Beamont Primary Academy

Religious Education



Curriculum INTENT

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| Beamont Primary School - Home**Beamont Primary Academy - RE progression through EYFS**  **UW- People/Culture and Communities** | | | | | | | | | | | | |
| **Playing & Exploring - Engagement** | | | | **Active Learning - Motivation** | | | | **Creating & Thinking Critically - Thinking** | | | | |
| * Finding out & exploring * Playing with what they know * Being willing to ‘have a go’ | | | | * Being involved & concentrating * Keep on trying * Enjoying achieving what they set out to do | | | | * Having their own ideas (creative thinking) * Making links (building theories) * Working with ideas (critical thinking) | | | | |
| ELG –  -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps  -Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class  -Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps | | | | | | | | | | | | |
| Focus | Beliefs and Values | | Search for Personal meaning | | | Living religious traditions | | | Shred human experience | | Vocabulary- to be used daily | |
| Nursery  Skills | * Begin to make sense of their own life story & family history | | • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family  • Shows interest in the lives of people who are familiar to them  • Enjoys joining in with family customs & routines | | | • Develop positive attitudes about the differences between people | | | * Talk about what they have experienced or seen in photos | | Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique , bells, spire, steeple, mosque, church, respect, | |
| Nursery Knowledge | **Autumn 1**  Colours and feelings | **Autumn 2**  Families and Celebrations | | | **Spring 1**  Journeys/Under the Sea | | **Spring 2**  Growing and changing | | | **Summer 1**  Traditional Tales | | **Summer 2**  Chester Zoo |
| • Can talk about them selves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things. | * Can name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important. | | | * Can compare their family to other families and explain what is the same and what is different in relation to holidays and adventures. | | * Can talk about their life and what they do as they grown from a baby to a child. Can talk about special events and celebrations for them and their family. | | | * Can talk about others experiences eg the three little pigs and compare and how this is different to the way they live. | | * Can talk about the impact of others on their lives. |
| Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year, Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. Class floor books to be used to showcase a learning journey over time of significant events. | | | | | | | | | | | | |

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| Beamont Primary School - Home**Beamont Primary Academy - RE progression through EYFS**  **UW- People, Culture and Communities** | | | | | | | | | | | | | | | | | |
| **Playing & Exploring - Engagement** | | | | | **Active Learning - Motivation** | | | | | | **Creating & Thinking Critically - Thinking** | | | | | | |
| * Finding out & exploring * Playing with what they know * Being willing to ‘have a go’ | | | | | * Being involved & concentrating * Keep on trying * Enjoying achieving what they set out to do | | | | | | * Having their own ideas (creative thinking) * Making links (building theories) * Working with ideas (critical thinking) | | | | | | |
| ELG –  -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps  -Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class  -Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps | | | | | | | | | | | | | | | | | |
| Focus | Beliefs and Values | | | Search for Personal meaning | | | | Living religious traditions | | | | Shred human experience | | | Vocabulary- | | |
| Reception  Skills | • Compare & contrast characters from stories, including figures from the past  • Talks about past & present events in their own life & in the lives of family members | | | • Know about similarities & differences between themselves & others, & among families, cultures & traditions  • Knows that other children do not always enjoy the same things, & is sensitive to this | | | | • Understand that some places are special to members of their community | | | | • Talk about members of their immediate family & community  • Enjoys joining in with family customs & routines | | | Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique , bells, spire, steeple, mosque, church, respect, | | |
| Reception Knowledge | **Autumn 1**  Families | | **Autumn 2**  Celebrations | | | | **Spring 1**  Under the Sea | | | **Spring 2**  Growing and changing | | | | **Summer 1**  Fairy Tales | | | **Summer 2**  Chester Zoo |
| •Can describe special and significant events in their own lives such as a birthday or trip to the cinema.  •Can explain what is the same and what is different between themselves and their friends when describing features eg skin colour, hair colour, features, language they speak. | | * To recall the story of Christmas and explain why it is a special event linking to the birth of Jesus. * Can talk about the festival of Diwali and understand that that is celebrated by different religious beliefs. * Can name a church and explain their own experiences * Can name a mandir and explain that Hindu’s worship here. | | | | * Can talk about special places they have travelled to with members of the family. | | | * Can name the celebration of Eid and what it means * Children can name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences. | | | | * Children look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives eg homelessness, explorers, | | | * To describe the ways people, harm the natural world through deforestation and poaching of animals * Children can name ways people look after the natural world eg recycling, |
| Christianity- Church | | Christianity -God | | | | Christianity -Jesus | | | Hindu- Dharma | | | | Islam | | | Judaism | |
| Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year, Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year.Class floor books to be used to showcase a learning journey over time of significant events. | | | | | | | | | | | | | | | | | |

