



Religious Education Curriculum

Bosley Primary School

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Curriculum Overview

- Our mixed-age classes necessitates that we organise our curriculum in a different way to that laid out in the National Curriculum. We have created a rolling programme based on the year-groups in each class. The length of the programme is as follows:
 - **Blossom Class** (EYFS and Year 1): One year rolling programme with differing content so that children learn something new each year.
 - **Willow Class** (Year 2 and Year 3): Two year rolling programme
 - **Oak Class** (Year 4, Year 5 and Year 6): Three year rolling programme
- Teaching a rolling programme in mixed age classes means that some children will encounter a science objective outside of the year of study. We are comfortable that there is enough difference in content for children to learn something new every year. Further, where children encounter objectives out of year group, the work will be suitably differentiated for them to apply their prior knowledge. Finally, by the end of the key stage, children will have completed the programme of study and will therefore be prepared for the next stage in their learning.
- This document contains the following sections:
 - **Rolling RE Programme** detailing what is taught in each year of the cycle.
 - **RE Programme of Study** listing the key knowledge, skills and vocabulary pupils should encounter during each topic.
 - **Progression in Religious Education** demonstrates how knowledge and skills are built sequentially throughout the curriculum.

Rolling Religious Education Programme

Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blossom	What makes people special?	What do religious people learn from stories?	How do celebrations bring people together	Why is Easter special?	Why do Christians go to church?	Why should we look after the world?
Willow	What makes stories important?	What do the magi teach Christians about Jesus?	Why is Abraham important to Jews and Christians?	Why did Moses not want to do what God asked?	Who leads a religious community?	How do people welcome babies?
Oak	Why is Rama important to all Hindus?	What is truth?	What do Muslims believe about the Qur'an?	Does worship make people happy?	What do people believe about the origins of the world?	Is life a journey?

Year B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blossom	What do people believe about God?	What does the nativity tell Christians about Jesus?	How do people decide what is right and wrong?	What happens in church at Easter?	What do Christians mean by the word "church"?	Why is going to the synagogue important to Jews?
Willow	What do others believe about God?	Why do Christians call Jesus 'saviour'?	Why is Muhammed (pbuh) important to British Muslims?	Why do Christians believe God rescued people?	Are you a Christian if you don't go to church?	How and why do Jews celebrate?
Oak	How do beliefs shape people's lives?	Why do Christians say 'Father, Son and Holy Spirit'?	Is Muhammed (pbuh) important to all Muslims?	Where do we get our beliefs from?	Is it always right to give to charity?	How does having a worldview affect the way we care for the planet?

Year C

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blossom						
Willow						
Oak	How have beliefs about God changed over time?	How does the Bible describe Jesus as the Messiah?	What does it mean to be a Muslim in the UK today?	What difference does the resurrection make for Christians?	How do beliefs shape a person's identity?	Are heroes saints?

Blossom Class - Religious Education Programme of Study

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	What makes people special?	What do religious people learn from stories?	How do celebrations bring people together?	Why is Easter special?	Why do Christians go to church?	Why should we look after the world?
Year B	What do people believe about God?	What does the nativity tell Christians about Jesus?	How do people decide what is right and wrong?	What happens in church at Easter?	What do Christians mean by the word "church"?	Why is going to the synagogue important to Jews?

What makes people special?

Class	Blossom	Thread	Belonging
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Big Questions	<ul style="list-style-type: none"> Why are people special? Why am I special? How did my family get ready to welcome me? How has school welcomed me? How do Christians have special ways of welcoming babies? What does it mean to be religious?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Talk about how Christians describe God Talk about some things that Christians do in church 	<ul style="list-style-type: none"> Talk about how there are different ways people welcome a new baby. Begin to show curiosity and ask questions about birth rites of passage including Christian baptism. 	<ul style="list-style-type: none"> God creator creation Incarnation Belonging Respect all Baptism Church of England welcome
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	

What do religious people learn from stories?

Class	Blossom	Thread	Belonging
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Big Questions	<ul style="list-style-type: none"> Why do Christians perform special nativity plays at Christmas?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Talk about who Christians say Jesus is Explain the Bible is the Christian's holy book. Retell a few key aspects of the Christmas story Talk about some things Christians do in church Begin to show curiosity and ask questions about Christian stories. 	<ul style="list-style-type: none"> Learn key elements of the Christmas story. Identify reasons why Christians perform nativity plays at Christmas. Understand Jesus is a special kind of king to Christians. 	<ul style="list-style-type: none"> Christmas Incarnation Bible Gospels nativity
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	

How do celebrations bring people together?

Class	Blossom	Thread	Belonging
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Big Questions	<ul style="list-style-type: none"> How do people describe God? How do Christians describe God?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Talk about how Christians describe God e.g., as creator, king, shepherd Understand that the Bible tells stories that help Christians think about God & Jesus. Begin to show curiosity and ask questions about Christian stories. 	<ul style="list-style-type: none"> Simple understanding of what God is like for many people Talk about some believe in God some do not Learn key elements of a Bible story with God in. Identify what Christians believe God is like Understand God is like a shepherd who goes after those who are lost. 	<ul style="list-style-type: none"> God Holy book Belief Rescue Allah Brahman Shepherd lost
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	

Why is Easter special?

Class	Blossom	Thread	Celebration
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Big Questions	<ul style="list-style-type: none"> Which times are special for Christians?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Retell a few key aspects of the Easter story Understand that the Bible tells stories that help Christians think about God & Jesus. Begin to show curiosity and ask questions about Christian stories. 	<ul style="list-style-type: none"> Talk about how Christians celebrate. Discuss how I celebrate a special event. 	<ul style="list-style-type: none"> Resurrection Easter Good Friday Jesus New life
<p>Early Learning Goal: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters</p> <p><u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	

Why do Christians go to church?

Class	Blossom	Thread	World Personal Belief & Belonging
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Big Questions	<ul style="list-style-type: none"> • Why do Christians go to church? • Why is the church special for Christians? • Why are other places special for believers?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain the Bible is the Christian's holy book. • Talk about some things Christians do in church. • Begin to show curiosity and ask questions. 	<ul style="list-style-type: none"> • Talk about how Christians meet in a special place called a church. • Discuss what happens in different churches & in other places of worship 	<ul style="list-style-type: none"> • Church • Mandir • Gurdwara • Synagogue • bible
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	

Why should we look after the world?

Class	Blossom	Thread	World Personal Belief & Belonging
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Big Questions	<ul style="list-style-type: none"> How do Christians, Jews & Muslims say we should look after the world?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Talk about how Christians describe God 	<ul style="list-style-type: none"> Talk about the Christian, Jewish, Muslim view of creation. Understand we need to care for the world Retell the creation story and understand that the world is being spoilt and it is our responsibility to look after it 	<ul style="list-style-type: none"> Creation Muslim Jew Christian
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	

What do people believe about God?

Class	Blossom	Thread	God, the World and self
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Big Questions	<ul style="list-style-type: none"> • How do people describe God? • What do Christians believe about God? • What does the Bible say about creation? • What do Jews & Christians believe about creation?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Describe some of what happens at the synagogue & why Shabbat is important to Jews. • Talk about stories in the Bible that describe what God is like for Christians & Jews 	<ul style="list-style-type: none"> • Talk about how some believe in God. • Recall/Retell a Bible/Torah story that describes God. • Identify how Christians & Jews & others believe God is the creator. • Explain Christians hold harvest festivals to say thank you to God for creation. • Explain why Jews rest on the 7th day and call it Shabbat. 	<ul style="list-style-type: none"> • God • creation • Holy book • Torah • Bible • Shabbat • Sabbath • Harvest • Judaism • Jew • King
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	

What does the nativity tell Christians about Jesus?

