

Religious Education Skills and knowledge Progression Map

	EYFS	Key Stage 1		Key Stage 2			
National Curriculum/ Buckinghamshire Agreed Syllabus	In the EYFS, pupils follow the areas of learning as laid out in the EYFS curriculum and should choose material as appropriate.	Pupils should study Christianity plus one other religion in depth (Judaism recommended). This reflects best practice for younger pupils and the fact that the Key Stage lasts only 2 years.		Pupils should study Christianity plus two other religions in depth (Hinduism and Islam recommended).			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coverage	<p>Unit: Why is the word 'God' so important to Christians?</p> <p>Core concept: God/Creation</p> <p>Skills for life: Responsibility and Resourcefulness</p> <p>Children learn to be sensitive to the words they use and begin to think about the world around them.</p> <p>Unit: Why do Christians perform Nativity plays at Christmas?</p> <p>Core concept: Incarnation</p> <p>Skills for life: Readiness and reflectiveness</p> <p>Children learn to be sensitive to</p>	<p>Unit: What do Christians believe God is like?</p> <p>Core concept: Christianity/God</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to reflect on the views and beliefs of others.</p> <p>Unit: Should we celebrate Harvest or Christmas?</p> <p>Core concept: Christianity/Judaism</p> <p>Skills for life: Readiness</p> <p>Children will learn to be ready to hear different opinions and come to their own decisions</p> <p>Unit: Who made the world?</p> <p>Core concept: Christianity/Creation</p>	<p>Unit: Who should you follow?</p> <p>Core concept: Judaism</p> <p>Skills for life: Resourcefulness</p> <p>Children will learn that new ideas and resourcefulness are part of being a good leader.</p> <p>Unit: Why does Christmas matter to Christians?</p> <p>Core concept: Christianity/ Incarnation</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to think about why some events are important to different groups of people.</p> <p>Unit: Is it important to celebrate the new year?</p> <p>Core concept: Judaism/ Islam/ Sikhism</p> <p>Skills for life: Readiness</p> <p>Children will learn that different people prepare for the new year in different ways.</p>	<p>Unit: What is it like to follow God?</p> <p>Core concept: Christianity/ Judaism</p> <p>Skills for life: Readiness</p> <p>Children will learn what different people are ready to do to follow God.</p> <p>Unit: What is the Trinity?</p> <p>Core concept: Christianity/ Incarnation/ God</p> <p>Skills for life: reflectiveness</p> <p>Children will learn that some concepts aren't meant to be fully understood.</p> <p>Unit: Is a Hindu child free to choose how to live?</p> <p>Core concept: Hinduism</p> <p>Skills for life: Responsibility</p> <p>Children will learn that different</p>	<p>Unit: Do murtis help Hindus understand God?</p> <p>Core concept: Hinduism</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to be open to the beliefs and experiences of others.</p> <p>Unit: Does the Christmas narrative need Mary?</p> <p>Core concept: Christianity</p> <p>Skills for life: Readiness</p> <p>Children will learn to value the attitude of saying 'yes' to new experiences and opportunities.</p> <p>Unit: Is a holy journey necessary for believers?</p> <p>Core concept: Christianity/</p>	<p>Unit: Do Muslims need the Qu'an?</p> <p>Core concept: Islam</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to listen to different ideas and form their own thoughts on the subject.</p> <p>Unit: What kind of king is Jesus?</p> <p>Core concept: Christianity/ Kingdom of God</p> <p>Skills for life: Readiness</p> <p>Children will learn that a good attitude helps in every situation.</p> <p>Unit: Does the community of the Mosque help Muslims lead better lives?</p> <p>Core concept: Islam</p> <p>Skills for life: Responsibility</p> <p>Children will learn</p>	<p>Unit: Are saints encouraging role models?</p> <p>Core concept: Christianity</p> <p>Skills for life: Readiness</p> <p>Children will learn to recognise that bringing the right attitude to any situation can create the result you want.</p> <p>Unit: Was Jesus the Messiah?</p> <p>Core concept: Christianity/ Judaism/ Incarnation</p> <p>Skills for life: Resourcefulness</p> <p>Children will learn that answers can sometimes be gained through patience and careful analysis of information.</p> <p>Unit: Do clothes express belief?</p> <p>Core concept: Sikhism/ Islam/ Hinduism/ Christianity</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to</p>