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| Year 1: RE Skills Progression | |
| **Vocabulary**  Christian, God, Jesus, Father, Prayer Lord’s Prayer, Parable, candles, icons, rosary beads, church  nativity, Mary, Joseph, shepherd, Angel Gabriel, innkeeper, wise men, welcoming, vulnerable  God, Allah, Muslim, created, creator, natural world, caretaker, steward, Khalifahs, respect, Prophet Muhammad (pbuh), environment,  Jewish, Noah, Sukkot, celebration, God, promise, trust, Sukkah  Hindu’s, Hinduism, God, statues, Murtis. Worship, symbols, deities, Brahman, Lakshmi, Ganesh  Christianity, baptism, church, ceremony, family font, candles, godparents, certificate, belonging, cross, priest, minister, vicar. | **Beliefs and values**   * Give an example of a key belief and/or a religious story * Give an example of a core value or commitment |
| **Living religious traditions**   * Use some religious words and phrases to recognise and name features of religious traditions * Talk about the way that religious beliefs might influence the way a person behaves |
| **Search for personal meaning**   * Ask questions | **Shared human experiences**   * Notice and show curiosity about people and how they live their lives |

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| **Year 1 – End points** | |
| Christianity- God | * To know and understand why Christians refer to God as ‘Father’ * To talk about why Christians might compare God to a loving parent. * To discuss how and why Christians might want to talk to God (prayer) |
| Christianity (Jesus) | * To retell a simple version of the nativity story and explain why Christians would say that Jesus is a special baby. * To discuss how different characters in the nativity welcome the baby Jesus. * To identify religious aspects of Christmas celebrations and explain why Christmas is a special time for Christians. |
| Islam | * To know that Muslims follow the religion of Islam and believe in one God, Allah. * To recognise that shared rituals such as prayer unite communities * To know that many Muslims show respect to Allah by following the 5 pillars. * To know that the first pillar of Islam is the Shahadah which is the declaration of faith * To know that the second pillar is Salat which states that Muslims should pray 5 times a day, and many Muslims follow a ritual of washing (wudu) before prayer * To know that Makkah is where Islam began and is a sacred place for many Muslims |
| Exploration - Belonging | * To know what it means to belong to a family, school or group. * To know that there are different types of family and different ways of belonging to a family. * To recognise they are the same and different to others. * To identify the Christian symbol of the cross and the Muslim symbol of the star and crescent * To know that symbols can support a person’s sense of belonging to a religion or community. * To know that festivals and celebrations, such as Holi and Aqiqah, can give people a sense of belonging. |
| Hindu dharma | * To know that many Hindus believe in one God in many forms. Their god is called Brahman. * To simply retell the story of the blind men and the elephant and suggest what many Hindus might learn about God from the story * To know that many Hindus use statues (murtis) and images in their worship * To consider that people have multiple roles e.g. their family role, their work role and their social role and to use this to consider how many Hindus view God. |
| Christianity (Church) | * To understand and reflect that some Christians welcome babies into God’s family (the Church) with baptism ceremonies. For many Christians this is a way of saying thank you to God for the gift of a child. * To know that not all Christian communities conduct infant baptisms * To discuss that some Christian parents ask for their child to be baptised so that their child can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family. * To recognise the rituals involved in infant baptism including the role of god parents and the main features such as a font. * To understand that many non-religious people welcome babies into their family and community in different ways, such as through naming ceremonies and baby showers. |

