. Recall the name given to Jesus' twelve special friends? They are able to answer: What is a disciple? What were the disciples going to learn and do? Explore that Christians believe that God is a God of love and forgiveness. (Like a parent/carer) Begin to express ideas about their own views of forgiveness. Can say how adults show that they forgive children. Respond to the idea that all of the rules in the Bible can be summarised through this commandment. Children retell and suggest meanings for how people felt about Jesus. 	<ul style="list-style-type: none"> Talk about how a person who brings us a message brings information or a request from someone who cannot speak to us directly. Recall religious stories and talk about what a prophet is. Retell the story of Jonah using words or pictures. Talk about what it means to trust someone. Retell the story of Abraham using words or pictures. Talk about how different people approach God in different ways – some trust him more than others. Talk about how our choices are important and can affect us or others in the future. Retell the story of Jacob using words or pictures. Talk about the benefits of forgiving. Retell the story of Joseph using words or pictures. Talk about making and keeping Promises. Retell the story of Noah using words or pictures.

						<ul style="list-style-type: none"> • Talk about how the rainbow was a sign of God's promise to Noah never to destroy the world again. • Retell the story of the birth of Jesus using words or pictures. • Talk about knowing that Jesus was a very special baby. • Talk about how Christians believe that Jesus is the Son of God. • Talk about how without Christ being incarnate on Earth, the Christian faith would not exist.
Vocabulary	Caring, organisation, charity, fund raising, parable.	Holy, Moral, Bible, Qur'an, respect.	Promises, godparents, ritual, prayer, baptism, aqiqah, adhan, font.	Concern, thankful, forgiveness, reflection, wudu, faith, symbols.	Christ, Jesus, gospel, disciple, crucifixion, resurrection.	Old Testament, Word of God, command, Son of God.
Experiences	Harvest theme	Advent Church Experience		Eid al Adha theme	Easter Church Experience	

LKS2 Knowledge and Vocab Summary – Cycle A

	Who can inspire us?	How are important events remembered?	What can creation stories tell us about the world?	How do the Five Pillars guide Muslims?	What faiths are shared in our country?
Lenses	Society Community Diversity Aspiration	Main Events Society Diversity	Main Events Society Beliefs Location Community Diversity	Main Events Society Beliefs Community Diversity Aspiration	Society Beliefs Community Diversity Aspiration
Assessment	What are the characteristics of leaders and why they are inspirational?	How do some festivals use light as a representation of hope, joy, remembrance and reflection?	How have different creation stories impacted faiths in the past and are they relevant today?	What are the Five Pillars of Islam and how do they focus on key beliefs for Muslims?	What are the different places of worship in the local and wider community and their significance to believers?
Substantive Knowledge	<ul style="list-style-type: none"> Gain an understanding of the position of a leader. Understand the qualities a leader may possess. Compare their own experiences of role models and influences, with those of others. Identify their own values and commitments and recognise how these affect their own behaviour. To know that Christians consider Jesus to be their leader. To understand why Jesus is a role model and an inspiration for Christians. Know that Muslims consider the Prophet Muhammad to be their leader. Understand why the Prophet Muhammad is a role model and an inspiration for Muslims. To know that Jews consider Moses to be their leader. To understand why Moses is a role model and an inspiration for Jews. Consider the nature of a modern-day leader. To understand why some modern-day leaders are seen as role models and an inspiration for different groups of people. To understand why a particular modern-day leader is a role model and an inspiration for people. Make links between their own values and commitments and their behaviour in daily life. 	<ul style="list-style-type: none"> Retell the story of the Maccabees. Describe how light is an important part of the story. Explain why Jews use Hannukah to reaffirm their beliefs. Retell the story of Guru Hargobind and the release of the prisoners. Describe how the lights at Amritsar were special. Suggest links between the Maccabees and Guru Hargobind. Understand the story of Prince Ram and Princess Sita. Describe why Hindus use lights during the festival of Diwali. Explain how light is a representation of good overcoming evil. Understand that light has been important to many different civilisations/people. Describe how 1 other festival or celebration uses light. Suggest ideas as to why light is used as a representation. Describe how the winter and summer solstices are celebrated. Explain the significance of the sun to Pagans and others. Understand that there are many representations of light as hope, freedom, warmth, reflection, resurrection, new birth, life etc. Explain one way that light is used as a symbol. 	