	<p>the feelings of others and are ready to learn new ideas.</p> <p>Unit: Why do Christians put a cross in an Easter garden?</p> <p>Core concept: Salvation</p> <p>Skills for life: Resilience</p> <p>Children learn that good things can come from hard experiences.</p>	<p>Skills for life: Responsibility</p> <p>Children will learn that actions have consequences.</p> <p>Unit: What is the good news Jesus brings?</p> <p>Core concept: Christianity/ Gospel</p> <p>Skills for life: Resilience</p> <p>Children will learn that making the right choices isn't always easy but it is the right thing to do.</p> <p>Unit: Are some stories more important than others?</p> <p>Core concept: Christianity/ Judaism</p> <p>Skills for life: Resourcefulness</p> <p>Children will learn to create their own ideas and find ways to share these with others.</p> <p>Unit: Do we need shared special places?</p> <p>Core concept: Judaism</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn</p>	<p>Unit: Why does Easter matter to Christians?</p> <p>Core concept: Christianity/ Salvation</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to think about the beliefs of others in an open-minded way.</p> <p>Unit: Can stories change people?</p> <p>Core concept: Christianity/ Judaism</p> <p>Skills for life: Resilience</p> <p>Children will learn that change can be a good thing.</p> <p>Unit: How should you spend the weekend?</p> <p>Core concept: Judaism</p> <p>Skills for life: Responsibility</p> <p>Children will learn that in some cultures and beliefs people put a lot of effort and thought into how they spend their weekends.</p>	<p>cultures and in different beliefs people have different responsibilities.</p> <p>Unit: Does Easter make sense without Passover?</p> <p>Core concept: Judaism/ Christianity</p> <p>Skills for life: Resilience</p> <p>Children will learn that sometimes hard experiences have meaning as part of a bigger picture</p> <p>Unit: When Jesus left, what was the impact of Pentecost?</p> <p>Core concept: Christianity/ Kingdom of God</p> <p>Skills for life: Readiness</p> <p>Children will learn that some actions can have a reaction.</p> <p>Unit: What do Christians learn from the Creation story?</p> <p>Core concept: Creation/ fall</p> <p>Skills for life: Resourcefulness</p> <p>Children will learn that there are different ways to interpret some stories.</p>	<p>Hinduism/ reference to Islam</p> <p>Skills for life: Responsibility</p> <p>Children will learn the lengths to which some people will go for their beliefs.</p> <p>Unit: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Core concept: Christianity/ Salvation</p> <p>Skills for life: Resilience</p> <p>Children will learn that from bad experiences, lessons can be learnt and second chances can be had.</p> <p>Unit: What kind of world did Jesus want?</p> <p>Core concept: Christianity/ Gospel</p> <p>Skills for life: Resourcefulness</p> <p>Children will learn how different strategies can be used to create a positive outcome.</p> <p>Unit: Does prayer change things?</p> <p>Core concept: Christianity/ Hinduism</p> <p>Skills for life: Reflectiveness</p>	<p>that important things in our lives often come with responsibilities.</p> <p>Unit: What did Jesus do to save human beings?</p> <p>Core concept: Christianity/ Salvation</p> <p>Skills for life: Resourcefulness</p> <p>Children will learn that being open minded and prepared can lead to a successful outcome.</p> <p>Unit: How can following God bring freedom and justice?</p> <p>Core concept: Christianity/ Judaism</p> <p>Skills for life: Resilience</p> <p>Children will learn that the right path isn't always the easiest one to take.</p> <p>Unit: What would Jesus do?</p> <p>Core concept: Christianity/ Gospel</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn to put themselves in someone else's 'shoes'.</p>	<p>reflect on different customs from different cultures and beliefs in an environment of acceptance and positivity.</p> <p>Unit: What difference does the resurrection make to Christians?</p> <p>Core concept: Christianity/ Salvation</p> <p>Skills for life: Resilience</p> <p>Children will learn that sometimes hard times and sacrifice can end up have a long-lasting positive impact.</p> <p>Unit: What does it mean if God is holy and loving?</p> <p>Core concept: Christianity/ Judaism/ God</p> <p>Skills for life: Responsibility</p> <p>Children will learn that making the right choices can sometimes be demanding and difficult.</p> <p>Unit: Creation and science: conflicting or complementary?</p> <p>Core concept: Christianity/ other world views/ faiths</p> <p>Skills for life: Reflectiveness</p> <p>Children will learn that there are many things in the universe as yet unproven and that other people's ideas and</p>
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		to take time to think about how other people live their lives and accept that difference can be a good thing.			Children will learn to think about why we do certain things.		thoughts are important and valuable.
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		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity (core concepts of God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God)							
	<u>Skills:</u> -Develop skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians. -Examine ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world. -Evaluate, reflect on and connect the texts and concepts studied, and discern possible connections between these and pupils' own lives and	<u>Skills:</u> -Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. - Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. -Give at least three examples of how Christians put their beliefs into practice in church worship.	<u>Skills:</u> -Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the bible. -Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. -Give clear, simple accounts of what the texts mean to Christians. -Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.	<u>Skills:</u> -List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. -Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. -Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. -Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.	<u>Skills:</u> -Order at least five key concepts within a timeline of the Bible's 'big story'. -Make clear links between biblical texts and the key concepts studied. -Describe how Christians show their beliefs in worship and in the way they live. -Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	<u>Skills:</u> -Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. -Show how Christians put their beliefs into practice in different ways; for example, in different denominations. -Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. -Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship	<u>Skills:</u> -Identify at least five different types of biblical texts, using technical terms accurately. -Explain connections between biblical texts and the key concepts studied, using theological terms. -Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. - Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians