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| Year 2: RE Skills progression | |
| **Vocabulary**  Christianity, God, creation, Genesis 1, Bible, worship, Harvest, creator, sustainer, stewardship, hymn, charity.  Jesus, Advent, Christmas, preparing, Christingle, Advent wreath, symbols, light, dark, Bible,  Hindu, God, Brahman, worship, qualities, devotion, deities, Mandir, shrine, puja tray, Shiva, Vishnu, Brahma, Lakshmi, Durga, Saraswat, bell, incense holder, incense stick, diva lamp, water pot and spoon, kum kum powder Arti ceremony  Islam, Muslim, Five Pillars of Islam, prayer, rituals, Shahada, Qur’an, Prophet Muhammed, mosque, fasting, Ramadan, prayer mat, Wudu  God, Jesus, Cross, symbols, unite, Christian community, worship, symbols, church, Pulpit, lectern, alter, pew,  Judaism, Jewish Moses, Pharaoh, Prophet, Ten Commandments, Rules, The Sabbath, Shabbat , Holy, blessings, Challah bread. | **Beliefs and values**   * Retell and suggest meanings for religious stories and/or beliefs * Use some religious words and phrases when talking about beliefs and values |
| **Living religious traditions**   * Identify and describe how religion is expressed in different ways * Suggest the symbolic meaning of imagery and actions |
| **Search for personal meaning**   * Ask relevant questions * Talk about their own identity and values | **Shared human experiences**   * Identify things that influence a person’s sense of identity and belonging |

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| **Year 2 – End points** | |
| Christianity (God) | * To simply retell the Genesis 1 story of creation * To know that many Christians think it is important to look after the world because they believe they are ‘stewards’ of God's creation. * To recognise that many Christians donate food, and worship and thank God for harvest. They might thank God through song (singing can praise God, bring people together, connect with people emotionally and the words can teach about the Bible and Christian beliefs) * To recognise that some Christian charities work to conserve the Earth and protect the environment (include Christian Aid and CAFOD) |
| Christianity (Jesus) | * To know that light is an important symbol to many Christians because they believe Jesus to be the ‘light of the world’. This light represents their belief that Jesus can guide them and keep darkness (sadness and sin) away from them. Light is also necessary for life, so Christians believe that Jesus provides light and life (just like we need the sun to live, Christians need Jesus – God’s son - to live) * To know that Jesus is referred to in different ways throughout the Bible including Christ, Messiah, Saviour and Son of God (God in human form) * To know that many Christians use light as part of their Christmas celebrations including Advent and Christingle |
| Hindu Dharma | * To understand many Hindus believe in one God (Brahman) who can be worshipped in many forms. * To know that many Hindus worship (puja) every day at home and have a shrine there. * To know that a murti is a sacred statue or image of Brahman, or a deity. * To know that the Hindu building for communal worship is called Mandir (Hindu Temple). Outside India, people mainly gather at the mandir at the weekend |
| Islam | * To understand that many Muslims believe in one God (Allah) who they believe created the world * To know that the prophet Muhammad (pbuh) is a role model to Muslims and that in stories from the Qur'an, he showed respect to nature (Re-read the book - ‘The baby birds’ and also read ‘The Tiny Ants and the seven new kittens’) * To know and reflect that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and understand that many Muslims show respect to God when caring for the world. |
| Christianity (Church) | * To know that many Christians are united by the shared belief that God made the world and that he sent his son, Jesus, to save them * To understand that many Christians think it is important to come together to worship God (it can make them feel closer to God and unite them with the Christian community) * To understand that many Christians worship together in different ways including praying, singing, sharing holy communion and reading from the Bible * To understand that churches are often used to unite a local community; they will hold events like sales or coffee mornings and host different groups and clubs * To recognise that churches can look very different but they share many of the same features such as pulpits, candles, and baptismal fonts or pools. * To know that the main symbols of Christianity include a cross, a dove and a candle; these represent the main shared beliefs of Christians |
| Exploration – The nature of God | * To know that there are many different creation stories from different religions and cultures and that there are scientific and non-religious theories of creation also. * To recognise similarities between religions and the way they look after the world. |

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| Year 3: RE Skills progression | |
| **Vocabulary**  Abrahamic faith, God, prophets, Noah, Abraham, Moses, Jonah, devote, role model, vocation,  Islam, founders, Prophet Muhammad (pbuh), Five pillars of Islam, Zakah, charity, guidance  Disciples, discipleship, Jesus, mission, charity, Holy Spirit, presence, denominations, Pentecost, procession of witness, worship, apostles, symbols, flame, dove, qualities.  Sikhism, Guru, God, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, sacred, scriptures, Gurdwarda, founder, commitments,  Hinduism, dharma, duty, debts, Raksha Bandhan, | **Beliefs and values**   * Show awareness of similarities in religions * Identify beliefs and values contained within a story/teaching * Identify the impact religion has on a believer |
| **Living religious traditions**   * Identify how religion is expressed in different ways * Use religious terms to describe how people might express their beliefs |
| **Search for personal meaning**   * In relation to matters of right and wrong, recognise their own and others’ values * Discuss own questions and responses related to the question ‘who should we follow – and why?’ | **Shared human experiences**   * Describe how some people, events and sources of wisdom have influenced and inspired others |