<ul style="list-style-type: none"> Consider what the story tells us about the world. Study Jewish beliefs about creation. Suggest ideas about looking after the world. Consider what the different stories mean. Suggest ideas for why there are similarities and differences in the stories. Suggest ideas for looking after the world. Suggest ideas for why there are similarities and differences in the stories. Suggest ideas for looking after the world. Understand the purpose of the 'rest day' in faiths today. Be able to compare different viewpoints. Express their own ideas. Understand that stories have different interpretations and meanings to different people. Be able to compare different viewpoints. Understand that creation stories are important to people of faith. Express ideas of their own. 	<ul style="list-style-type: none"> Understand some important features of Islam. Grasp the meaning of some of the key words. Explain the importance of the Prophet Muhammad (pbuh). Know the correct names for the five pillars (keywords). Understand some of the main features of the 5 pillars. Understand that the first pillar of Islam is the Shahadah (testimony of faith/belief statement) and how it affects a Muslim's life. Know what the Shahadah is and why it is a central part of being a Muslim. Understand that the second pillar of Islam is Salaah (praying 5 times a day) and how it affects a Muslim's life. Consider the spiritual benefits of salaah for Muslims. Understand that the third pillar of Islam is Sawm (fasting in the month of Ramadhan) and how it affects a Muslim's life. Know the obligations of Muslims during Ramadhan. Understand that the fourth pillar of Islam is Zakat (almsgiving) and how it affects a Muslim's life. Consider the impact that giving zakat has on society. Understand that the fifth pillar of Islam is to perform Hajj (pilgrimage) once in a lifetime. Understand why Hajj is important to Muslims. Reflect on knowledge learnt about Islam and Muslims. 	<ul style="list-style-type: none"> Identify groups that they belong to. Discuss what being part of a community means. Identify ways of showing they belong to a community. Show how they would welcome someone into their community. To identify which religions are represented in the local area or community. To think carefully and in an informed way about worship and religion. To develop their understanding of the local significance of places of worship and symbols. Describe similarities and differences between faiths. Describe what diversity means. Show understanding of different faiths. Describe differences and similarities between faiths. Consider what is important about the place of worship for believers. Consider how different faiths work together for community cohesion.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Be able to define what a leader is. Be able to give examples of different types of leaders. Be able to distinguish the characteristics needed for a good leader. Understand common qualities that leaders may have. Discuss leadership skills. Show understanding of why Christians consider Jesus to be a leader through suggested activities. Show understanding of why Muslims consider the Prophet Muhammad to be a leader through suggested activities. Show understanding of why Jews consider Moses to be a leader through suggested activities. Be able to name people who inspire them & why. Understand how leaders have certain qualities. Be able to discuss ideas about what makes a good leader. Understand how leaders have certain qualities. Be able to share findings about a range of modern-day leaders. Identify people who influence them and give a simple explanation of how and why. Explain why believers try to follow the example of their leaders. Apply their knowledge by suggesting what a believer might do in a given situation, following the example of leader. 	<ul style="list-style-type: none"> Retell the stories. Suggest meanings for the representation of light. Explain why Jews light Hannukah candles. Show understanding that faiths teach moral values. Describe why Hindus light many lights during Diwali. Explain how light represents good. Respond to religious festivals. Describe the importance of the sun to ancient civilisations. Suggest why light is used as a representation. Show understanding of the relevance of the solstice. Show understanding that light is a significant symbol to many different religions and non-religious people. 	