	<p>ways of understanding the world.</p> <p><u>Knowledge:</u> <u>God:</u> Know that: -The word God is a name. -Christians believe God is Creator of the universe. -Christians believe God made our wonderful world and so we should look after it.</p>	<p><u>Knowledge:</u> <u>God:</u> Know that: -Christians believe in God, and they find out about God in the Bible. -Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. -Christians worship God and try to live in ways that please him.</p>	<p><u>Knowledge:</u></p>	<p><u>Knowledge:</u> <u>God:</u> Know that: -Christians believe God is Trinity: Father, Son and Holy Spirit. -Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. -Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. -Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p>	<p><u>Knowledge:</u></p>	<p>and how Christians behave in their whole lives, their church communities and in the wider world.</p> <p><u>Knowledge:</u></p>	<p>interpret biblical texts, showing awareness of different interpretations. -Be able to evaluate the contribution of some saints.</p> <p><u>Knowledge:</u> <u>God:</u> Know that: -Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. -Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace. -Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. - Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. -Christians believe</p>
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	<u>Incarnation:</u> Know that: -Christians believe God came to Earth in human form as Jesus. -Christians believe Jesus came to show that all people are precious and special to God.	<u>Incarnation:</u> -Recognise and recall stories connected with Harvest and Christmas	<u>Incarnation:</u> Know that: -Christians believe that Jesus is God and that he was born as a baby in Bethlehem. -The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). -Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.	<u>Incarnation:</u> -Identify some features of religion and suggest meanings for symbols -Make links between Jesus and our guiding lights. Know that: -Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. - Christians believe the Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. -Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. -Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	<u>Incarnation:</u> -Know that Mary is considered to be the mother of Jesus and that God was his father, although Mary was married to Joseph -Know the key events from Luke's gospel that involve Mary; -Know that different denominations vary in their treatment of Mary.	<u>Incarnation:</u> Know that: -Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.	<u>Incarnation:</u> Know that: -Jesus was Jewish. -Christians believe Jesus is God in the flesh. -Christians believe that Jesus' birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. -The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. -Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah). -Christians see Jesus as their Saviour.
	<u>Creation:</u> Know that - Christians believe	<u>Creation:</u> Know that Christians believe:		<u>Creation and Fall:</u> Know that Christians believe:			<u>Creation and Fall:</u> Know that: -There is much debate

	<p>God made our wonderful world and so we should look after it.</p>	<p>-God created the universe. -The Earth and everything in it are important to God. -God has a unique relationship with human beings as their Creator and Sustainer. -Humans should care for the world because it belongs to God.</p>		<p>-God the Creator cares for the creation, including human beings. -As human beings are part of God's good creation, they do best when they listen to God. -The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). -This means that humans cannot get close to God without God's help. -The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. -Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>			<p>and some controversy around the relationship between the accounts of creation in Genesis and contemporary accounts. -These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? -There are many scientists throughout history and now who are Christians. -The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>
	<p>Salvation: Know that: -Christians remember Jesus' last week at Easter.</p>		<p>Salvation: Know that: -Easter is very important in the 'big story' of the Bible.</p>		<p>Salvation: Know that: -Christians see Holy Week as the culmination of Jesus'</p>		<p>Salvation: Know that: -Christians read the 'big story' of the Bible as pointing out the</p>