Class	Blossom	Thread	Belonging and Celebration
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Big Questions	<ul style="list-style-type: none"> • How and why do people celebrate Christmas? • How do Christians celebrate Christmas? • What can we learn that Christians believe about Jesus from the nativity story?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Recall the main events from the Christmas Bible stories linking these stories with Christianity. • Identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them • Talk about who Christians say Jesus is 	<ul style="list-style-type: none"> • Recall the main events from 3 aspects of the Christmas Bible story linking these stories with Christianity. • Talk about who Christians say Jesus is • Begin to show curiosity and ask questions about the Christmas story. 	<ul style="list-style-type: none"> • Christmas • Christian • Saviour • Angel • Magi • Christingle
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	

How do people decide what is right and wrong?

Class	Blossom	Thread	Personal Belief. Marking life's journey
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Big Questions	<ul style="list-style-type: none"> How do people decide what is right & wrong?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. Begin to talk thoughtfully with respect to a range of spiritual questions i.e. How do people decide what is right and wrong? 	<ul style="list-style-type: none"> Talk about what it means to do right & do wrong. Explain how we know what to do Suggest what it means for a person to make a choice. Offer ways to look after God's creation 	<ul style="list-style-type: none"> Right Wrong Lie Truth Holy book God Allah
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	

What happens in church at Easter?

Class	Blossom	Thread	Belonging, Celebration
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Big Questions	<ul style="list-style-type: none"> • What happened when Jesus went to Jerusalem? • How do Christians celebrate Easter in church? At home? • What happens in church at Easter? • Why was the empty tomb good news for Christians?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Recall and order the five key events that happened during Jesus' last week on earth • Identify at least four aspects of how Christians celebrate Easter explaining why each aspect may be important to them 	<ul style="list-style-type: none"> • Retell the Easter story. • Describe what happened when Jesus went to Jerusalem. • Explore modern Easter customs. 	<ul style="list-style-type: none"> • Church • Palm Sunday • Sacrifice • Communion • Eucharist • Cross • Easter • prophecy
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	

What do Christians mean by the word 'church'?

Class	Blossom	Thread	Belonging
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Big Questions	<ul style="list-style-type: none"> • What does it mean when someone belongs to a Christian community? • What do Christians mean by the word 'church'? • Belonging to other groups?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. • Describe at least three things a minister/church leader might do. 	<ul style="list-style-type: none"> • Talk about what it means to belong. • Explain the word 'church' • Suggest what to means for a Christian to belong to a church. 	<ul style="list-style-type: none"> • Church • Community • Cross • Bible • Worship • Vicar • Leader • pastor
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	

Why is going to the synagogue important to Jews?

Class	Blossom	Thread	Belonging
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Big Questions	<ul style="list-style-type: none"> • What can we find about Judaism by exploring a synagogue? • Why is going to synagogue important to Jews? • What is the role of the rabbi? • Is it similar or different to other leaders of religious/non-religious worldviews?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives. • Describe some of what happens at the synagogue. • Describe at least 3 things a rabbi might do. 	<ul style="list-style-type: none"> • Recall the main activities that take place in a synagogue. • Talk about how synagogues started historically. • Begin to show curiosity and ask questions about the role of the rabbi and different types of synagogues. • Label and know what areas of the synagogue are called and explain some key features. 	<ul style="list-style-type: none"> • ark, • tallit - prayer shawl, • Torah, • Yad, • Bimah, • ner tamid (eternal light), • mezuzah, • house of prayer.
<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	

Willow Class - Religious Education Programme of Study

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	What makes stories important?	What do the magi teach Christians about Jesus?	Why is Abraham important to Jews and Christians?	Why did Moses not want to do what God asked?	Who leads a religious community?	How do people welcome babies?
Year B	What do others believe about God?	Why do Christians call Jesus 'saviour'?	Why is Muhammed (pbuh) important to British Muslims?	Why do Christians believe God rescued people?	Are you a Christian if you don't go to church?	How and why do Jews celebrate?

What makes stories important?

Class	Willow	Thread	Authority, Personal belief
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Big Questions	<ul style="list-style-type: none"> • What makes stories important to us? • What is a sacred text? • Why is the Bible important to Christians? • What is the most important teaching of Jesus? • What questions do religious stories/ideas make us ask?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain the Bible is a Christian's holy book and identify different kinds of genre /writing 	<ul style="list-style-type: none"> • Explain what the word 'holy' might mean, (ie set apart, sacred, related to God). • Identify a few different styles of writing in the Bible eg poems, letters, songs, stories. • Sort types and styles of Biblical writing into groups. • Evaluate 2 key teachings/stories studied from the Bible and explain why they may be important to Christians, eg Moses, 2 most important commandments; Lost sheep, Good Samaritan. 	<ul style="list-style-type: none"> • Sacred Text • Bible • Jesus • Religious • Christians • Letters • Poetry • History • Prophecy • gospels, • song

What do the magi teach Christians about Jesus?

Class	Willow	Thread	Authority, Personal Belief
Big Questions	<ul style="list-style-type: none"> • What does the visit of the magi from the East teach Christians about Jesus? • What questions might the story of Christmas make you ask? • How would we answer the questions? 		

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Recall the main events from the Christmas Bible stories linking these stories with Christianity. • Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them. • Talk about who Christians say Jesus is e.g. called the Son of God; God made man 	<ul style="list-style-type: none"> • Retell the Christmas story by putting six main events in order to show what happened on the first Christmas eg using pictures. • Describe key things Christians learn about Jesus from the story studied. • Make links to main ideas from the story. Describe a few ways about how Jesus' birthday is celebrated at Christmas time and refer to the story. • Raise questions about what people believe about Jesus eg God made man, messiah, saviour). • Identify 4 ways Christians might celebrate Jesus' birth at Christmas referring back to the story. 	<ul style="list-style-type: none"> • Magi • Angels • Son of God /Son of Man • Christmas • Incarnation

Why is Abraham important to Jews and Christians?

Class	Willow	Thread	Authority
Big Questions	<ul style="list-style-type: none"> • Why is Abraham important to Jews and Christians? • What can we learn about God from Abraham's story? 		

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain why Abraham is important to both Jews and Christians • Begin to show curiosity and ask questions about at least three Christian and three Jewish stories. • Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. 	<ul style="list-style-type: none"> • Order correctly the 6 key events of Abraham's life (<i>God told Abraham to leave his town and go to Canaan. God promised to make a great nation from Abraham. God promises to bless Abraham and make him great. Abraham took his wife and their family and travelled to Canaan. Canaan is now Israel today</i>) • Explain simply how God made a covenant with him using promises. Refer to at least 2 parts of the story. • Understand Abraham was the first father of the Jewish nation (Israelite nation) after the flood. Raise some simple questions. 	<ul style="list-style-type: none"> • Covenant • Abraham • Abram

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> Identify that Christians also believe that Abraham was a spiritual father. Raise relevant questions using who, what, where, when how and why about Abraham stories. Suggest suitable answers. Recognise and talk thoughtfully about values of different characters in all the stories. 	

Why did Moses not want to do what God asked?