<ul style="list-style-type: none"> Can retell the story. Can suggest meanings for the different parts of the story. Can suggest how Jews feel the story is interpreted. Will feel a responsibility to look after the world and living things. Can retell the Islamic creation story. Can describe similarities and differences between creation stories. Can understand that faiths teach that the world should be cherished. Can retell the Islamic creation story. Can understand the importance of the rest day within different faiths. Can understand how everyone needs to rest, and that this may be different things to different people. Can use symbolic meanings for stories. Can understand the relevance of creation stories for believers and non-believers. 	<ul style="list-style-type: none"> Learn and explain key words for the unit. Be able to explain why the five pillars are important to Muslims. Ask questions about Islamic prayer. Understand how Muslims prepare for prayer. Reflect on why Salaah is important Muslims and how it might make Muslims feel closer to God. Reflect on how it might feel to fast. Reflect on how listening to a clip of the Qur'an makes me feel. Think of reasons why fasting is a spiritual experience. Reflect on how it feels to give to others. Explain how Zakat can make an impact on the wider world. Understand what Hajj is and what it might mean to Muslims. Recall what happens during the 5 days of Hajj. Explain how Muslims might feel after performing Hajj. Be able to use knowledge acquired from the unit to demonstrate a comprehensive understanding of Islam. 	<ul style="list-style-type: none"> Can describe what belonging means using symbols and actions. Discuss similarities between communities. Share ways of welcoming new people to a community. Can make a descriptive record of which religions are represented in the local area. Can say which places of worship are found in my community and describe how they are used. Can use the right words to show that they understand why religious diversity is a good thing in a community like ours. Describe how beliefs make a difference to believers' lives. Can raise questions of their own about the objects and features of a place of worship and suggest answers to some of them from their enquiries. Can think about what is special to them and why, and then look carefully at what is special to other people, making links between their ideas and those of others. Describe similarities and differences between faiths.

Vocabulary	Leader, qualities, characteristics, inspirational, prophet, Messenger of God, Moses, Jews	Freedom, interpretation, remembrance, reflection, shared values.	Creation, creator, responsibility, Judaism, Sikhism.	Shahadah, Salaah, Sawm, Ramadan, Zakaah, Hajj, Mecca, Eid, Qiblah, Wudhu.	Church, Mosque, Gurdwara, Synagogue Community, Faith, Belief, Believer.
Experience		Christmas Church Experience and lunch Easter Church Experience and lunch	Birthday of Guru Nanak theme	Eid-al-Fitr theme and lunch	

LKS2 Knowledge and Vocab Summary – Cycle B				
	How do Jews remember Gods covenant with Abraham and Moses?	What do Christians believe about a good life?	Why are the Gurus at the heart of Sikh belief and practice?	What is spirituality and how do people experience this?
Lenses	Main Events Society Beliefs Community	Society Beliefs Community	Society Beliefs Community	Beliefs Community Diversity
Assessment	How do Jews express their faith through rituals and actions?	How does the Bible influence Christians in the way they live?	Can you give examples of Sikh beliefs and stories about their Gurus?	What is spirituality and how do religious communities' express beliefs and emotions?
Substantive Knowledge	<ul style="list-style-type: none"> Understand what a promise is and how to keep a promise. Understand that a covenant is a special promise between God and people. Understand that God made a covenant with Noah. Recognise Abraham as an important figure in Judaism. Retell stories about Abraham. Understand the meaning and significance of Moses as a key figure in Judaism past and present. Explore and discuss stories of God's faithfulness to his people, as revealed in the story of the Exodus. Explore and discuss the story of the exodus from Egypt. Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today. Learn about the idea of rest on Shabbat, Shabbat as a day of delight. Understand how Shabbat shows the importance of the creation story in the life of Jewish people. Understand how stories from the Jewish Bible matter to Jewish people. The synagogue as an important place of worship and community in Judaism The place of the rabbi in guiding and supporting the Jewish community. Learn about the Torah and how it is looked after in the synagogue. Suggest reasons why the Torah is a sacred text to most Jewish people. Make a connection between a special book to themselves and what is special to Jewish people. Recognise the difference between what is special and what is holy. 	