	<ul style="list-style-type: none"> -Jesus' name means 'He saves'. -Christians believe Jesus came to show God's love. -Christians try to show love to others. 		<p>Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <ul style="list-style-type: none"> -Christians believe Jesus builds a bridge between God and humans. -Christians believe Jesus rose from the dead, giving people hope of a new life. 		<p>earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> -The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. -Christians today trust that Jesus did rise from the dead, and so is still alive today. -Christians remember and celebrate Jesus' last week, death and resurrection 		<p>need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <ul style="list-style-type: none"> -The Gospels give accounts of Jesus' death and resurrection. -The New Testament says that Jesus' death was somehow 'for us'. -Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as
				<p><u>People of God:</u> Know that:</p> <ul style="list-style-type: none"> -The Old Testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God. -The People of God try to live in the way God wants, following his commands and worshipping him. -They believe he promises to stay with them and Bible stories show how God keeps his promises. -The Old Testament narrative explains that the People of God are meant to show the 		<p><u>People of God:</u> Know that:</p> <ul style="list-style-type: none"> -The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. -The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also 	

				<p>benefits of having a relationship with God and to attract all other nations to worshipping God.</p> <p>-Christians believe that, through Jesus, all people can become the People of God.</p>		<p>rescue people from slavery to sin.</p> <p>-Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>-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 salt and the light of the world.</p>	
		<p><u>Gospel:</u> Know that:</p> <p>-Christians believe Jesus brings good news for all people.</p> <p>-For Christians, this good news includes being loved by God and being forgiven for bad things.</p> <p>-Christians believe Jesus is a friend to the poor and friendless.</p> <p>-Christians believe Jesus' teachings make people think hard about how to live and show them</p>			<p><u>Gospel:</u> Know that:</p> <p>-Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p> <p>-Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</p> <p>-Christians believe Jesus' life shows what it means to love God</p>	<p><u>Gospel:</u> Know that:</p> <p>-Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>-Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus'</p>	

		the right way.			<p>(his Father) and love your neighbour.</p> <p>-Christians try to be like Jesus – they want to know him better and better.</p> <p>-Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>values favour serving the weak and vulnerable, not making people comfortable.</p> <p>-Christians believe that Jesus' good news not only transforms lives now, but also points towards a restored, transformed life in the future.</p> <p>-Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>	
				<p><u>Kingdom of God:</u></p> <p>Know that:</p> <p>Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)</p> <p>-Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit,</p>	<p><u>Kingdom of God</u></p> <p>-Know the correct terms for different types of prayer and can identify those types in written or spoken prayers.</p> <p>-Know at least three tales from the bible and describe the impact that prayer has in these accounts and link them to some modern examples.</p> <p>-Know the significance</p>	<p><u>Kingdom of God:</u></p> <p>Know that:</p> <p>-Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>-The parables suggest that there will be a future</p>	<p><u>Kingdom of God:</u></p> <p>-Know the story of Stephen, the first Christian martyr and know a range of other saints; they will know some reasons why people may be called saints and evaluate their contribution</p> <p>-Know about any local saints</p> <p>-Know that people are still beatified today</p>

