



## Small School. Big Hearts. Big Ambitions

### Progression of skills and knowledge in RE

*I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9*

From Understanding Christianity	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p><b>God</b> Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit</p>	<ul style="list-style-type: none"> <li>Know that Christians believe in God</li> <li>Know that Christians believe that God is kind and fair</li> <li>Know that the Bible is the holy book</li> </ul>	<ul style="list-style-type: none"> <li>Know that Christians believe in God, and that they find out about God in the Bible.</li> <li>Recognise that Christians believe God is loving, kind, fair, and also Lord and King.</li> <li>Remember that Christians worship God, and try to live in ways that please him.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit</li> <li>Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving.</li> <li>Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.</li> <li>Debate about what God is like</li> </ul>	<ul style="list-style-type: none"> <li>Understand why Christians believe God is omnipotent, omniscient and eternal.</li> <li>Christians have to balance the ideas of God being both holy, loving and forgiving yet also angered by sin and injustice.</li> <li>Christians believe God loves people so much that Jesus lived and died to show this</li> <li>Christians do not agree about what God is like, but try to follow his path</li> <li>Christians believe that getting to know God is like getting to know a person</li> </ul>
<p><b>Creation &amp; Fall</b> The universe and human life are God's good creation. Humans are made in the image of God but they have a tendency to go their own way; this attitude is called sin.</p>	<ul style="list-style-type: none"> <li>Know that Christians believe God created the world and everything in it</li> <li>See themselves as a valuable individual</li> <li>Think about how we can care for our world</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Christians believe that the Earth and everything in it are created by and important to God</li> <li>Ask questions about the relationship between God and human beings</li> <li>Illustrate how humans should care for the world because it belongs to God</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe that God the creator cares for the creation</li> <li>Read the story in Genesis about how humans spoil their relationship with God (the Fall)</li> <li>Look at the Ten Commandments as an example from the Bible to show that God wants to help people be close to him</li> <li>Recognise that Christians say sorry for falling short to show they want to be close to God</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.</li> <li>Discuss how these discoveries could make Christians wonder even more about the power and majesty of the creator</li> <li></li> </ul>
<p><b>People of God</b> people who will model a restored</p>	<ul style="list-style-type: none"> <li>Listen to stories about the People of God</li> </ul>	<p>Discuss stories about the People of God</p>	<ul style="list-style-type: none"> <li>Know that the Old Testament tells stories about people and their relationship with God</li> </ul>	<ul style="list-style-type: none"> <li>Trace the people of God throughout the Bible: Abraham, Jacob to David</li> </ul>

<p>relationship with God, who will attract all other people back to God</p>			<ul style="list-style-type: none"> <li>• Know that there are Bible stories which show how God keeps promise he makes</li> <li>• Learn about People of God and that Christians believe, through Jesus, all people can become this</li> </ul>	<ul style="list-style-type: none"> <li>• Explore stories from the Bible and analyse how Christians today apply these ideas to living today</li> <li>• Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.</li> </ul>
<p><b>Incarnation</b> Means that Jesus is God in the flesh and is His answer who will repair the effects of sin or the Fall and offer a way for humans to be at one with God again</p>	<ul style="list-style-type: none"> <li>• Know why Christians perform nativities at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Recount the story of Jesus' extraordinary birth in Bethlehem</li> <li>• Know that Christians celebrate Jesus' birth and Advent for Christmas is a time to get ready for Jesus' coming</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christians believe Jesus is one of three persons of the Trinity – God the Father, Son and Holy Spirit</li> <li>• Know that Christians believe the Father creates, he sends the Son who saves his people and the Son sends the Holy Spirit to his followers</li> <li>• Study art which helps to understand that Christians worship God as Trinity</li> <li>• Understand the meaning of the Holy Spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Jesus was Jewish and that Christians believe Jesus is God in the flesh</li> <li>• Know that Jesus is part of God's plan to restore the relationship between Him and humans</li> <li>• Discuss what the Messiah mentioned in the Old Testament would be like</li> <li>• Know that Christians, unlike Jewish people, believe Jesus is the Messiah and they see him as their saviour</li> </ul>
<p><b>Gospel</b> Means Good News. Jesus' life, teaching and ministry embody what it is like to be one of the people of God</p>	<ul style="list-style-type: none"> <li>• Listen to stories about Jesus being a friend to the people</li> <li>• Show sensitivity to their own and others' needs (ELG)</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christians believe Jesus brings good news which includes being loved by God and being forgiven</li> <li>• Learn stories about Jesus being a friend to the poor and friendless</li> <li>• Discuss how Jesus' teachings might make people think hard about how to live</li> </ul>	<ul style="list-style-type: none"> <li>• Learn stories about Jesus showing people how to put others first and challenging us how to live a good, honest life and to show forgiveness to everyone</li> <li>• Know that Christians try to be like Jesus to know him better and to put his teachings into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that Jesus' good news is not just about setting an example but about healing the damage done by human sin</li> <li>• Know that Jesus' teachings are often about helping the weak and vulnerable and transforming life in the future</li> <li>• To appreciate that Christians can bring the good news to life in different ways in all communities.</li> </ul>
<p><b>Salvation</b> Jesus' death and resurrection effect the rescue or salvation of humans</p>	<ul style="list-style-type: none"> <li>• Know why Christians put a cross in an Easter garden</li> </ul>	<ul style="list-style-type: none"> <li>• Recount the Easter story and know that it is very important because it shows Jesus forgives people</li> <li>• Know that Christians believe Jesus rose from the dead to give people hope and that he builds a bridge between God and humans</li> </ul>	<ul style="list-style-type: none"> <li>• Recount the Easter story particularly Holy week knowing that it is the culmination of Jesus' earthly life and is celebrated by Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Read the accounts of Jesus' death and resurrection in the Gospels and discuss that the NT says it was 'for us'. Know that this is interpreted in a variety of ways by Christians.</li> </ul>