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| **Year 3 – End points** | |
| Christianity (God) | * To understand that the Abrahamic faiths believe in prophets (and that many of these are shared) * To simply retell the story of the prophet Jonah (and the whale) and Moses (and the burning bush), and identify Christian beliefs and values contained within these stories * To know who Desmond Tutu is and describe why and how he devoted his life to serving God * To identify the Salvation Army as a Christian church and a worldwide charitable organisation with the mission to preach the Bible and meet human needs without discrimination * To recognise what a vocation is and how the prophets of the Bible, Desmond Tutu and the Salvation Army have dedicated their lives to serving God |
| Islam | * To know that many Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad (pbuh). * To understand that many Muslims believe Muhammad (pbuh) to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law. * To understand the importance of Muhammad (pbuh) as a founder and leader for Islamic religious communities * To identify the beliefs and values contained in stories about the life of the Prophet Muhammad (pbuh) e.g. recap The Prophet and the Ants * To identify the third pillar of Islam as Zakat. Zakat is the practice where many Muslims give away a percentage of their wealth to charity. Consequently, charity is very important to Muslims and that charities, such as Islamic Aid, support people in need around the world. |
| Christianity (Jesus) | * To know that the word disciple means follower or learner, and to know that Jesus had 12 disciples * To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus * To understand that Jesus asked his disciples to be ‘fishers of men’ and to follow him, so many Christians today believe they should follow Jesus’ examples; they might do this through missions and volunteer work |
| Christianity (The Church) | * To simply explain what many Christians believe the Holy Spirit to be e.g. a guide, a source of strength, the power of God at work on Earth * To simply retell the story of the first Pentecost and understand that the festival of Pentecost is still important to many Christians today because it represents the beginning of the Christian Church. * To know that the fruits of the Spirit are qualities that many Christians believe they can develop with the help of the Holy Spirit (e.g. kindness and love) * To understand that a range of Christian denominations worship the Holy Spirit in different ways |
| Exploration – People of faith | * To name and know about key people of faith: Bear Grylls, Fauja Singh, Mahatma Gandhi and Malala Yousafzai * To recognise how faith has supported people through challenges * To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives |
| Hinduism | * To understand that following dharma (religious duty) is an important part of Hindu life * To suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ * To describe how and why Hindus might celebrate Raksha Bandhan and identify aspects of the celebration which remind Hindus of their dharma * To identify religious teachings contained within a Hindu story |

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| Year 4: RE Skills progression | |
| **Vocabulary**  Hindu, Hinduism, good, evil, Rama, Sita, Lakshman, Ravanna, Hanuman, King  Dasharatha, God, Vishnu, Deities, avatar, Diwali, Rangoli patterns, diva lamps  Bible, guidance, authority, moral, church leaders, prayer, conscience, Old & New Testament, Jewish scripture, Psalm, Proverb,  Sikhism, moral guidance, Sikhs, Guru’s, sewa: service to God, kirat karna, vand chakna, Guru Nanak, Khanda, Gurdwara, The Langer, commitment.  Christianity, Jesus, sacrifice, value, Lent, sacrificial love, agape, motivation, Easter  Islam, Muslim, Ramadan, fasting, sacrifice, Qur’an, values, Five Pillars of Islam, Allah, Night of Power, Prophet Muhammad (pbuh)  Christianity, parables, Jesus, guidance, agape, | **Beliefs and values**   * Describe what a believer might learn from a religious teaching/story * Make links between ideas about morality and sources of authority |
| **Living religious traditions**   * Describe the impact religion has on believers’ lives * Explain the deeper meaning and symbolism for specific religious practices |
| **Search for personal meaning**   * Reflect on their own personal sources of wisdom and authority | **Shared human experiences**   * Consider the range of beliefs, values and lifestyles that exist in society * Discuss how people make decisions about how to live their lives |