				<p>if they let him.</p> <p>-Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>-Christians celebrate Pentecost, as the beginning of the Church.</p> <p>-Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>of prayer in the lives of historic and contemporary Christians and make some comparisons with prayer in other faiths.</p> <p>-Know that not everyone prays or believes that prayer has any value.</p>	<p>Kingdom, where God's reign will be complete.</p> <p>-The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>-Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>and be able to name some modern day saints</p> <p>-Know that Jesus is not considered to be a saint, but the Son of God and know the difference.</p> <p>-Know that some other religions talk about saints and describe what that means for them.</p>
	<p><u>Vocab</u></p> <p>God</p> <p>Christians</p> <p>Church</p> <p>Harvest</p> <p>Christmas</p> <p>Easter</p> <p>Jesus</p> <p>Nativity</p>	<p><u>Vocab</u></p> <p>Parable</p> <p>Friendship</p> <p>Harvest</p> <p>Creation</p> <p>Good news</p>	<p><u>Vocab</u></p> <p>Gospels</p> <p>Advent</p> <p>Easter</p> <p>Holy Week</p> <p>Resurrection</p> <p>Salvation</p>	<p><u>Vocab</u></p> <p>Covenant</p> <p>Old Testament</p> <p>New Testament</p> <p>People of God</p> <p>Exodus</p> <p>Passover</p> <p>Trinity</p> <p>Ten commandments</p>	<p><u>Vocab</u></p> <p>Last Supper</p> <p>Resurrection</p> <p>Holy Week</p> <p>Salvation</p> <p>Disciples</p> <p>Fisher of men</p> <p>Pilgrimage</p> <p>Holy journey</p>	<p><u>Vocab</u></p> <p>Kingdom of God</p> <p>Parables</p> <p>Communion</p> <p>Mass</p> <p>Eucharist</p> <p>Lord's Supper</p> <p>The Passion</p> <p>Christ</p>	<p><u>Vocab</u></p> <p>Messiah</p> <p>Saviour</p> <p>Prophet</p> <p>Christ</p> <p>Anointed one</p> <p>Incarnation</p> <p>Salvation</p> <p>Evolution</p>
	<p><u>Remember:</u></p> <p>Christians believe God is the creator of the universe.</p>	<p><u>Remember:</u></p> <p>-Christians believe God created the world everything in it is important to God. Christians believe they should look after the world because God created it</p> <p>-The stories in the Bible have hidden</p>	<p><u>Remember:</u></p> <p>-Christians believe that Jesus is God.</p> <p>-Christians believe Jesus rose from the dead at Easter.</p>	<p><u>Remember:</u></p> <p>-Christian believe that God is Trinity.</p> <p>-Christians believe that Bible stories from the Old Testament show that God keeps his promises.</p> <p>-Christians believe that God is king of heaven and Earth</p>	<p><u>Remember:</u></p> <p>-Some Christians try to act out Jesus' teachings in their own lives to improve the world for everyone.</p> <p>-Christians believe they can use stories from the Old Testament to inform their understanding of the happenings in the</p>	<p><u>Remember:</u></p> <p>-Christians believe that Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>-Christians believe that some parables describe the kingdom of God</p>	<p><u>Remember:</u></p> <p>-Science and many Christians can have the same view of how the universe was created.</p> <p>-Christians believe that Jesus' death and resurrection heals the rift caused between God and humans at the Fall.</p>

		messages inside.			New Testament.	-The story of Moses and the Exodus has parallels with Jesus death and resurrection.	
		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Judaism		<u>Skills</u> -Recognise a synagogue. -Identify the key features of a synagogue and how they are used -Describe the key features of Sukkot. -Recognise which of the stories from the Old Testament they have heard have a religious significance. -Will be able to say one thing that they or others have learnt from the Old Testament story. -Identify and order key events from one of the Old Testament stories and talk about what they like or dislike about the	<u>Skills</u> -Recount some of the key events that demonstrate Moses and/ or Joshua's leadership skills. -Identify the key features of and differences and similarities between the Al- Hijra and Rosh Hashana festivals -Be able to talk about how and why the New Year is celebrated. -Be able to make the link between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story. <u>Knowledge</u> -Know the key leaders for Jews and Christians -Know that many	<u>Skills</u> -Recap the key events surrounding the Passover meal in Holy Week; washing the feet, sharing the bread and wine; the symbols as Jesus explains them and what the outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial crucifixion and resurrection. -Recap the central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angel of Death). <u>Knowledge</u> Know that: -The Old Testament		<u>Skills</u> -Make links between the story of Exodus and God's involvement in the lives of 'the People of God'. <u>Knowledge</u> Know that: -The Old Testament pieces together the story of the People of God -The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt;	<u>Skills</u> -Make links between different Old Testament texts and what Jewish people expected their Messiah to be like. <u>Knowledge</u> -Jesus was Jewish -The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like -Jewish people do not think Jesus is the Messiah.