			<ul style="list-style-type: none"> <li>• Know that Christians today trust Jesus really did rise from the dead and so is still alive today</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the meaning and significance of Holy Communion to Christians</li> <li>• Know how and why Jesus' resurrection is important to Christians.</li> </ul>
<p><b>Kingdom of God</b> The followers of Jesus can help to make the world as it should be</p>			<ul style="list-style-type: none"> <li>• To understand the connection between Jesus and the Kingdom of God for Christians</li> <li>• To learn about Pentecost</li> <li>• To understand the significance of 'the fruit of the spirit'</li> </ul>	<ul style="list-style-type: none"> <li>• To read some of the parables about the Kingdom of God and the importance of these to Christians</li> <li>• To learn that the Kingdom is compared to a feast where all are invited but not everyone chooses to join in</li> <li>• To learn how Christians try to extend the Kingdom of God in their lives</li> </ul>
<b>Vocabulary</b>	Bible, Christ, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar, Worship.	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

The documents below give details for each of the other five major religions and Humanism, they outline areas that can be covered for each of the religions and Humanism that could be studied in Key Stages 1 and 2. There will not be time in any curriculum to cover all aspects of any religion or belief, so key concepts should be identified, that are followed through the curriculum from Early Years to the end of KS2.

## Buddhism

	Key vocabulary	Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<b>Key Stage 1</b>	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation	There is no deity An ordinary person who became 'awakened' (Buddha)	Building where Buddhists meet Symbols and artefacts found in Buddhist Centres People with a special role (monks, nuns, teachers)	Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering Stories Buddha told.	Buddhists believe in: <ul style="list-style-type: none"> <li>• importance of compassion;</li> <li>• respect for all living things and the intention not to harm them;</li> <li>• importance of being generous, kind, truthful, helpful and patient; and</li> <li>• importance of reflection and meditation, developing inner peace.</li> </ul>
<b>Key Stage 2</b>	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage	Buddha means 'one who is fully awake to the truth' or Enlightened Through his own efforts, the Buddha overcame greed, hatred and ignorance	Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened	Stories told about and by the Buddha, Jataka Tales .... Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy	Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Buddhists aspire to fearlessness, contentment, kindness, meditation Four Noble Truths: <ul style="list-style-type: none"> <li>• Being greedy and wanting things can't make you happy;</li> <li>• You can be content without having everything you want;</li> <li>• You have to learn this through practice; and</li> <li>• Peace of mind comes when you are content with having just enough – not too much, not too little.</li> </ul>