<ul style="list-style-type: none"> Understand why the Bible is such an important book for Christians. Develop an awareness that Jesus is a particularly special person for Christians and that he told stories to spread the word of God. Develop an awareness of Christian rules and what Christianity has to say about 'right' and 'wrong', values and commitment. Study Christian teaching on obedience. Explore the concept of keeping promises. Identify and describe one of Jesus' miracles. Learn that Jesus led by example. Learn that Jesus taught about the obligation to care for others. Think about the aspect of sharing in their own lives. Learn that Jesus taught his message by using parables. Jesus taught an obligation to care for and help others. Jesus taught to love your neighbour. Reflect on what we can learn from a parable of Jesus. Know that stories Jesus told were a way of teaching people about God, how to behave, and how to treat each other. Understand that stories often contain inner meanings and messages. Know that Jesus taught that people should forgive one another as an example of loving others. Know that there are benefits to forgiving others as well as difficulties. Consider the meaning of friendship and of being a true friend. Think about situations when we have to change or do something really difficult to be a better person. Appreciate that Jesus demonstrated love to, and sympathy with, the sick. Understand the Christians believe that Jesus cared for and healed people. Consider the qualities of kindness and caring. Learn that elements from within religion could be applied to situations they experience in their own lives. 	<ul style="list-style-type: none"> Reflect on their experiences of learning from a teacher. Understand the term guru as a spiritual teacher who helps a disciple move from spiritual ignorance to spiritual wisdom. Find out about the early life of Guru Nanak Understand the significance of Nanak's enlightenment. Explore important stories and apply them to modern life. Reflect on Sikh teaching about God. Understand that music is an important part of Sikh worship. Understand that Guru 'lineage' is important. Understand the significance of the Golden Temple as the resting place of the Guru Granth Sahib. Recognise that the Guru Granth Sahib is the last in a line of Gurus. 	<ul style="list-style-type: none"> Understand the meaning of 'spiritual'. Explore their own ideas and values through artistic expression. Understand the meaning and significance of some symbols. Observe pictures and images used by Christians and respond thoughtfully to what is shown. Consider how and why some faiths use pictures of prophets and leaders and others think this is wrong. Explore how faiths use words, calligraphy and poetry to represent beliefs. Understand that Muslims only create patterns rather than illustrating animal or human form. Learn about the names of Allah & his attributes. Consider how and why some faiths use music as an expression of beliefs. Explore how music and lyrics express values and beliefs. Consider how and why some faiths use dance as an expression of beliefs. Explore how dance can express emotions, values and beliefs. Explore other forms of religious dance.

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> • Make links between the promises/agreements they make and the covenant with God and Noah. • Recognise that Abraham is the father of Judaism. • Explore and describe links between Abraham and Noah and the covenant with God. • Pick out words and actions of Moses which continue to inspire Jews today. • Ask questions about the Moses story and about bad situations in the world today. • Describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer. • Make links between my ideas about unfairness and the experience of the Jewish people. • Tell the story of the Exodus. • Suggest meanings for the objects on a seder plate. • Talk about freedom and why this is a good thing, making a link with the story of Exodus. • Show an understanding of the meaning of Pesach to Jewish people today. • Talk about some of the things some Jewish families would and would not do on Shabbat. • Make links with the ways in which rest and family time are important to me. • Describe how Jewish people practise their faith on Shabbat. • Make links with the things that Jewish people enjoy about Shabbat and the kinds of things I find refreshing. • Use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship. • Ask some thoughtful questions about why worshippers choose to attend a synagogue and suggest some possible answers. • Say why the Torah is the holy book for Jews. • Say how I know that the Torah is sacred to Jews by the way Jewish people treat it. • Reflect on things which are very special in my own life. • Talk about what makes the difference between something being special and sacred. • Make links between stories in the Torah and Jewish beliefs about God, covenant, creation. • Say how believing in God may affect how Jewish people live. • Make links between the value of keeping promises in my own life and in the story of the Jewish people and God. 	