		<p>story or the characters in the story.</p> <p>-Say something about how and why Jewish people can run the world.</p> <p><u>Knowledge</u></p> <p>Know that:</p> <p>-the 4 spices used in Sukkot are symbolic, but pupils may not remember all the details.</p> <p>-the basic stories of Cain and Abel and Noah and of the Exodus</p> <p>-Christmas is a Christian festival and that Sukkot is a Jewish festival</p> <p>-Jewish people do not celebrate Christmas.</p> <p>-know how the synagogue is important to Jewish people and compare it to a place that is special to them or others</p>	<p>religious leaders believe that they in turn are led by God</p> <p>-Know about the pillar of fire by night and the cloud by day as the people were led through the desert.</p> <p>-Know about the need for leaders to have followers and they will know the difference between leaders and followers.</p> <p>-Know the key events of the Exodus.</p> <p>-Know the story of the creation of Adam and Eve and the sacrifice of Isaac.</p> <p>-Know the foods eaten by Jews at Rosh Hashanah and their significance and the significance of the Shofar.</p> <p>-know that the New Year celebrated in the UK is not a religious festival</p> <p>-Know the stories of Zacchaeus and Joseph, highlighting the parts of the story that show change in the characters and meant</p>	<p>tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.</p> <p>-The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>-The People of God believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>-Why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today.</p>			
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			<p>to inspire change in the listener or reader</p> <p>-Know reasons why Christians and Jews still read these stories and what they might learn from them.</p> <p>-Know why stories change people and whether all stories should have that aim</p> <p>-Know what makes Moses/Joshua a good leader</p> <p>-Know the key rules, rituals and practices associated with the Jewish Shabbat.</p> <p>-Know the key features of the Shabbat meal and the main artefacts associated with it.</p> <p>-Know why Shabbat is important for Jews.</p>				
		Vocab Old Testament New Testament Exodus Sukkot Synagogue Torah Ark Torah scrolls	Vocab Judaism Rabbi Ten Commandments Rosh Hashanah Shabbat Sabbath Synagogue	Vocab Passover Hebrew Israelites Slavery		Vocab Freedom Salvation Children of Israel Covenant Justice Exodus	Vocab Rescuer Messiah Anointed one Saviour Prophecies People of God

		Remember: -A synagogue is a Jewish place of worship -Sukkot is a Jewish harvest festival -There are stories about Jewish people in the Old Testament – in the Jewish Torah.	Remember: -key events of the Exodus -Shabbat and Rosh Hashanah are important celebrations for Jewish people.	Remember: -Compare the Jewish Passover meal to the Last Supper. -Use stories from the Old Testament to see how God always keeps his promises.		Remember: -The stories from the old testament piece together the story of the People of God	Remember: -Texts from the Old Testament can be used as evidence for the advent of a Messiah figure.
		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hinduism	Skills -Recognise that people can celebrate New Year in different ways, at different times and for different reasons. Knowledge -Know that Diwali is the Hindu festival of lights.			Skills -Can give simple definitions of Dharma, Karma, Moksha and Samsara. Knowledge -Know the concepts of Dharma, Karma, Moksha, and Samsara -Know the impact that these concepts have on the life of many Hindus -Know the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life.	Skills -Can list some of the symbols that are used for God – e.g. salt water, incense, pomegranate and aum/om. -Recall the names of Brahma, Vishnu and Shiva and their consorts and the characteristics of these deities -Compare the differences between a pilgrimage and a holiday. Knowledge -Know the key stories		Skills: -Comment on the impact of clothing choices on the local community -Use appropriate examples to support their ideas and opinions. Knowledge: -Know some of the ways in which Hindus express their beliefs, both with regards to clothing and behaviour. -Know about the historical connections between clothing and identity, religious or otherwise.

					<p>connected with the murtis (e.g. how Ganesh got his elephant head, Krishna and the butter, the creation of the Ganges) and what Hindus learn about God from the stories</p> <p>-Know that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions.</p> <p>-Know about a range of places of pilgrimage for Christianity and Hinduism</p> <p>-Know a range of reasons why people may choose to participate in a pilgrimage and describe the impact that the journey might have on a participant.</p> <p>-Know the correct terms for different types of prayer and can identify those types in written or spoken prayers.</p>		
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					<p>-Know the significance of prayer in the lives of historic and contemporary Christians and make some comparisons with prayer in other faiths.</p> <p>-Know that not everyone prays or believes that prayer has any value.</p>		
	Vocab New Year Diwali Festival of lights			Vocab Dharma Karma Moksha	Vocab Prayer Pilgrimage Deity Aum/ om Murtis		Vocab Dhoti Sari Dhoti kurta
	Remember: -Diwali is the Hindu festival of lights			Remember: -Concepts of Dharma, Karma, Moksha, and Samsara -5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life.	Remember: -The importance of murtis to Hindus. -The difference between a holiday and a pilgrimage.		Remember: -Ways in which Hindus express their beliefs, both with regards to clothing and behaviour.
		Key Stage 1		Key Stage 2			
National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Islam							
	Skills -Be able to recognise that followers of Islam are called Muslims		Skills: -Identify the key features of and differences and similarities between			Skills -Be able to link some Qur'anic teaching to Muslim practice. -Identify the key	Skills: -Comment on the impact of clothing choices on the local community