					<p>Samsara - continual cycle of birth and death</p> <p>Key festivals:</p> <ul style="list-style-type: none"> <li>• Wesak - Buddha's birthday</li> <li>• Dharma Day</li> </ul> <p>Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened</p>
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<b>Hinduism</b>					
	<b>Key vocabulary</b>	<b>Places of worship</b>	<b>Deities and scriptures</b>	<b>Dharma</b>	<b>Living a Hindu life</b>
<b>Key Stage 1</b>	<p>Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p>	<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food). Hear a story about the deity represented by the murti(s). Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs ( temples) for puja.</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</p>	<p>Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life. Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	<p>If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>

<p><b>Key Stage 2</b></p>	<p>Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p>	<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad. Discover how a mandir also acts as a community centre.</p>	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God. (The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p>	<p>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body and experiences the fruits of actions in its previous life. Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.</p>	<p>If possible, have an opportunity to talk with Hindu believers. Explore the Hindu way of welcoming babies, e.g.</p> <ul style="list-style-type: none"> <li>• Jatakarma is performed to welcome the child into the family, by putting some honey</li> <li>• in the child's mouth and whispering the name of God in the child's ear.</li> <li>• The child naming ceremony (Namakarana) and how names are chosen</li> <li>• Head shaving is connected to the removal of impurities.</li> </ul>
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<p><b>Humanism</b></p>					
	<p><b>Key vocabulary</b></p>	<p><b>Knowledge and belief (Atheism and agnosticism)</b></p>	<p><b>Meaning and purpose (happiness)</b></p>	<p><b>Celebrations and ceremonies</b></p>	<p><b>Humanist ethics</b></p>
<p><b>Key Stage 1</b></p>	<p>Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.</p>	<p><b>Q: Why humanists believe human beings are special?</b></p>	<p><b>Q: How can we be happy?</b> The Happy Human as a symbol of Humanism</p>	<p><b>Q: What are the special ways Humanists celebrate in their lives?</b></p>	<p><b>Q: Why do Humanists think we should be good to each other?</b></p>

		<p>What human beings share with other animals and what makes us unique</p> <p>Our ability to question and reason, to empathise with other humans and animals, and our creativity</p> <p>How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society</p>	<p>Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals</p> <p>Many ways of finding happiness; there is no one recipe for happiness</p> <p>One way to be happy is to make other people happy (Robert Ingersoll)</p>	<p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends</p> <p>The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it</p> <p>No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness</p>	<p>Reasons to be good to each other; promoting happiness and avoiding doing harm</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p> <p>Taking care of other living creatures and the natural world</p>
<b>Key Stage 2</b>	<p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.</p>	<p><b>Q: How do Humanists decide what to believe?</b></p> <p>The material world as the only one we can know exists</p> <p>Rejection of sacred texts and divine authority; mistrust of faith and revelation</p> <p>Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor</p> <p>Humanist responses to claims of pseudoscience:</p>	<p><b>Q: What are Humanists' views on happiness?</b></p> <p>Happiness as a worthwhile goal; living a flourishing and fulfilling life;</p> <p>Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others</p> <p>The absence of the need for religion or the belief in a god or gods to be happy</p> <p>The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive</p>	<p><b>Q: What do humanist celebrations tell us about the things humanists value?</b></p> <p>Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths</p> <p>The importance of human relationships</p> <p>The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it</p>	<p><b>Q: What do humanists value in life?</b></p> <p>Humanity, the human spirit and human attributes, including our ability to question and reason</p> <p>Human creativity and achievement: intellectual, technological and artistic</p> <p>The natural world and other living things; the environment in which we all live</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p>

		<p>astrology, mediums, alternative medicine, etc. Willingness to adapt or change beliefs when faced with new evidence</p> <p><b>Q: Why don't Humanists believe in a god or gods?</b></p> <p>Atheism: the absence of belief in a god or gods  Agnosticism: the belief that we can't know whether a god or gods exist or not  Absence of convincing evidence for a god or gods  Consequences of atheism/agnosticism for how humanists live  Humanism as a positive philosophy; living good and happy lives without the need for a god or gods</p>	Human beings' responsibility for their own destiny	Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple	<p>Our shared human moral values: kindness, compassion, fairness, justice, honesty  Our ability to improve our quality of life and make the world a better place for everyone</p> <p><b>Q: How do humanists believe we can lead a morally good life?</b></p> <p>The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions  The importance of reason, empathy, compassion, and respect for the dignity of all persons  Following the Golden Rule as a naturally evolved ethical principle, present in many cultures  Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way  Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule</p>
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<b>Islam</b>					
	<b>Key vocabulary</b>	<b>Mosque</b>	<b>Prophet Muhammad (pbuh)</b>	<b>Holy Qur'an</b>	<b>Muslim life</b>