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| **Year 4 – End points** | |
| Hindu Dharma | * To explain that Hindus believe they have a moral duty (Dharma) and a firm belief in moral virtues. * To retell the story of Rama and Sita and recognise Rama as an avatar of Vishnu (who represents goodness and protection) * To know that the story of Rama and Sita can be used for moral guidance by many Hindus * To know that the story of Rama and Sita is celebrated at Diwali and that Diwali is a popular Hindu festival, celebrated all around the world for a period of 5 days * To recognise that many Hindus celebrate Diwali by lighting candles and diva lamps, attending and hosting fire work displays and decorating their homes with lights and rangoli patterns * To know that light is an important symbol of Diwali as it represents good overcoming evil |
| Christianity (God) | * To understand that the Bible is not one book but a collection of books, written by different people at different times. To know that the Bible has two main parts – The Old Testament and The New Testament * To know that many Christians use the Bible as a source of inspirations, guidance and authority but that many Christians have different views about what ‘the word of God’ means – some believe that all the stories actually happened but some believe that the stories have been ‘made up’ to explain something difficult to understand or to deliver a specific message or moral. * To know that many Christians read the Bible regularly and that most Christians will have their own Bible. Many Christians study the Bible in order to understand God better. |
| Exploration – Special food | * To give examples of how food is used in their own life and to know that food is often a central part of celebrations and remembrances * To identify foods that would be kosher or not kosher; and to explain what kosher means in the context of Judaism. To know that Jewish believers follow the laws of kosher as a spiritual act * To recall what Lent is and understand what it means to ‘abstain’ from something * To know that sacrifice is when you give something up for the sake of something else. To link the idea of sacrifice back to their prior learning in Christianity Jesus (Spring 2). * To know what Ramadan is and what Muslims do during it. To know that Muslims fast during Ramadan. * To share with others an example of a food that helps them celebrate * To name at least one special food for Diwali e.g. sweets |
| Christianity (Jesus) | * To retell the story of Jesus in the wilderness and know that Jesus was tempted and that he made sacrifices by not giving into temptation. To know that this story forms the basis of Lent. * To know that Lent is the period leading up to Easter in the Christian calendar. It lasts for forty days and forty nights to mirror the time that Jesus spent in the wilderness. * To know that during Lent, many Christians try to be more like Jesus in this story by giving something up and resisting temptation * To recognise that Shrove Tuesday is the day before Lent and Ash Wednesday is the first day of Lent * To understand that sacrifice is an important Christian value. |
| Islam | * To understand that each of the 5 pillars of Islam provides a guide for life for many Muslims * To recognise that the fourth Pillar of Islam is Sawm, which means ‘to fast’ over the month of Ramadan * To know that Ramadan remembers the month the **Qur'an** (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh). * To understand that many Muslims believe they should give up food and drink during the hours of daylight in the month of Ramadan unless they are unwell * To know that Eid al-Fitr is a festival to celebrate the end of Ramadan and to know how many Muslims celebrate at this time. |
| Christianity (Churh) | * To understand that parables are simple stories from the Bible that have a religious or moral message at the end. * To retell two parables: The Good Samaritan and The Unforgiving Servant; and explore what messages/morals they might offer Christians. * To know that agape means selfless love of others. Christians believe that Jesus showed agape and they should show it also. * To know who Mother Teresa was and why she is a role model to many Christians. * To understand that there are many Christian charities that show agape (Christian Aid, CAFOD). Many Christians support these charities with money, gifts or by volunteering |

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| Year 5: RE Skills progression | |
| **Vocabulary**  Christianity, sin, forgiveness, Genesis 3, Bible, Lord’s Prayer, guidance, temptation, The Fall, Original Sin, Free Will, reconciliation, prayers of penance, confession  Islam, Muslim, Qur’an, divine, revelation, Muhammad (pbuh), seal of the prophets, Night of Power  Hindu, devotion, loyalty, Prince Prahlad, atman, Holi, Brahman, Vishnu, Avatar, Krishna, Scriptures, deities, equality, Namaste.  Christian, fully human, fully divine, incarnation, miracles, resurrection, pilgrimage.  Authority, Apostle’s Creed, Trinity, community, Taize, worship, church, Anglican, Catholic, Salvation Army, Quaker, Pentecostal  Judaism, The Torah, Synagogue, Rabbi, Moses, Abraham, guidance, diversity, worship, covenant, Bimah, Ark, yad, | **Beliefs and values**   * Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers * Explain the impact of beliefs and values – including reasons for diversity |
| **Living religious traditions**   * Explain differing forms of expression and why these might be used * Describe diversity of religious practices and lifestyle within the religious tradition * Interpret the deeper meaning of symbolism – contained in stories, images and actions |
| **Search for personal meaning**   * Discuss and debate the sources of guidance available to them * Consider the value of differing sources of guidance | **Shared human experiences**   * Explain (with appropriate examples) where people might seek wisdom and guidance * Consider the role of rules and guidance in uniting communities |