	<p><u>Knowledge</u> -know that Eid is a time when Muslims celebrate the end of Ramadan</p>		<p>the Al- Hijra and Rosh Hashana festivals.</p> <p><u>Knowledge:</u> -know the name of the Islamic New Year celebrations</p>			<p>features of a mosque.</p> <p>-Compare the key differences that they might find between a mosque and a church or a synagogue or a mandir.</p> <p>-Be able to give reasons for the key features of a mosque, referring to Islamic teaching where appropriate.</p> <p><u>Knowledge:</u> -Know that people who learn the Qur'an by heart are called Hafiz</p> <p>-Know that the Hadith is a different text, with different intentions and treated differently.</p> <p>-Know how the Qur'an is treated and some of the key teachings.</p> <p>-Recognise the impact of the Qur'an on Muslim life.</p> <p>-Know how a mosque is used by Muslims.</p> <p>-know that the term Ummah applies to all Muslims and refers to</p>	<p><u>Knowledge:</u> -Know some of the ways in which Muslims express their beliefs, both with regards to clothing and behaviour.</p> <p>-Know about the historical connections between clothing and identity, religious or otherwise.</p>
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						the unity of Islam	
	Vocab Eid Ramadan Islam Muslims		Vocab Al-Hijra Muharram Prophet Muhammad Ramadan Muslim			Vocab Qu'ran Prophet Muhammad Hafiz Mosque Ummah	Vocab Prophet Muhammad Thawb Hijab Qu'ran
	Remember: -Eid is the Islamic celebration of the end of Ramadan.		Remember: -Al-Hijra is the Islamic festival of the new year.			Remember: -Key features of a mosque -How Muslims treat the Qu'ran	Remember: -Ways in which Muslims express their beliefs, both with regards to clothing and behaviour.
Sikhism/ other faiths	Skills: -Be able to recognise some symbols of Chinese New Year (e.g. dragons and fireworks). Knowledge: -know that Chinese New year is celebrated at a different time from our new year (1 st Jan) and changes every year.		Skills: -Identify the key features of and differences and similarities between the Al- Hijra and Rosh Hashana and Baisakhi New Year festivals. Knowledge: -know the name of the Sikh New Year celebrations				Skills: -Comment on the impact of clothing choices on the local community Knowledge: -Know the names of the 5Ks, their significance in terms of symbolic and practical application. -Know whether there are Sikh beliefs that cannot be expressed in clothing and they will know some of the ways in which other faiths express their beliefs, both with

							<p>regards to clothing and behaviour.</p> <p>-Know about the historical connections between clothing and identity, religious or otherwise.</p>
	Vocab Chinese New Year Dragons Light Fire works		Vocab Baisakhi Vaisakhi				Vocab Kesh Khanga Kara Kirpan Kachera 5K
	Remember: -Chinese New Year is a big celebration that takes place on a different day from 1 st January.		Remember: -V/Baisakhi is the Sikh new year festival.				Remember: -The names and significance of the 5Ks. -Sikhs express their beliefs in other ways as well as through clothing.
Spirituality / reflection	Skills -Able to sit quietly for a short amount of time. -Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement. -Use nature walks to encourage reflection -Share thoughts and feelings and ideas in class discussions on	Skills - Able to sit quietly for a short amount of time. -begin to listen to the viewpoints of others. -Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement -respond to different sources	Skills -Able to sit quietly. -able to listen to the points of view of others -able to reflect on the views of others. -Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement -respond to different sources with thoughts feelings and ideas.	Skills -Able to sit quietly. -able to listen carefully to others - sharing feelings and opinions through discussions and stories. -able to reflect thoughtfully on the input of others. -Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or	Skills -Able to sit quietly. -able to listen carefully to others - sharing feelings and opinions through discussions and stories. - Express personal beliefs and compare views with others. -able to reflect thoughtfully on the input of others. -Reflect upon the world around them and show a sense of	Skills Able to sit quietly. -able to listen carefully to others - sharing feelings and opinions through discussions and stories. - Express personal beliefs and compare views with others. -able to reflect thoughtfully on the input of others. -Reflect upon the world around them and show a sense of	Skills Able to sit quietly. -able to listen carefully to others - sharing feelings and opinions through discussions and stories. - Express personal beliefs and compare views with others. -able to reflect thoughtfully on the input of others. -Reflect upon the world around them and show a sense of