<p><b>Key Stage 1</b></p>	<p>Allah, Islam, Mosque, Muslim, Prophet, Quran.</p>	<p>Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do. Explore stories connected with the mosque (name, when was it built) Meet the people who go to the mosque.</p>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people. Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.) Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</p>	<p>Know that the Qur'an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them. Qur'an was sent to Prophet Muhammad as a guide to humanity.</p>	<p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers) Special times for Muslims (e.g. welcoming new babies) Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up? Explore some stories about Muslims e.g. going for Hajj</p>
<p><b>Key Stage 2</b></p>	<p>Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.</p>	<p>Look at the Muslim calendar how is it different? Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque. Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying. Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them.</p>	<p>Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express-Oneness of God and the Prophethood of Muhammad. Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Link stories- Prophet &amp; the woman who used to throw rubbish. Prophet and how he was given the title of the 'truthful'. Consider and discuss how Prophet is a role model for Muslims.</p>	<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning. Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>	<p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware) Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer. Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Make your own prayer mats.</p>

		Have an opportunity to question believers.	Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration?		
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<b>Judaism</b>					
	<b>Key vocabulary</b>	<b>Synagogue</b>	<b>Shabbat</b>	<b>Torah and Commandments</b>	<b>Jewish life</b>
<b>Key Stage 1</b>	<p><b>Synagogue:</b> Ark, Kippah, Tallit, Torah Scrolls, Yad,  <b>Shabbat:</b> Kosher Two Candles, Challah, Wine,  <b>Jewish Life:</b> Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.</p>	<p>a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.            Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.            Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.</p>	<p>Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening.            Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world.            Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.            Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.</p>	<p>Know that Torah is the holiest document for every Jewish person.            Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.            Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.            Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people).            Know that the stories in the Torah are known to Christians as the Old Testament.            Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.</p>	<p>Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world.            Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.            Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn.            Know some basic information related to Rosh Hashanah (New Year), Yom Kippur.            Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.            Listen to some Chanukah songs, sing some in English. Play dreidel.            Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed</p>

					the Red Sea and received the Torah and the Promised Land.
<b>Key Stage 2</b>	<p><b>Synagogue:</b> Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p> <p><b>Shabbat:</b> Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.</p> <p><b>Jewish Life:</b> 5 Books of Moses (Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.</p>	<p>Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all the time, devout married women covering heads, complete equality in Progressive Synagogues). Listen to the sound of the Shofar. Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition. Meet a rabbi, have an opportunity to ask him questions about his work.</p>	<p>Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people. Know some differences between the ways Traditional and Progressive Jews celebrate Shabbat. (using light, driving cars) “Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life. The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</p>	<p>Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses. Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms. Find out about King David and his story. Interpretation of Psalms. Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p>	<p>Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year. Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God. Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community? Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words. Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.</p>

		If not possible: „ask a rabbi” by e-mail.			
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<b>Sikhism</b>					
	<b>Key vocabulary</b>	<b>Knowledge and belief</b>	<b>Meaning and purpose (belonging)</b>	<b>Celebrations and ceremonies</b>	<b>The Sikh way of life</b>
<b>Key Stage 1</b>	Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.	<b>What do Sikhs believe about God and the creation that we live in?</b> Why Sikhs believe we are all special How Sikhs believe that we are all Gifts from that One Creator How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator What can be learnt from the lives of the 10 Gurus How the Guru Granth Sahib is respected as the Living Guru	<b>What does it mean to belong to a family?</b> Where male and female are treated equal Where all race, religions and nationalities are treated equally Where respectfully we have all been created differently How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.	<b>How does a Sikh family choose to name a child that they have been blessed with?</b> How going to the Gurdwara brings people together: example when a Turban is first tied on a child. How life and death are celebrated and accepted. Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.	<b>Why do Sikhs think we should be good to each other?</b> • RESPECT  • EQUALITY  • FORGIVENESS How can Meditation, honest living and serving humanity help us become better people? Doing good deeds.
<b>Key Stage 2</b>	Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.	<b>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</b> How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ? What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life – how does reincarnation work?	<b>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</b> What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).	<b>What happens in Sikh celebrations and ceremonies in the Gurdwara?</b> How does music and meditation play an important part in Sikh ceremonies. Explore how music and meditation can make you feel How is the Guru Granth Sahib respected in the Gurdwara?	<b>Why is Seva (Selfless Service) such an important aspect of human life?</b> What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life? In what ways do Sikhs make a difference in the local community? How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?