Class	Willow	Thread	Personal belief
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Big Questions	<ul style="list-style-type: none"> Why do some people choose to obey God? Why did some people not want to obey God? Why did Moses not want to do what God asked of him?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Recall the main events from the Easter Bible stories linking these stories with Christianity. Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them. Identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal. Begin to show curiosity and ask questions about at least three Christian and three Jewish stories. Explain three reasons why Moses found it difficult to obey God. 	<ul style="list-style-type: none"> Raise relevant questions using who, what, where, when, how and why about Moses & Easter stories. Suggest suitable answers. Explain 3 reasons why Moses found it difficult to obey God. Recognise and talk thoughtfully about values of different characters in all the stories. Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them. Identify 4 ways Christians might celebrate Jesus' death and resurrection at Easter referring back to the story, eg Easter gardens, palm crosses, eggs. 	<ul style="list-style-type: none"> Moses Covenant Pillar slavery Pharaoh Plaque Bulrushes Leader Idolatry Passover Commandments Shema Exodus Freedom Jewish Christians Torah Egypt Easter Resurrection Pilate Jesus Cross

Who leads a religious community?

Class	Willow	Thread	Authority
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Big Questions	<ul style="list-style-type: none"> • Who leads a Christian community? • Who can lead a Jewish community? • Do people follow other religious/ non-religious leaders? Why? • How do different Christian/Jewish communities use artefacts?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Describe at least 3 things a minister /church leader might do. • Describe at least 3 things a rabbi might do. 	<ul style="list-style-type: none"> • Identify the importance of a rabbi's role for Jews and can name some of the clothing they might wear. • Describe at least 3 things a rabbi might do. Identify what a minister/church leader is, explain reasons for their choice & can name some of the clothing some ministers might/might not wear all the time or sometimes. Eg dog collar • Describe at least 3 things all minsters & church leaders have in common/do eg lead services, take weddings, funerals, preach a sermon/a talk, visit the sick • Compare & contrast with other leaders of communities eg Humanist celebrant. 	<ul style="list-style-type: none"> • Kippah • Mezuzah • Tefillin • Yad • Torah • Bible • Chalice • Paten Cross • Communion cup • Priest • Minister • Rabbi • Pastor • Leader • Humanism • Judaism • Christianity

How do people welcome babies?

Class	Willow	Thread	Belonging
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Big Questions	<ul style="list-style-type: none"> • How & why do people have special ways of welcoming babies? • What are the ways Humanists mark special events?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Identify at least 4 aspects of how Christians celebrate Baptism explaining why each event might be important to them. 	<ul style="list-style-type: none"> • Explain how some Christians use a font, candles, and promises to baptise babies. 	<ul style="list-style-type: none"> • Brit Malah • Baptism • Promises

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Describe at least 3 things a minister /church leader might do. Describe at least 3 things a rabbi might do. Raise & suggest answers in response to enquiries into religious/non-religious viewpoints & attempt to support answers with simple reasoning. 	<ul style="list-style-type: none"> Suggest why promises are made at baptisms to welcome babies into the Christian family. Describe at least 3 things Anglican ministers might do in the ceremony. Explain other Christians may have a dedication or naming ceremony to welcome a baby with no water or candles usually possibly only prayers and sometimes promises. Describe how Jews, Muslims & Humanists welcome babies. 	<ul style="list-style-type: none"> Covenant God Creator Godparents Prayers celebrate

What do others believe about God?

Class	Willow	Thread	God, the World and Self
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Big Questions
<ul style="list-style-type: none"> How do Christians use symbols to describe God? Why is the concept of God important to Jews Christians & Muslims? What do others believe about God? eg. humanists, Buddhists, Hindus. What do humanists say? Do they all agree? Does the idea of God make sense?

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> In brief explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. 	<ul style="list-style-type: none"> Investigate and use some of the words Christians use to describe God the Father, Son and Holy Spirit, eg. know God the father is known to Christians as the Creator. Talk about what is important to them. Explain what some Jews believe about Yahweh & Muslims believe about Allah. Know that Jesus' death gave Christians a way to have a new relationship with God (Fall). Describe at least 3 facts that Christians, Jews and Muslims believe about God. Identify a few difference and similarities between differing views. Describe what a humanist view might be and how it differs from a religious view of God. Debate the ideas and think about if the idea of God makes sense. Give different arguments. 	<ul style="list-style-type: none"> God Trinity Saviour Yahweh Allah Brahman Buddha Enlightenment Humanist Atheism Agnostic One Eternal omnipotent, omniscient,

Why do Christians call Jesus 'saviour'?

Class	Willow	Thread	Authority
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Big Questions	<ul style="list-style-type: none"> • Is there a right way to welcome a new baby? • How important is it to people that people that they re-enact the nativity every year? • Why do Christians call Jesus saviour at Christmas?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas • Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. • Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies. 	<ul style="list-style-type: none"> • Describe all the key events in a believer's baptism and in an infant baptism. <ul style="list-style-type: none"> o Explain the choices made for infants by their parents at baptism. • Explain the differences and similarities in the 2 baptisms. • Suggest reasons why different Christians have different baptisms and why each one might be important in a different way, eg. new life, fresh start, a public act of declaring a life belongs to God. • Using all the religions studied explain all the key facts about how Jews, Muslims & Christians welcome babies. Identify all differences & any similarities between them. Make links to non-religious ways of celebrating or welcoming a baby, eg. a Humanist naming ceremony. • Suggest your ideal ways of welcoming a baby and justify your viewpoint. • Make links with the Christmas story and several titles used to describe Jesus at Christmas time. • Explain why these titles are used by Christians and suggest what they might mean. • Understand that the story of Zacchaeus is about Jesus the saviour. 	<ul style="list-style-type: none"> • Infant baptism • Believers • Baptism • Christians • Prophecies • Isaiah • Saviour • Messiah • Anointed one • Hebrew Bible • Prophet • Mighty God • Prince of Peace • Emmanuel • Salvation • Zacchaeus • Sin • Humanist • Baptist

Why is Muhammed (pbuh) important to British Muslims?

Class	Willow	Thread	Religious worldviews
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Big Questions	<ul style="list-style-type: none"> • How do different Muslims express their different beliefs about God (Allah)? • What does it mean to be religious? • Why is Muhammad (PBUH) important to many Muslims in the UK?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain how Muslims describe Allah, • Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). • Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. 	<ul style="list-style-type: none"> • Explain what some Muslims believe about Allah. Describe at least 10 of the 99 names used for Allah explaining what characteristics they show. • Describe how the 99 names are used in worship. Make links with my own ideas about God. • Talk about the Prophet Muhammad (pbuh) and explain why he is important. to Muslims as the prophet of Allah. • Recall 5 key facts about Muhammad & the night of Power (see above). • Explain one aspect of life that Islam has influenced historically. 	<ul style="list-style-type: none"> • Muhammad • Jibril • Qur'an • Allah • Lailat al Qadr • Muslim • Islam • Prophet • Al-Khwarazmi

Why do Christians believe God rescued people?

Class	Willow	Thread	Marking life's journey
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Big Questions	<ul style="list-style-type: none"> • What can we learn about the resurrection from the arts? • What difference does believing in the resurrection make? • Why do Christians believe God rescued people? What do differing groups say? Can people come back to life? • Is there life after death?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, Explain with reference to the creative arts how God has a salvation plan for humans. 	<ul style="list-style-type: none"> • Examine resurrection in the arts over history. • Consider what most Christians believe about the resurrection and what difference that makes. • Examine why most Christians believe God sent Jesus as a saviour to rescue people. • Look at differences in opinion. • Consider what I believe about life after death. • Explain all the main details of the Easter resurrection story. 	<ul style="list-style-type: none"> • Resurrection • Life after death • Easter • Salvation • Easter • Good Friday • Forgiveness • Sin • Incarnation

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> • Explain by referring to the Biblical text at least 1- or 2- ways Christians believe in the resurrection. • Use art to explain the main beliefs in the resurrection using the correct vocabulary. 	