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| **Year 5 – End points** | |
| Christianity (God) | * To simply retell the story of the Original Sin in Genesis 3 and understand that the story from Genesis 3 can be understood metaphorically or literally by Christians * To simply retell the parable of The Lost Son * To compare the portrayal of God in the story of the Original Sin and in the parable of The Lost Son * To understand that many Christians believe that sin separates humans from God, but through Jesus’ sacrifice, humans can be saved * To recognise that many Christians believe that everyone sins but that God is forgiving. * To analyse and interpret the Lord’s Prayer * To recognise the Ten commandments as a source of guidance for Christians |
| Islam | * To understand that the Qur'an is the holy book for Muslims, revealed to the [Prophet Muhammad](https://www.bbc.co.uk/religion/religions/islam/history/muhammad_1.shtml) (pbuh) and that these Qur'anic revelations are regarded by Muslims as the sacred word of [God](https://www.bbc.co.uk/religion/religions/islam/beliefs/beliefs.shtml) * To recognise that the Qur'an is treated with immense respect by Muslims because it is the sacred word of God * To know that the Night of Power (Laylat Al Qadr) is considered the holiest night in the Islamic calendar * To explain that when many Muslims describe Muhammad (pbuh) as the seal of the prophets, they mean that Muhammad is the final prophet in Islam. Therefore, Muslims regard Muhammad (pbuh) as Allah’s final messenger. * To understand that many Muslims believe that angels or malaikah are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times. * To recognise that one of the beliefs is that angles record everything a person does, and this information is used on the Day of Judgement. |
| Hindu Dharma | * To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives * To know that Krishna is an avatar of the God Vishnu and know that Vishnu is one of the 3 principle deities of Brahman (the supreme spirit) * To compare and contrast two stories about Krishna, investigating the guidance contained within them (‘Krishna the butter thief’ and ‘Krishna and Sudama’) * To simply retell the story of Holi and understand that the story contains messages about devotion and loyalty * To explain the Hindu belief that God is present in all people and this belief has an impact on their actions * To describe and explain the variety of ways that many Hindus might celebrate the festival of Holi |
| Christianity (Jesus) | * To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and discuss what these stories tell Christians about Jesus * To know that many Christians believe that the ultimate miracle was the resurrection. * To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events. * To recognise that when a Christian’s prayers are answered they believe a miracle has been performed * To understand that the belief in miracles and the power of prayers has an impact on a Christian’s life; they believe in a powerful God who can change their lives and the world around them. |
| Christianity (Church) | * To understand that many Christians believe that God is one, but that God can be experienced in three different persons. This is called ‘The Trinity’ * To recognise the ‘Trinity’ as God the Father (the creator and sustainer of all things), God the Son (the incarnation of God as a human being) and God the Holy Spirit (the power of God which is active in the world, drawing people towards God) * To recognise a range of symbols that can be used to represent the Trinity * To understand that the Apostles’ Creed, which is often recited in worship, expresses the most important Christian beliefs. * To understand that there is one worldwide Christian church with many branches, called denominations. * To know that many Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life. |
| Exploration – What matters the most? | * To know that there are beliefs and values that are central to each religion and world view but to realise that many of these values are similar across religions and world views e.g. to look after other people, not just yourself. * To know that a person’s beliefs and values impact their actions, life choices and the way they treat others |