<ul style="list-style-type: none"> • Compare and contrast different types of Bibles. • Identify and describe ways in which the Bible is important for Christians. • Collate and present information about the importance of the Bible to Christians. • Make links between Bible stories and the beliefs/ideas which lie behind them. • Complete a Diamond Ranking Activity on The Ten Commandments. • Identify how Christians receive guidance on how to live and relate to their own experience. • Retell the story of Noah and talk about what they have learnt from the story. • Understand Noah’s relationship with God and God’s promise to humanity. • Complete an artwork or letter giving advice about living a good life. • Give an example of a promise and explain what it means to keep a promise. • Create a rainbow of promises. • Retell the story of the Feeding of the Five Thousand. • Freeze frame own thoughts on sharing. • To know and understand the meaning of one of Jesus’ parables. • Understand and explain the reasons why Christians try to see all people as neighbours. • Demonstrate their knowledge that Christians believe they should show their love for all people in practical ways. • Talk about and suggest reasons why some people want to help others. • Describe their own experiences of helping. • Retell the story of the Prodigal Son and understand its meaning. • Suggest feelings and reactions of characters at key points in the story. • Reflect on and share their own ideas about forgiveness. • Know that Jesus chose special friends and offered friendship to all. • Explore their own thoughts and feelings about friendships in and out of school. • Should understand how Jesus helped people. • Complete activity to show how people care for others. • Discuss the difficulties of following a moral principle. 	<ul style="list-style-type: none"> • Give examples of their experiences of learning from a teacher. • Express their own ideas about the process of learning. • Describe key information about Guru Nanak and his early life. • Ask and respond thoughtfully to questions. • Explain and give reasons for their answers. • Explain the meaning of important stories. • Make links between stories and their own experiences. • Express ideas about Sikh beliefs. • Describe and show understanding of the way Guru Nanak appointed his successor. 	<ul style="list-style-type: none"> • Explain their understanding of ‘spiritual’. • Express some ideas that are important to them. Represent these in a visual form, presenting and explain these to others. • Explain the meaning of some symbols. • Describe how some faiths use pictures to represent beliefs. • Observe and respond thoughtfully to religious and spiritual visual arts. • Observe and describe how some faiths use words, calligraphy and poetry to represent beliefs. • Recognise the 99 names of Allah and respond thoughtfully to these ideas. • Discover more about how people use words to express faith and spirituality, explaining different ideas and responding through art and poetry. • Respond thoughtfully to a setting of the Mool Mantar and explain its meaning for Sikhs. • Give examples of other forms of religious music and explain their meaning. • Express ideas on the meaning of non-religious songs and how these reflect spiritual values and beliefs. • Describe and show understanding of other forms of religious dance. • Express spiritual ideas through dance and movement.
Vocabulary	Moses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath, Passover, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah.	Old Testament, New Testament, parable, symbol, reconciliation, jealousy, repentance, humility, moral choices.	Mool Mantar, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, Guru, Khalsa, Amristar, Ikk Oankar, Enlightenment, Gurdwara.	Spirituality, Mudras, Sufi, Calligraphy, Psalms and hymns.
Experiences	Yom Kippur theme	Christmas Church Experience and lunch Easter Church Experience	Sikh guest speaker Holi theme	

UKS2 Knowledge and Vocab Summary – Cycle A

	Why are some journeys and places special?	How do Jews remember the Kings and the Prophets in worship and life?	Should we forgive others?	What values are shown in codes for living?
Lenses	Main Events Society Beliefs Location Community Diversity	Beliefs Location Community Diversity Aspiration	Society Beliefs Community	Society Beliefs Community
Assessment	Can you give examples of sacrifices people make to carry out the journeys and how this enriches people’s lives?	Can you describe which festivals are commemorated in Judaism and why and how they affect Jewish lives today?	What is forgiveness and reconciliation and can you give examples of this in Christianity and in your own life?	Can you discuss similarities and differences between Humanist, Muslim and Christian values?