Are you a Christian if you don't go to church?

Class	Willow	Thread	God, the world and self; Authority

Big Questions	<ul style="list-style-type: none"> • How do Christian/ Humanist beliefs shape their identity? What do they do to show they belong? • How do communities differ? • Do all Christians need artefacts to worship God? • Are you a Christian if you don't go to church?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Describe and explain how Christians live their life as disciples. 	<ul style="list-style-type: none"> • Suggest what it means to a Christian to love God and to love their neighbour. Give illustrations. Include references to Bible teaching, eg. the two most important commandments, Zacchaeus-love & forgiveness stories. • Explain why the 'The Lord's Prayer' might be important to Christians and how it is used in daily prayer. • Explain why Pentecost is important to Christians. Make links to local and global communities. 	<ul style="list-style-type: none"> • Church • Discipleship • Community • New Testament • Pentecost • Artefacts • Holy Spirit • Baptism infant & believers

How and why do Jews celebrate?

Class	Willow	Thread	Belonging; Religious/non-religious worldview

Big Questions	<ul style="list-style-type: none"> • Are celebrations important to people? • Do all Jewish groups mark important events in the same way? • How and why do Jews celebrate? • Is belonging to a community important to all Jews/Humanists? • How and why is freedom linked to Passover?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> ● Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, ● Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews. ● Describe what Christians & Jews can learn about God from Old Testament stories 	<ul style="list-style-type: none"> ● Recall the events of a bar or bat mitzvah ● Explain why certain religions celebrate coming of age. ● Explain why Passover / Pesach is an important festival in the Jewish calendar. ● Recall the events of the Passover festival including the elements of the Seder plate. ● Explain how the Passover festival symbolises the Jewish ideas of freedom and the covenant with God. 	<ul style="list-style-type: none"> ● Bat Mitzvah ● Brit Milah ● Torah ● Tefillin ● Passover ● Freedom ● Exodus ● Moses ● Rescuer ● Sustainer ● Seder

Oak Class - Religious Education Programme of Study

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Why is Rama important to all Hindus?	What is truth?	What do Muslims believe about the Qur'an?	Does worship make people happy?	What do people believe about the origins of the world?	Is life a journey?
Year B	How do beliefs shape people's lives?	Why do Christians say 'Father, Son and Holy Spirit'?	Is Muhammed (pbuh) important to all Muslims?	Where do we get our beliefs from?	Is it always right to give to charity?	How does having a worldview affect the way we care for the planet?
Year C	How have beliefs about God changed over time?	How does the Bible describe Jesus as the Messiah?	What does it mean to be a Muslim in the UK today?	What difference does the resurrection make for Christians?	How do beliefs shape a person's identity?	Are heroes saints?

Why is Rama important to all Hindus?

Class	Oak	Thread	God the world and self
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Big Questions	<ul style="list-style-type: none"> • Is the idea of one God important in Hindu Dharma? • Why is Rama important to Hindus? • How & why do some Hindus celebrate? • Why is the idea of light & darkness important in other faiths? • Where do these ideas about come from?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Describe various forms of worship that happen in the Hindu Temple. • Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu. • Identify key Hindu symbols and explain their meaning, • Describe how and suggest why Hindus celebrate Diwali and Holi. 	<ul style="list-style-type: none"> • Describe various forms of worship that happen in the Hindu Temple and at home, including puja • Identify key Hindu symbols and their meaning • Outline some of the stories of Vishnu, Rama and Sita • Explain how the stories of Vishnu, Rama and Sita are significant for most Hindus 	<ul style="list-style-type: none"> • Swastika • Rama • Sita • Vishnu • Brahman • Puja • Diwali • Holi • Prahlad

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> Describe how some Hindus may celebrate Diwali and Holi Suggest why some Hindus may celebrate Diwali and Holi 	<ul style="list-style-type: none"> Durga Santana Dharma Sanskrit

What is truth?

Class	Oak	Thread	Authority
			Personal belief

Big Questions	<ul style="list-style-type: none"> What is truth? How does the Bible help Christians to live? What was important to some about the teaching of Jesus? Are sources for sacred texts reliable?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Explain using key texts, the Christian idea of the 'Kingdom of God' Explain how Christians seek to live to advance the Kingdom on earth. 	<ul style="list-style-type: none"> Talk about things in the Bible that make people ask questions about the Kingdom of God. Describe in detail two examples where the gospels encourage Christians to live as good news today. Suggest ways the actions of local Christians might further God's Kingdom on earth by linking beliefs and actions. Evaluate the impact they have locally. Suggest a number of meanings for parables about the Kingdom of God. Compare & contrast the good news of the kingdom in two stories studied with other Bible stories or teachings. 	<ul style="list-style-type: none"> Truth Bible Kingdom, of God Old testament New testament Beatitudes Sermon on Mount sources parable Lord's Prayer Temptations Confess Bhagavad Gita Vedas

What do Muslims believe about the Qur'an?

Class	Oak	Thread	Personal beliefs
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Big Questions	<ul style="list-style-type: none"> • Why is Muhammad (pbuh) important to Muslim people? • Why are there so many prophets in Islam? • What do Muslims believe about the origins and authority of the Qur'an? • What do Muslims believe about angels? • Why do Muslims believe that Allah is immanent? • How is this reflected in their daily life? • How do Muslims submit to Allah? • Why does Allah allow Muslims to do wrong? • Are Angels real? • Are we alone in the universe?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. • Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet. • Understand Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. • Describe three ways in which Muslim worship shows devotion to Allah referring to life at home and in the mosque. • Explain why the Qur'an is so important to Muslims. 	<ul style="list-style-type: none"> • Explain & describe how the Quran teaches the final prophet was Muhammad who received messages from divine revelation (angels) and the idea of risalah. • Explain Muslims believe Allah guides people through prophets, and they all taught the same message, (monotheism). Allah sent prophets to remind people who forgot the original message of tawhid (oneness of Allah) to turn away from sin. • Make links with the Prophets in the Bible and the Qur'an. • Explain: Muslim believes Allah is immanent ie Allah takes an active role in society and transcendent ie infallible, eternal, and outside of the world. • Understand that: Muslims believe the word of Allah found in the Qur'an helps them get to know and submit to him. • Muslims believe people can choose to follow Allah or choose to do wrong. Give examples. • Link the idea of belief in Allah as 'one' (tawhid) with the idea of the oneness in the Muslim community (Umma) referring to what happens in a mosque. 	<ul style="list-style-type: none"> • Risalah • Tawhid • Prophethood • Quran • Transcendent • Eternal • Shahada • Muhammad (pbuh) • Surah • Immanent • Salah • Opening: Al Fatihah • Bilal • Free will • Sunni • Shia • Jibril • revealed

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> • Explain the Qur'an is arranged in 114 surah (chapters); given by the angel Jibril to Mohammad in Arabic so it is read in Arabic and not translatable. • Explore how & why Muslims show respect for the Qur'an. • Explain obedience is a Muslims duty. • Know that Muhammad was the final revelation of Allah, and they are meant to follow his example eg fasting, prayer, Shahadah, kindness. • Give examples from stories about Muhammad and Qur'an. • Know Islam means submission to Allah. 	