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| Year 6: RE Skills progression | |
| **Vocabulary**  Rites of passage, rituals, denominations, faith, commitment, child baptism, confirmation, adult baptism, incarnate, John the Baptist, commitment  Hindu Dharma, Samsara, Karma, Moksha, reincarnation, four ashramas, commitments  Muslim, Islam, Five Pillars of Islam, Hajj, pilgrimage, Mecca, Ummah, Sawm, unity, Ka’ba,  Christianity, Jesus, Easter, Holy Week, suffering, death, resurrection, sins, sacrifice, guidance, comfort, Eucharist,  Buddhism, content, Prince Siddhartha, The Four Noble Truth, Eight-Fold Path, meditation, virtue, Nirvana, happiness.  Christian, salvation, life, death, purpose, forgiveness, sin | **Beliefs and values**   * Analyse beliefs, teachings and values and how they are linked * Explain how the beliefs and values of a religious tradition might guide a * believer through the journey of life * Explain the impact of beliefs, values and practices – including differences between and within religious traditions |
| **Living religious traditions**   * Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and * experiences * Explain differing ideas about religious expression |
| **Search for personal meaning**   * Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and * commitments * Develop own views and ideas in response to learning * Demonstrate increasing self-awareness in their own personal development | **Shared human experiences**   * Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging * Discuss how people change during the journey of life |

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| **Year 6 – End points** | |
| Christianity (God) | * To simply retell the story of Jesus’ baptism * To know that baptism is a ceremony that symbolises a commitment to living a life as a Christian. * To know that many Christians believe that Jesus was God incarnate (God embodied in human form) so he was without sin and therefore did not need to be baptised. * To know that many Christians believe that Jesus was baptised to set an example for people to follow. * To know that all Christian denominations believe in baptism but that there are differences between these sacraments (adult and infant baptism) * To know that baptism and confirmation are ‘sacraments’ |
| Hindu Dharma | * To know that many Hindus believe in reincarnation and that this process is called ‘samsara’ * To understand that many Hindus believe that a person’s next incarnation (life) is always dependent on how the previous life was lived (karma). * To know that karma is the belief that every action has an equal reaction either straight away or later on * To understand that moksha is liberation from the cycle of samara * To recognise that samsara, karma and moksha are linked * To explain that belief in samsara might affect the way in which a Hindu views the ‘journey of life’, and give them a sense of purpose to fulfil moral duties |
| Islam | * To know that there are Five Pillars of Islam and be able to simply explain them. To know that Hajj is the fifth pillar and is a pilgrimage to Makkah. * To know that many Muslims follow the Five Pillars to show their submission to the will of Allah. * To know that the Ummah is the worldwide community of Muslims * To know that many Muslims consider Hajj to be a way of bringing them closer to Allah, supporting the spirit of community of the Ummah. * To know that many Muslims are expected to complete Hajj once in their lifetime, unless they are physically or financially unable to |
| Christianity (Jesus) | * To know that the events leading up to and including the death of Jesus are remembered in Holy Week * To know that the main events of Holy Week as Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. * To know that many Christian’s beliefs about the suffering, death and resurrection can guide and comfort them during difficult times * To know that many Christians celebrate the events of Holy Week through a range of different activities and rituals. * To know that Good Friday and Easter represent the Christian belief of God’s power over death * To know that on Maundy Thursday, at the Last Supper, Jesus asked his disciples to share bread and wine. This is often referred to as the Eucharist. * To simply explain the procedures involved in the Eucharist |
| Exploration - Afterlife | * . To know that eternity means unending * To know the difference between the ideas of mortality and immortality * To know that different religions and non-religions have different ideas of what happens after death * To know that there are some similarities between religious and non-religious ideas about life, death and eternity * To know that Abrahamic religions share the beliefs about Heaven, but they all relate to it in different ways * To know that Dharmic religions share the beliefs of reincarnation and emancipation * To know that many Humanists do not believe in a life after death; they believe that life has a beginning and an end but that they have the freedom to shape their own lives |
| Christianity (Church) | * To know that Christians believe that God offered salvation following the mistakes that Adam and Eve made * To simply retell the story of Jesus’ death and resurrection and to know that many Christians believe that through Jesus’s death and resurrection, humans’ broken relationship with God is restored. This was God offering salvation. * To know that salvation means that human souls can be saved from Hell and are allowed to enter Heaven * To know that Christians believe that after death they will be taken into the presence of God and they will be judged for actions during their lifetime. If judged well, they will be able to enter Heaven. * To know that many Christians recognise that they do make mistakes, but they try to atone. They believe that if they repent, they will receive forgiveness. * To recognise that many Catholic Christians seek forgiveness through reconciliation. |