	<p>everyday experiences</p> <ul style="list-style-type: none"> -mindfulness -Experience a range of stories, music, art, drama and dance <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that you can have thoughts and feelings inside. -Get to know more about yourself through exploratory play and learning. 	<p>with thoughts feelings and ideas.</p> <ul style="list-style-type: none"> -Use trips to encourage reflection. -Use nature walks to encourage reflection -mindfulness -Experience a range of stories, music, art, drama and dance <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that everyone has their own thoughts and feelings that should be respected. -know that there is much in the world to wonder at. 	<ul style="list-style-type: none"> -Use trips to encourage reflection. -Use nature walks to encourage reflection -mindfulness -Experience a range of stories, music, art, drama and dance -begin to self-reflect. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that everyone has their own thoughts and feelings that should be respected. -know that there is much in the world to wonder at. - 	<p>human achievement</p> <ul style="list-style-type: none"> -respond to different stimuli with thoughts, feelings, ideas. -Use trips to encourage reflection. -Use nature walks to encourage reflection -mindfulness -Experience a range of stories, music, art, drama and dance -Begin to delve into the wonders of the world – human and natural. -begin to self-reflect <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that everyone has their own thoughts and feelings that should be respected. -know that there is much in the world to wonder at -know that the classroom is a place to share thoughts and ideas with no judgement. 	<p>awe and wonder towards aspects of the natural world or human achievement</p> <ul style="list-style-type: none"> -respond to different stimuli with thoughts, feelings, ideas. -Use trips to encourage reflection. -Use nature walks to encourage reflection -mindfulness -Experience a range of stories, music, art, drama and dance -able to reflect on texts/quotes/pictures. -Reflect on the situations of others through role play, stories. -Begin to delve into the wonders of the world – human and natural. -continue to develop self-reflection skills. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that everyone has their own thoughts and feelings that should be respected. -know that there is much in the world to wonder at -know that the classroom is a place to share thoughts and ideas with no 	<p>awe and wonder towards aspects of the natural world or human achievement</p> <ul style="list-style-type: none"> -respond to different stimuli with thoughts, feelings, ideas. -Use trips to encourage reflection. -Use nature walks to encourage reflection -mindfulness -Experience a range of stories, music, art, drama and dance -able to reflect on texts/quotes/pictures. -Reflect on the situations of others through role play, stories. -Begin to delve into the wonders of the world – human and natural. -begin to self-reflect -begin to recognise what personally ‘works for you’ in a spiritual sense. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that everyone has their own thoughts and feelings that should be respected. -know that there is much in the world to wonder at -know that the classroom is a place to 	<p>awe and wonder towards aspects of the natural world or human achievement</p> <ul style="list-style-type: none"> -respond to different stimuli with thoughts, feelings, ideas. -Use trips to encourage reflection. -Use nature walks to encourage reflection -mindfulness -Experience a range of stories, music, art, drama and dance -able to reflect on texts/quotes/pictures. -Reflect on the situations of others through role play, stories. -Begin to delve into the wonders of the world – human and natural. -Develop the ability to self-reflect. -begin to recognise what personally ‘works for you’ in a spiritual sense. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -know that everyone has their own thoughts and feelings that should be respected. -know that there is much in the world to wonder at -know that the
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					judgement.	share thoughts and ideas with no judgement.	classroom is a place to share thoughts and ideas with no judgement. -Begin to develop their own system of beliefs which may or may not include religious beliefs.
	Vocab Listen Feelings Share Awe and wonder Wow! Stillness Silence	Vocab Thoughts Share Reflection Awe and wonder Care for nature Care for living things Wanting to love Wanting to be loved	Vocab Open Reflection Awe and wonder Curiosity Delight Self-awareness Imagination Self/ inner self	Vocab Openminded Personal experience Awe and wonder Natural world/ human achievement Reflect Meditate Creativity Self-belief	Vocab Thoughtful Awe and wonder Meditate Empathy Inner strength Stillness Silence Perception	Vocab Reflection Awe and wonder Personal growth System of beliefs Meditate Depth Stillness Silence	Vocab Consideration Reflection Soul Awe and wonder Sacred Empathise Self-aware Concept of beyond
	<u>Remember:</u> Recognise that everyone can have different thoughts and ideas.	<u>Remember:</u> Respect the views and ideas of others.	<u>Remember:</u> Begin to be able to self-reflect.	<u>Remember:</u> Develop self-reflection skills.	<u>Remember:</u> Express personal beliefs and compare views with others.	<u>Remember:</u> Begin to recognise what personally 'works for you' in a spiritual sense.	<u>Remember:</u> Begin to develop their own system of beliefs which may or may not include religious beliefs.