Does worship make people happy?

Class	Oak	Thread	Worldview
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Big Questions	<ul style="list-style-type: none"> • How have religious/non-religious worldviews influenced art and music historically? Now? • How have expressions of worship changed over time? • Does worship make people happy? • What do humanists say makes you happy?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Identify ways Christians believe God is with them in hard times • Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation). • Identify diverse expressions of Christian worship can reinforce faith & belief. 	<ul style="list-style-type: none"> • Remember and retell using Christian stories how Christians view God • Describe what people can learn from Jesus' baptism story about how Christians view the different roles of God. Describe the roles of the Father, the Son and Holy Spirit. • Suggest how and why the Holy Spirit has become an influence in a Christian's understanding of God after the day of Pentecost. Explain how the Holy Spirit is viewed by Christians today • Describe how the Holy Spirit is involved in believers' and infant baptism. • Explore their own and others views on challenging questions about God. 	<ul style="list-style-type: none"> • Reconciliation • Sacrifice • Salvation • Worship • Trinity • Humanist • Islam • Iconography

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> ● Applying their own ideas about God thoughtfully and respectfully. Express religious beliefs in styles & words used by believers & suggest what they mean; ● Describe 3 examples where the Holy Spirit is expressed in symbolic form in art. ● Talk about some things that make people ask questions about God. ● Make links with the Easter story texts and what Christians do to celebrate at Easter. ● Describe and explain that Christians believe: God sent Jesus into the world to 'save his people from their sins'. (Sin was dealt with by Jesus in his death and resurrection). Jesus forgave all people even those that put him to death on the cross. That Jesus sacrificed his life to build a bridge between man and God and reconcile them to one another. By rising from the dead, he gives Christians a hope in a new life. Make links with the stories and Biblical text. ● Explain at least 3 different types of church and their styles of worship. ● Explain the differences and similarities between the communities studied and what they mean to those who belong there. ● Explain why believers think going to church is important. ● Give your own personal views of how worship may/may not be helpful to people and say why you think as you do. 	

What do people believe about the origins of the world?

Class	Oak	Thread	Authority
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Big Questions	<ul style="list-style-type: none"> Does Science prove Genesis is false?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. 	<ul style="list-style-type: none"> Talk about some of the differing ideas Christians might have about the origins of the world and explain why they hold their views. Identify what type of text some Christians might say Genesis 1 is. Suggest the purpose of Genesis 1 Suggest what Genesis 1 might mean, showing awareness of different interpretations. Explain why many Christians find science and faith go together. 	<ul style="list-style-type: none"> God Creation Big Bang Cosmology Metaphor Faith Science Evolution Atom Atheist Agnostic Christian

Is life a journey?

Class	Oak	Thread	
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Big Questions	<ul style="list-style-type: none"> What does pilgrimage teach religious people? Do non-religious people express similar ideas? What influences how religious /non-religious people live?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God. Compare & contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers. 	<ul style="list-style-type: none"> Compare and contrast the main events in Christian/Hindu/Muslim pilgrimages Explain 5 key reasons people might go on a pilgrimage. Consider how a pilgrimage might affect a person's faith. Give your own viewpoint on pilgrimage with reasons to justify your views 	<ul style="list-style-type: none"> pilgrimage pilgrim spiritual sacred journey penance forgiveness ritual community umma worship prayer

Knowledge	Skills	Vocabulary
		<ul style="list-style-type: none"> • Haij • Ganges • Lourdes • Camino de Santiago

How do beliefs shape people's lives?

Class	Oak	Thread	Personal belief
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Big Questions	<ul style="list-style-type: none"> • How do beliefs shape people's lives? • How do they differ? • What does it mean to a Christian to live according to what the Bible says? • What do other religions/ non-religious groups say you should believe? • Does love really exist & can it change the world?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain how the bible is used in the local church by Christians for guidance, devotion & inspiration. • Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. 	<ul style="list-style-type: none"> • Identify and explain how the Bible is a guide for how Christian live their live • Explain at least 3 different ways Christians might use the Bible, • Suggest what it means to a Christian to love God and to love their neighbour. • Give illustrations. Include references to the Bible teaching, • Explain what Jesus might have been trying to say when he taught these parables, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower'. • Explain why the 'The Lord's Prayer' might be important to different Christians and how it is used in daily prayer. • Explain if the think the golden rule can change the world and why it hasn't so far. 	<ul style="list-style-type: none"> • Bible • Prodigal Son • Parable of the Sower • Lord's Prayer • 2 most • important commandments • Torah • Qu'ran • Guru Granth Sahib • Golden Rule

Why do Christians say ‘Father, Son and Holy Spirit’?

Class	Oak	Thread	God, the world and self
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Big Questions	<ul style="list-style-type: none"> • What does Christian art teach about the Trinity? • Why is Jesus seen as King, Saviour, and brother? • Why do Christians say ‘Father, Son & Holy Spirit’? • What do humanist philosophers say about God? What do I think?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain what Christians can learn about Jesus from the nativity stories, eg. ‘God with us ‘Emmanuel’ messiah. The concept and roles of the Trinity in Christianity. • Explain Christians see God as ‘three in one’ (Father, Son and Holy Spirit known as the Trinity). • Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. 	<ul style="list-style-type: none"> • Investigate and use some of the words Christians use to describe God the Father, Son and Holy Spirit, • Talk about what is important to them and to others about God. • Know and describe how Christians believe Jesus the son came to save the world. • Describe some ideas about who the Holy Spirit is and what the Holy Spirit does. • Identify some symbols that Christians use to represent beliefs about the Holy Spirit. • Explain ‘Emmanuel’ means God with us. • Explain that Christians believe that God with them means God gives peace, support, counsel. • Compare and make links with the text in Isaiah 9:17 with Matthew 1:18-25. • Describe at least 3 facts that Christians, Jews and Muslims believe about God. Identify a few difference and similarities between differing views. • Describe what a secular view might be and how it differs from a religious view of God. 	<ul style="list-style-type: none"> • Trinity • God the Father • God the Son • God the Holy Spirit • King saviour Brother • Humanist

Is Muhammed (pbuh) important to all Muslims?

Class	Oak	Thread	Worldviews
Big Questions	<ul style="list-style-type: none"> • Is Muhammad important to all Muslims? • How have Muslims contributed to local & world history? • How do other religious groups contribute to society? (sociological) 		

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Recognise the Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). • Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr 	<ul style="list-style-type: none"> • Describe 2 ways Muslims show the value they place on the Qur'an. • Identify why a Qur'an, prayer mat, Qur'an stand, compass & prayer beads might be important in Muslim worship. • Describe what the artefacts are used for how they are treated and why. • Talk about all the key features of the celebration of Id-ul-fitr. • Make links with the artefacts & the Id-ul-Fitr celebration & fasting during Ramadan. 	<ul style="list-style-type: none"> • Qur'an, prayer mat, Ramadan & the celebration of Id-ul Fitr • Human rights • Ethics • Values • Humanist • society

Where do we get our beliefs from?

Class	Oak	Thread	Worldviews
Big Questions	<ul style="list-style-type: none"> • What makes something sacred/holy for some people? • How does following a set of rules make you a good person? • How and why is the TORAH important to Jews? • Where do we get our beliefs from? • What makes you, you? • How do I know what to believe? 		