## Progression Targets

Over a year it is expected that three units are assessed using summative assessment methods, though these can be in a variety of genres but must reflect the progress targets, PT1 and PT2.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>PT1 – Knowledge and understanding of religion and worldviews</b> Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.</p>	<ul style="list-style-type: none"> <li>Talk about some of the different beliefs and practices of Christianity and at least one other religion.</li> <li>Talk about the perspective of others</li> <li>Be familiar with a few key words and vocabulary related to Christianity and at least one other religion.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews.</li> <li>Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.</li> <li>Show how individuals and faith communities celebrate life events.</li> <li>Begin to name the different beliefs and practices of Christianity, at least one other religion.</li> </ul>	<ul style="list-style-type: none"> <li>Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</li> <li>Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</li> <li>Begin to understand what it looks like to be a person of faith.</li> <li>Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview</li> <li>Recount some religious and moral stories from at least three different sources of authority</li> <li>Begin to understand that diversity exists within and between religions and worldviews</li> <li>Use key words and vocabulary related all religions studied so far.</li> </ul>	<ul style="list-style-type: none"> <li>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</li> <li>Begin to compare the similarities of at least three different religious texts or stories.</li> <li>Begin to understand the diversity of belief in different religions, nationally and globally.</li> <li>Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make connections between different beliefs and practices of world religions studied so far.</li> <li>Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.</li> <li>Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code</li> <li>Articulate simple</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between different belief and practices of all religions and worldviews studied.</li> <li>Make links and compare stories, beliefs and practices from different religions and worldviews including differences and similarities.</li> <li>Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code</li> <li>Articulate detailed responses to ethical</li> </ul>

						responses to ethical questions from the range of different religions and world views studied so far.	questions from the range of different religions and world views studied so far.
<p><b>PT2 – Responding to religion and worldviews</b></p> <p>Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.</p>	<ul style="list-style-type: none"> <li>Listen to some religious and moral stories and relate to how they could behave eg being kind</li> <li>Talk about members of their immediate family and community</li> <li>Recognise that people have different beliefs and celebrate times in different ways</li> <li>Understand that some places are special to members of their community.</li> <li>Talk about the lives of the people around them and their role in society. (ELG)</li> <li>Understand the past through settings, characters and</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about different beliefs and practices using the correct vocabulary.</li> <li>Begin to suggest meanings behind religious and moral stories.</li> <li>Ask or respond to questions about how individuals and faith communities live.</li> <li>Express their own ideas about belief and practices creatively.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and find meanings behind different beliefs and practices.</li> <li>Suggest meanings of some religious and moral stories.</li> <li>Ask and respond to questions about what individuals and faith communities do.</li> <li>Express their own ideas, opinions and talk about their work creatively using a range of different medium.</li> </ul>	<ul style="list-style-type: none"> <li>Use key words and vocabulary related all religions studied so far.</li> <li>Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</li> <li>Ask and respond to questions about how individuals and faith communities live and why.</li> <li>Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to meanings behind different beliefs and practices using the correct vocabulary.</li> <li>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</li> <li>Express an informed view on the impact of diversity of faith and belief in our world</li> <li>Begin to articulate and communicate connections between their own ideas and others.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices using the correct vocabulary.</li> <li>Begin to respond thoughtfully to a range of stories, beliefs and practices. Provide reasons for what they mean to different faith communities.</li> <li>Express an informed view on the impact of diversity of faith and belief in our world and relate this to our own lives.</li> <li>Discuss and begin to apply their own and others' ideas about ethical</li> </ul>	<ul style="list-style-type: none"> <li>Reflect and respectively respond to the significance of meaning behind different beliefs and practices.</li> <li>Respond respectfully to a range of stories, beliefs and practices. Provide justified reasons for differences and similarities.</li> <li>Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.</li> <li>Discuss and apply their own and others' ideas about ethical questions and express arguments in a</li> </ul>

	events encountered in books read in class and storytelling. (ELG)					questions and to express their own ideas clearly in response.	structured response.
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