Substantive Knowledge	<ul style="list-style-type: none"> Understand that some places are special to different people. Understand that some places are important to certain faiths. Make links with journeys and special places in their own lives. Be able to say that the Western Wall is a special place for Jews. Understand how it makes Jewish people feel to visit the Western Wall. Understand why this is a special place for the Jewish community. Be able to say that Makkah is a special place for Muslims. Understand how to prepare for a special journey. Describe how a visit to Makkah would inspire a Muslim. Understand that Christians have special places and journeys. Be able to describe how these affect one’s beliefs. Understand that Sikhs experience a personal journey of reflection. Be able to describe why Sikhs might visit Amritsar. Explain why Jerusalem is special to Christians, Jews and Muslims. 	<ul style="list-style-type: none"> Describe what they know about Judaism so far. Explain why Shabbat is important for Jews. Consider how and why David is viewed as a key figure in Jewish History. Consider how Jews use the Psalms today. Investigate what a prophet is and how people follow their messages. Discuss how prophets struggled to be heard by people. Understand the story of Esther. Explain how Purim is celebrated. Suggest ways that people can respond to persecution. Describe the ten commandments and how these are followed today. Understand the Shema as the first commandment of Judaism and how this is used in daily life. Describe some of the mitzvah including observance of kosher. Understand how Jews celebrate New Year festivals. Explain the symbolism used in festivals. 	<ul style="list-style-type: none"> Understand the concept of forgiveness and reconciliation. Consider the importance trying to put wrongs right. Consider how and why some faiths use pictures of prophets and leaders and others think this is wrong. Observe pictures used by Christians to represent Jesus and respond thoughtfully to what is shown. Know that Christians believe the act of confession helps them to receive God’s forgiveness. Understand practical examples of forgiveness that reflects Christian teaching. Understand that elements from within religion could be applied to situations they experience in their own lives and their own community. 	<ul style="list-style-type: none"> To explore the concepts of being naughty and being good in terms of actions, words and thoughts. To think about the idea of a code for living and to examine whether they are living by a code themselves. Understand that not all people are religious. Understand that non-religious people have codes for living that don’t refer to God. People without religious beliefs believe that a person can be ‘good without god’. To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy – or unhappy. Use religious vocabulary to describe aspects of lives and teachings of Prophet Muhammad. Give examples of how he has influenced the lives of Muslims. Think carefully about the Jewish ideas of values such as love and kindness. Continue to think about the idea that values show in what people do. Begin to understand that the impact of our values can make people happy. To understand more deeply that peace is valued by both Humanists, Muslims and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life. Investigate codes for living from different faiths. Compare, contrast and evaluate these. Reflect on how having a code for living might help religious believers with difficult decisions. To draw learning about values together and express ideas of their own about how values can make a community happier.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Understand that there are special religious places in the world. Describe their own special place. Describe how a Jewish person feels about visiting the Western Wall. Explain how Jews feel closer to other Jewish people and G-d from their visit. Understand how visits to special places make people reflect. Understand the significance of the journey to Makkah for Muslims. Understand that believers need to make sacrifices for their beliefs. Explain why Muslims visit Makkah. Describe and explain how Christian special places and journeys influence individuals. Make links between different special places and journeys. Describe and explain how Sikhs use personal reflection. Make links between pilgrimages and personal reflection. Compare and contrast why Jerusalem is special for different religions. 	<ul style="list-style-type: none"> Explain key facts about Judaism. Evaluate the importance and significance of David to Jewish people including his symbol and the founding of Jerusalem. Respond to the Psalms and write own versions. Explain what a prophet is. Describe what a prophet does. Give reasons why people may not follow the messages of the prophets. Describe the story of Esther. Give reasons why and how Purim is celebrated. Understand the symbolism of Purim. Discover how Jews celebrate the new year and Hannukah festivals. Describe and give reasons for the symbolism used in festivals. Describe, evaluate and compare key promises. Explain and justify their own values and beliefs. 	<ul style="list-style-type: none"> Identify ways in which people show that they are sorry. Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict. Describe an example of forgiveness in a story told about or by Jesus. Understand the actions of Jesus in the stories did and explain why he behaved in this way. Empathise with someone who has suffered or who might need or desire forgiveness. Explore and express their views about the consequences of forgiveness for themselves. Explore and describe the practice of Confession in some Christian communities. Respond clearly with their own ideas about importance of confession to Christians. Assess the importance of the practice of Confession. Describe how some modern individuals have faced the challenge of forgiveness. 	<ul style="list-style-type: none"> Identify ways in which people show that they are sorry. Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict. Ask thoughtful questions about religious and non-religious ways of life. Make links between religious and non-religious ideas. Some ideas are the same, but others are different. I can notice and describe the differences. Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action. Consider moral questions about whether there are ‘bad thoughts’ and understand the impact of ideas on behaviour. Retell a story of the Prophet Muhammad and suggest what it might mean to a Muslim. Describe aspects of the teaching of the prophet and explain how that might help a Muslim live their life. Describe and link up some Muslim teachings with how Muslims choose to live.