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts • Describe and explain why the Torah is important to Jews, • Identify ways in which many Jews show respect for the Torah. 	<ul style="list-style-type: none"> • Explain how God made a covenant with Noah (Genesis 6:9 - 9:17) and Abraham by giving examples from the biblical texts. Eg Genesis 15:1-2 and Genesis 17:1-27, Exodus 20:1-21 • Describe how Jews still live and await the fulfilment of this promise from God eg. 	<ul style="list-style-type: none"> • Covenant • Promises • Rules • Torah • Messiah • Fulfilment • Commandments

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> ● Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings. ● Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector. 	<p>through awaiting a Messiah, wanting their own land, Festivals such as Passover.</p> <ul style="list-style-type: none"> ● Know the Torah means different things to different Jews eg Torah refers to all the revealed teachings or Torah is just the 5 books and understand that some Jews believe all teaching is inspired by God, but other progressive Jews apply the Torah as mere interpretation of the word of God. ● Identify 3 ways Jews show respect for the Torah eg Use of Yad, Storage ● Explain the main events that led to the 10 commandments been given on Mt Sinai to Moses. (Exodus 20:2-17) ● Know Jews believe Moses was given the commandments and they are known as 'important mitzvot' (Jewish laws) to follow. Although interpreted differently they unite the Jews in their relationship with GOD. commandment 1 is key for Jews. ● Know Christians believe the 10 commandments are important principles for how to behave and live. ● Give my own views on the 10 commandments and make links to The Golden Rule. ● Explain the idea of God as 'sustainer' and give at least 2 examples from the story of Moses. ● Describe at least 2 ways in which God is a guide and protector in the story of Joseph ● Describe a few facts about what Christian and Jews can learn about God by using some stories from the OT. 	

Is it always right to give to charity?

Class	Oak	Thread	God, the world and self Worldview
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Big Questions	<ul style="list-style-type: none"> • How do people of religious/non-religious worldviews respond to world poverty? • Is it always right to give to charity? • How & why do people within religions/ worldviews (use 3 traditions) work for justice and equality?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain how some Muslims organisations help people in need. • Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. • Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied. 	<ul style="list-style-type: none"> • Describe a Christian Aid & Islamic Relief project. • Make a link between religious/non-religious beliefs, texts & the actions of 2 religious & one non-religious approaches to charity • Make a link between their own ideas about wealth and poverty and the charities. • Compare and contrast aspects of religious/non-religious views in action. • Understand some ways some Muslims, Christians and Humanists are involved in charities and contribute to a global community. 	<ul style="list-style-type: none"> • Almsgiving • aid Zakat • Ummah • Generosity • Charity • Fellowship • justice and stewardship. • Poverty • Justice equality • tithing

How does having a worldview affect the way we care for the planet?

Class	Oak	Thread	God, the world and self Worldview
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Big Questions	<ul style="list-style-type: none"> • How does having a religious/non-religious worldview affect the way we should care for the planet? What is my response? • Why is attention to community and equality of all humans important to Sikhs?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. 	<ul style="list-style-type: none"> • Explain the beliefs and ideas of some Christian, Hindus, and other worldviews on caring for the planet. • Make connections between beliefs and how they can be put into practice by caring for the environment. 	<ul style="list-style-type: none"> • Climate change • Eco friendly • Places of worship • Waheguru • Creation • Equality

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> ● Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied. 	<ul style="list-style-type: none"> ● Recognise and evaluate the differing worldviews and what some adherents might put into practice. ● Recognise there is always diversity in a worldview. ● Explain why attention to community and equality of all humans is important to Sikhs and how that links to climate change action. 	<ul style="list-style-type: none"> ● Community ● Sustainable

How have beliefs about God changed over time?

Class	Oak	Thread	God the world the self
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Big Questions	<ul style="list-style-type: none"> ● How and why do most Hindus show respect for living things? ● How do ideas differ between groups? Does believing in God make sense? ● What is philosophy in religion/worldviews? Does faith make belief stronger?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> ● Analyse & evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment ● Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied 	<ul style="list-style-type: none"> ● Explain why ideas of reincarnation, karma and moksha are important to Hindus. Give examples how these beliefs might affect the way a Hindu lives their life. ● Know that many Hindus avoid meat as it stops them hurting other life forms, they believe are inhabited by Brahman, but it isn't absolutely required except for beef which is prohibited as the cow is sacred. ● Know that Hindus believe it is important to care for nature for the same reason. ● Give own views with justified reasons on reincarnation, vegetarianism and caring for the environment. ● Make links with other religious/non-religious views on the concepts of reincarnation, vegetarianism and caring for the environment. ● Compare and contrast the main elements of welcoming a child in the Christian, Muslim, and Jewish traditions with the Hindu tradition. 	<ul style="list-style-type: none"> ● Reincarnation/ ● Karma ● Life after death ● Vegetarianism ● Mandir ● Atman ● Samsara ● Puja ● Moksha ● Namaste ● Ghandi

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> ● Explore and compare with non-religious ways of welcoming a child e.g. naming ceremony. ● Give own suggestions for welcoming a child and reasons for the choices made. ● Compare and contrast the main elements/values of family life in the Christian, Muslim and Jewish traditions and compare with the Hindu tradition (e.g. extended family ties; community responsibility; place of respect (Namaste). ● Explore and compare with non-religious ways of being family, (e.g. Humanists). (● Give own suggestions for what should be considered important in family life and reasons for the choices made. ● Using values from each religion studied explain how the believers are influenced by their faith to impact UK society, e.g. Christians and love; Jews and hope; Muslim value of peace; Hindu value of duty. Refer to sacred texts where possible. ● Explain what makes a non-religious person want to bring justice and fairness to the world. ● Give your own viewpoint/ideas on giving and making the world a better place and hold a class debate from different perspectives. ● Simply describe some traditional arguments for and against the existence of God use the words 'atheist', 'agnostic' and 'theist 	

How does the Bible describe Jesus as the Messiah?

Class	Oak	Thread	
Big Questions	<ul style="list-style-type: none"> ● Is believing in God in hard times giving people false hope? ● How does the bible describe Jesus as messiah? ● Is believing Jesus was the messiah reasonable? ● Why is there suffering in the world? ● How do differing views attempt to explain it? 		

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. • Identify why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. • Describe ways in which Christians believe the Old Testament prophecies speak about Jesus • Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. • Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. 	<ul style="list-style-type: none"> • Talk about some things that make people ask questions about God. (suffering in the world) • Examine different prophecies about Jesus found in Isaiah 7:14; Micah 5:2; Isaiah 96-7; Isaiah 11:1-15 and make links to what Christians believe about Jesus coming as Messiah eg he was God incarnate; place where he was born his ancestors; person he would be & do. • Express my own ideas/views in RE lessons and suggest answers to difficult questions e.g. how do religious/non-religious people explain suffering? • Investigate and explain the impact of ideas with reference to sacred texts, practices, and beliefs. • Express my own ideas/views in RE lessons and suggest answers to difficult questions. 	<ul style="list-style-type: none"> • Messiah • Suffering • Free will • Prophecy • Salvation • Suffering • evil

What does it mean to be a Muslim in the UK today?