	<ul style="list-style-type: none"> Reflect on how different people can work together for tolerance. Reflect and make connections between pilgrimage and changing a person's belief. 		<ul style="list-style-type: none"> Understand links between the examples of forgiveness and reconciliation studied to the teaching and example of Jesus. Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching. Make links between Jesus' ideas and Christian teaching and situations faced by 9–10-year-olds today. Explore and give reasons for the challenges of forgiveness reconciliation and the problems of conflict. 	<ul style="list-style-type: none"> Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action. Describe some ways people try to increase peace. Use a wider vocabulary to show my understanding of the idea of peace and suggest ways to build peace in our society. Explain what a Christian believes and what I believe to be important attitudes and values. Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion. Describe some rules I think are good and make links between values and their impact or consequences. Consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself.
Vocabulary	Responsibility, pilgrimage, reflection, faith, inspire.	Exodus, Hebrew, Torah, Ark, Mezuzah, Kosher, Seder, Tallit, Bimah, Purim.	Crucifixion, forgiveness, reconciliation, penitence, repentance, redemption confession, conflict consequences.	Fellowship, Ummah, integrity, love for the truth, personal responsibility, reciprocity, atheism, morality, consequences.
Experience		Hanukkah theme	Easter theme & guest speaker	

UKS2 Knowledge and Vocab Summary – Cycle B				
	How so Sikhs show commitment?	What do Christians believe about the old and new covenants?	What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities?
Lenses	Beliefs Location Community	Beliefs	Main Events Beliefs Community	Main Events Society Beliefs Community
Assessment	Can you explain some of the features of Sikh practices and celebrations in the home and in the community?	Can you explain some similarities and differences between the different Abrahamic world faiths?	Can you ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation?	Can you describe and understand the rights and responsibilities that come with growing up?
Substantive Knowledge	<ul style="list-style-type: none"> Explore values and understand that people have different ideas about what is important. Understand how Sikhs demonstrate values through daily religious observance. Reflect on and consider own values. Understand Sikh belief about symbols of identity and what they represent such as the 5ks. Investigate how Sikh teachings and stories influence Sikh practice. Understand the concept of 'commitment'. Investigate Sikh beliefs about commitment and initiation. Investigate Sikh teachings about service to others. Reflect on their own experience and ideas. Reflect on Sikh practices and lifestyle choices. Demonstrate understanding of values, including Sikh values. 	<ul style="list-style-type: none"> Understand what a covenant is. Know the covenant between Abraham and God. Understand why Abraham is important to Christians. Understand why Abraham is important to Christians, Jews and Muslims. Explain the similarities and differences between the faiths and beliefs about Abraham. Understand that Christians and Jews believe Moses had a covenant with God. Understand the importance of the Ten Commandments. 	<ul style="list-style-type: none"> Know what Gospel accounts say about Jesus' death and resurrection. Understand what the gospel texts about Palm Sunday might mean to Christians. Know the events of the Last Supper. Understand the differences in gospel accounts of the Last Supper. Know the events of Good Friday. Understand the significance of the crucifixion for Christians. Know that works of fiction can have parallels with the Easter story. Understand the term 'sacrifice'. Understand the meaning of 'the resurrection'. Understand the meaning of the term 'victory'. Understand the meaning of 'victory' from a Christian perspective. Make links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about the Holy Week in worship. 	<ul style="list-style-type: none"> Explore the rights and responsibilities that come with growing up. Explain what is meant by a rite of passage, giving examples. Consider and evaluate the question of when a young person might be said to have reached adulthood. Consider different kinds of promises and the importance these have in different situations. Investigate Jewish rites of passage for teenagers. Investigate Amrit, the story of the formation of the Khalsa and the importance of commitment for Sikhs. Investigate what happens at Confirmation and Believers' Baptism and explain the promises that are made. Enquire into the differences between confirmation and believers' baptism. Compare and contrast rites of passages and the promises made. Reflect on and express their own beliefs and values.