Class	Oak	Thread	Personal belief
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Big Questions	<ul style="list-style-type: none"> • What does it mean to be a Muslim in the UK today? • How do Muslims show the idea of one community across the world? • How do other people express community? • Is prayer a unifying factor? • Isn't everyone in the world connected anyway? Discuss
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. • Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death; • Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. 	<ul style="list-style-type: none"> • Explain why the five pillars of Islam support and challenge a Muslim to live as part of a bigger Islamic community, (the Umma) and explain how they help Muslims have peace with Allah and contribute to the wider society. • Explain all the key facts related to Muslim marriage. 	<ul style="list-style-type: none"> • Salat • Zakat • Haij • Sawm • Ka'bah • Mecca/Makah • Ummah • Akhirah

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Analyse how the main features of a mosque explain Islamic key beliefs. 	<ul style="list-style-type: none"> Give your own viewpoints on marriage and reasons for them. Know that Muslims believe Allah tests people in this life; Explain 7 key beliefs about life after death; Suggest own views on what happens after death. 	

What difference does the resurrection make for Christians?

Class	Oak	Thread	Personal belief Authority
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Big Questions	<ul style="list-style-type: none"> Why is the resurrection story different and similar in the gospel stories? Where are the signs of salvation in churches? Do you need to believe that the resurrection really happened to be a Christian? What happens when you die?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Suggest answers to questions that the resurrection of Jesus might raise. Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. 	<ul style="list-style-type: none"> Explain all the main details of the two resurrection stories. Suggest how the two stories are similar and different. Suggest one way the stories might be understood and interpreted today Explain using some of the resurrection stories arguments for and against the resurrection. Luke 24:1-7;13-24 (Emmaus); Mark 16:1-11.; John 20:1-18 (Mary). Suggest puzzling questions each viewpoint raises and suggest answers What is the evidence for the resurrection? How did Jesus rise from the dead? What happened to his body? Describe the main features of the religious buildings visited with reference to signs of 'salvation' in the church building. Explain how Christians understand that they are rescued and forgiven and suggest why these signs are important. 	<ul style="list-style-type: none"> Holy week Gethsemane Last Supper Resurrection Gospels Salvation Literal Metaphorical Heaven Hell Last judgment Ascension Reincarnation Moksha Karma One life Death Soul Hindu Atman

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> Explain key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Santana Dharma (karma, soul, reincarnation, and moksha); Humanist view about what happens after death. 	

How do beliefs shape a person's identity?

Class	Oak	Thread	God the world self Personal Belief R/WV in wider world.
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Big Questions	<ul style="list-style-type: none"> What does it mean to be human? How do beliefs shape a person's identity? How easy is it to be religious? Non-religious? What does it mean to be part of a diverse UK & global religious/non-religious community?
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Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Compare & contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. Compare & contrast some Hindu ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions). Compare & contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) & a non-religious belief to work together to impact UK & the wider world through environmental & global charities, eg Islamic Aid, Christian Aid. 	<ul style="list-style-type: none"> Explain and define what a religious/non-religious worldview is. Explain what influences a worldview. Compare religious/non-religious ways of being family eg welcoming a child or getting married e.g. naming ceremony. Identify reasons for diversity. Identify specific values held by some, many or most from each religious/non-religious worldview. Quote or paraphrase sacred texts where possible. Explain how religious/non-religious people are influenced by their worldview to take action and to impact UK/global society. Describe how views can change over time and give eggs from lived real lives. Give your own viewpoint/ideas on giving and making the world a more peaceful place and hold a class debate from different perspectives. 	<ul style="list-style-type: none">

Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> • Explain what makes a non-religious person want to bring justice and fairness to the world. • Give your own viewpoint/ideas on giving and making the world a more peaceful place and hold a class debate from different perspectives. 	

Are heroes saints?

Class	Oak	Thread	
			God the world self; Personal Belief. R/WV in wider world.

Big Questions	
	<ul style="list-style-type: none"> • Who are heroes? • Are heroes saints? • What makes a hero? • What impact did heroes leave on the world?

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Compare & contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society & the wider world • Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. • Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. 	<ul style="list-style-type: none"> • Describe two things that these heroes each do to show their faith. Make connections to a belief, teaching, or story from their tradition. • Explain reasons why these chosen heroic people of faith might help or inspire other people. • Compare similarities and differences if there are any. • Provide some examples about how being part of a faith community can be both inspiring and challenging. • Make links between sacred texts and racism, considering what fairness and prejudice means. 	<ul style="list-style-type: none"> • Saint • hero • Martyr • Holy one • Set apart • Anti-racist • Prejudice • Legacy • Service • Diversity • Faith • belief

Progression in Religious Education

Christianity

For a child to have met expectations, they will have developed the following knowledge by the end of their time in each class.

Class	Knowledge
Blossom (EYFS)	<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ● 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. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ● Talk about how Christians describe God e.g., as creator. ● Talk about who Christians say Jesus is e.g., say why they think he might be special. ● Explain the Bible is the Christian's holy book. ● Retell a few key aspects of the Christmas story e.g., Jesus came to earth and was born in a stable; his parents were Mary and Joseph. ● Retell a few key aspects of the Easter story e.g., Jesus came into Jerusalem on a donkey he died and came back alive. ● Understand that the Bible tells stories that help Christians think about God and Jesus. ● Talk about things some Christians do in church. ● Begin to show curiosity and ask questions about Christian stories.
Blossom Y1	<ul style="list-style-type: none"> ● Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas. ● Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. (Use examples from different church traditions). ● Talk about who Christians say Jesus is e.g., called the Son of God, God in human form. ● Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. (Use examples from different traditions). ● Describe at least three things a minister/church leader might do. (Use examples from different traditions).
Willow Y2, Y3	<ul style="list-style-type: none"> ● Recall the main events from the Easter Bible stories linking these stories with Christianity. ● For example, recall and order the five key events that happened during Jesus' last week on Earth: entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection. ● Explain that the Bible is the Christian holy book (for most Christians) and identify different kinds of genre/writing.

Class	Knowledge
	<ul style="list-style-type: none"> ● Explain that most Christians see God as ‘three in one,’ (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions). ● Describe and suggest reasons why most Christians call Jesus’ ‘Saviour’ using references from some key texts studied, e.g., Creation; The Fall, Christmas; The Story of Zacchaeus and Easter. ● Explain with reference to the creative arts how God has a salvation plan for humans. ● Compare and contrast ‘infant’ and ‘believers’ baptism’, suggesting why they are important to most Christians. ● Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church ● worship. (Include references to Bible teaching, e.g., the two most important commandments, love and forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’). (Use examples from different traditions).
<p>Oak Y4, Y5, Y6</p>	<ul style="list-style-type: none"> ● Explain what Christians can learn about Jesus from the nativity stories, e.g., ‘God with us ‘Emmanuel’. ● Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. (Use examples from different traditions). Compare and contrast different Christian places of worship. ● Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in some Christian views of God. (Use examples from different Christian viewpoints) ● Describe why many Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’. (Use examples from different viewpoints) ● Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus. ● Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). (Use examples from different viewpoints) ● Suggest answers to questions that the resurrection of Jesus might raise. ● Identify ways Christians believe God is with them in hard times e.g.: prayer; worship; peace. (Use different views) ● Explain using key texts, (e.g., parables, miracles, teaching) the Christian idea of the ‘Kingdom of God’ and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord’s Prayer; Jesus’ Temptations; Parables of the Kingdom. (Use examples from different viewpoints) ● Describe how signs of salvation in churches reinforce the Christian idea of forgiveness. (Use examples from different traditions and viewpoints) ● Analyse how diverse expressions of Christian worship can reinforce faith and belief.

Judaism

For a child to have met expectations, they will have developed the following knowledge by the end of their time in each class.

Class	Knowledge
Blossom (EYFS)	<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ● 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. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Blossom Y1	<ul style="list-style-type: none"> ● Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, e.g., why they believe it is wrong to steal. (Use different interpretations/views) ● Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. ● Describe at least three things a Rabbi might do e.g., take part in a naming ceremony.
Willow Y2, Y3	<ul style="list-style-type: none"> ● Describe three keyways in which Jews celebrate. Explain why at least one festival is important, e.g., Passover: Yom Kippur or Rosh Hashanah. (Use examples from different traditions). ● Explain the key events in a Jew's life (e.g., Bat/Bar Mitzvah) and suggest why they are important to Jews.
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> ● Explain two key aspects of the 'covenant' God made with the Jews. Make reference to key texts e.g., Abraham. ● Describe and explain why the Torah is important to Jews, e.g., given by God to Jews through Moses. ● Identify ways in which the Jews show respect for the Torah. (Use examples from different traditions).

Islam

For a child to have met expectations, they will have developed the following knowledge by the end of their time in each class.

Class	Knowledge
Blossom (EYFS)	<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ● 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. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Blossom Y1	
Willow Y2, Y3	<ul style="list-style-type: none"> ● Explain how Muslims describe Allah, e.g., using 99 names. ● Know Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God). (Use examples from different traditions). ● Recall five key facts about the story of the ‘Night of Power’ - Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards ● Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’.
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> ● Recognise a Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of ‘Allah’ (God). (Use examples from different traditions). ● Make a link between two Muslim artefacts (e.g., Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. (Use examples from different traditions). Compare different mosques. ● Explain how Muslims organisations help people in need. ● Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. (Use examples from different traditions). ● Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet. ● Understand many Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will. ● Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable most Muslims to have peace with God. (Use examples from different traditions e.g., Sunni and Shi’ite). ● Identify, describe, and explain key Muslim beliefs related to Allah (God), marriage and life after death. ● Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. (Use examples from different traditions). ● Explain why the Qur’an is so important to Muslims. (Use key texts to explain ideas) ● Analyse how main features of a mosque explain Muslim key beliefs. (Use examples from different traditions).

Hindu Dharma

For a child to have met expectations, they will have developed the following knowledge by the end of their time in each class.

Class	Knowledge
Blossom (EYFS)	<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ● 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. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Blossom Y1	
Willow Y2, Y3	
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> ● Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja. ● Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindus. ● Identify key Hindu Dharma symbols and explain their meaning, e.g., Aum, Swastika. ● Describe how and suggest why many Hindus celebrate Diwali and Holi. (Use examples from different traditions). ● Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. ● Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment. ● Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions). ● Explain the Hindu Dharma idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. (Use examples from different traditions).

Cross-Religious / Non-Religious Viewpoints

For a child to have met expectations, they will have developed the following knowledge by the end of their time in each class.

Class	Knowledge
Blossom (EYFS)	<p>Early Learning Goal: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Blossom Y1	<ul style="list-style-type: none"> • Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. • Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews).
Willow Y2, Y3	<ul style="list-style-type: none"> • Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies • Describe what Christians and Jews can learn about God from Old Testament stories.
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> • Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. (Use examples from different traditions). • Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. (Use examples from different traditions). • Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present. • Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied. • Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God. (e.g., Atheism/Agnosticism) • Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. (Use examples from different traditions). • Compare and contrast what motivates people of a religious faith (e.g., Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact UK and the wider world through environmental and global charities, e.g., Islamic Aid, Christian Aid. • Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. (e.g., examine role of art and music in religious expression or life after death.), • Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage.

Progression in Vocabulary

For a child to have met expectations, they will have developed the following vocabulary in each class. Please note that this may be by the end of their time in each class because of our mixed age year groups.

Blossom Class		Willow Class		Oak Class	
Allah	Judaism	Abraham	Letters	aid Zakat	Lourdes
Angel	King	Abram	Life after death	Akhirah	Martyr
ark	Leader	Agnostic	Messiah	Almsgiving	Mecca/Makah
Baptism	Lie	Al-Khwarazmi	Mighty God	Anti-racist	Messiah
Belief	Lost	Anointed one	Minister	Ascension	Metaphor
Belonging	Magi	Artefacts	Moses	Atheist	Metaphorical
Bible	Mandir	Atheism	New Testament	Atman	Moksha
Bimah	mezuzah	Baptist	omnipotent	Atom	Namaste
Brahman	Muslim	Believers	omniscient	Beatitudes	New testament
Christian	Nativity	Brit Malah	One	belief	Old testament
Christingle	ner tamid (eternal light)	Brit Milah	Passover	Bhagavad Gita	One life
Christmas	New life	Buddha	Paten Cross	Big Bang	Opening: Al Fatihah
Church	Palm Sunday	Bulrushes	Pentecost	Bilal	parable
Church of England	Pastor	Celebrate	Pharaoh	Brahman	Parable of the Sower
Communion	Prophecy	Chalice	Pilate	Camino de Santiago	penance
Community	Rescue	Christianity	Pillar	Charity	pilgrim
creation	Respect all	Commandments	Plaque	Climate change	pilgrimage
creator	Resurrection	Communion cup	Poetry	Confess	Places of worship
Cross	Right	Covenant	Prayers	Cosmology	Poverty
Easter	Sabbath	Discipleship	Priest	Covenant	Prahlad
Eucharist	Sacrifice	Egypt	Prince of Peace	Creation	prayer
God	Saviour	Emmanuel	Promises	Death	Prejudice

Blossom Class		Willow Class		Oak Class	
Good Friday	Shabbat	Enlightenment	Prophet	Dharma	Prodigal Son
Gospels	Shepherd	Eternal	Qur'an	Diversity	Promises
Gurdwara	Synagogue	Exodus	Rabbi	Diwali	Prophethood
Harvest	tallit - prayer shawl	Forgiveness	Religious	Durga	Puja
Holy book	Torah	Freedom	Rescuer	Eco friendly	Qu'ran
house of prayer	Truth	Godparents	Sacred Text	Equality	Rama
Incarnation	Vicar	Hebrew Bible	Salvation	Ethics	Reconciliation
Jesus	Welcome	History	Seder	Evil	Reincarnation
Jew	Worship	Holy Spirit	Shema	Evolution	Revealed
	Wrong	Humanism	Sin	Faith	Risalah
	Yad	Humanist	slavery	Fellowship	ritual
		Idolatry	Son of God /Son of Man	Free will	Rules
		Infant baptism	song	Fulfilment	Salah
		Isaiah	Sustainer	Ganges	Salat
		Islam	Tefillin	Generosity	Salvation
		Jewish	Trinity	Gethsemane	Samsara
		Jibril	Yahweh	Ghandi	Sanskrit
		Kippah	Zacchaeus	God the Father	Santana
		Lailat al Qadr		God the Holy Spirit	Sawm
				God the Son	Science
				Golden Rule	Sermon on Mount
				Guru Granth Sahib	Service
				Haij	Set apart
				Heaven	Shahada
				Hell	Shia
				hero	Sita
				Hindu Atman	society
				Holi	Soul
				Holy one	sources

Blossom Class	Willow Class	Oak Class	
		Holy week Human rights Iconography Immanent important commandments Islam Jibril journey justice and stewardship Justice equality Ka'bah Karma King saviour Brother Kingdom of God Last judgment Last Supper Legacy Life after death Literal Lord's Prayer	spiritual Suffering Sunni Surah Sustainable Swastika Tawhid Temptations Tithing Torah Transcendent Trinity Ummah Values Vedas Vegetarianism Vishnu Waheguru Zakat