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> • Discuss and compare a range of important values. • Apply ideas to their own experiences and values. • Weigh up different points of view. • Summarise and give reasons for Sikh daily practice. • Reflect on personal values and make links with Sikh beliefs. • Identify and explain Sikh symbols, including the 5Ks. • Summarise and explain how Sikh teachings and stories influence Sikh practice. • Weigh up different points of view about the Kirpan. • Identify and explain the main features of the Amrit ceremony. • Weigh up different points of view about how commitment should be demonstrated. • Compare and contrast Sikh practices with other forms of commitment. • Identify and explain Sewa and make connections with other forms of service. • Suggest reasons why the langar is an important part of the Gurdwara. • Identify and explain key features of Sikh practice. • Consider and discuss the impact of being a Sikh on daily life. • Make links and applications to their own experiences and ideas. 	<ul style="list-style-type: none"> • Explain the term covenant. • Reflect on the covenant Abraham had with God. • Suggest reasons why Abraham is important to Christians. • Make connections between Abraham and other important leaders in Christianity. • Reflect on the covenant between Abraham and God. • Suggest reasons why Abraham is important to Christians, Jews and Muslims. • Compare the Abrahamic faiths' views on Abraham. • Explain the term Abrahamic faith. • Make connections between Moses and Abraham. • Explain Moses' covenant with God. • Discuss who Moses was and reflect on why he was important to Jews and Christians. • Suggest reasons why the Ten Commandments are important for Jews and Christians. 	<ul style="list-style-type: none"> • Compare and contrast Gospel accounts of Jesus' death and resurrection. • Describe how Christians show their beliefs about Palm Sunday in worship. • Explain what the gospel texts about the entry into Jerusalem might mean to Christians. • Compare and contrast different gospel accounts of the Last Supper. • Give reasons for the Christian traditions on Maundy Thursday. • Explain why Christians call the day Jesus died 'Good Friday'. • Give reasons for the importance of Good Friday to Christians. • Apply a range of ideas to crucifixion artwork. • Make a parallel between a work of fiction and aspects of the Easter story. • Explore the distinction between literal truth and material that contains 'truths'. • Explain the Christian belief that Jesus calls them to sacrifice their own needs to the needs of others. • Describe a personal act of sacrifice. • Explain what the gospel texts about the death and resurrection of Jesus might mean to Christians. • Discuss emotion and feelings about the themes of suffering and death. • Explore the words 'victory' and 'victorious' from their own experience. • Debate and analyse the merits of some victories. • Explore 'victory' in the context of Easter. • Describe how Christians mark the Easter events in their church communities. 	<ul style="list-style-type: none"> • Enquire into the responsibilities, rights and ceremonies connected to growing up. • Investigate religious ceremonies or 'rites of passage' connected to adulthood. • Consider and evaluate arguments about the age of responsibility. • Evaluate the importance and significance of promises. • Investigate what happens at Bat and Bar Mitzvah and how respond with insights about how these ceremonies are important for Jewish young people. • Investigate what happens at Amrit and how respond with insights about how it reflects and symbolises commitment for Sikhs. • Explain and evaluate the importance of Confirmation or Believers' Baptism for a Christian. • Describe, evaluate and compare key promises. • Explain and justify their own values and beliefs.
Vocabulary	Amrit, Baptism, Sewa, Langar, Khanda, The 5Ks - Kesh, Kangha, Kara, Kachera, Kirpan.	Incarnation, salvation, messiah, trinity, Son of Man, Son of God, eternal, covenant, The Ten Commandments, 'I am' statements.	Ascension, communion, Kingdom of Heaven, Palm Sunday, ritual, sacrifice, salvation.	Rites of passage, confirmation, Amrit, Bat mitzvah, adulthood.
Experiences	Sikh guest speaker	Dia de los Muertos (Day of the Dead) theme		Eid-al-Adha theme and lunch

Progression of Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Understand beliefs and teachings	<p><u>Communication and language</u></p> <ul style="list-style-type: none"> listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different traditions. 	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.
Understand practices and lifestyles	<p><u>Personal, social and emotional development</u></p> <ul style="list-style-type: none"> understand that they can expect others to treat their needs, views, cultures and beliefs with respect; work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings when appropriate; have a developing awareness of their own needs, views and feelings and a sensitivity to those of others; have a developing respect for their own cultures and beliefs, and those of other people; show sensitivity to others' needs and feelings, and form positive relationships. 	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.
Understand how beliefs are conveyed	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> talk about similarities and differences between themselves and others, among families, communities and traditions; begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter, in different cultures and beliefs. 	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs.
Reflect		<ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.
Understand values		<ul style="list-style-type: none"> Identify how they make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values.