

Vaughan Progression of Knowledge, Experience and Skills in Religious Education - 2019-2020

Key Skills: **A, B, C, D, E, F**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p>Knowledge</p>	<p>How do we choose what food to eat?</p> <p>B/F Hinduism</p> <p>Children will be helped to understand the importance of exercise and to make healthy choices in relation to food, how different religions eat certain food during celebrations and about being thankful.</p> <p>Children will relate familiar people in their lives with those at school who also help them e.g. caretaker, class teacher, welfare team, cleaners etc.</p> <p>Story of Diwali and what people do to celebrate it.</p>	<p>What makes faith buildings so special? B/F Sikhism</p> <p>Children will be encouraged to learn the correct names for religious buildings and the names for each part. They will also recognise that each part of a religious building has a specific purpose. Children will understand why these buildings are special and how religious buildings are used all over the world. They will also learn about role of places of worship in the lives of those of a faith i.e. Sikhism and the Gurdwara.</p>	<p>What makes a home?</p> <p>C/D Hinduism and Jainism</p> <p>Children will be encouraged to share and learn about why their homes are special and why some people use it as a special prayer space. They will also be taught about different food in the home and why some food may not be welcome because of faith e.g. beef in Hinduism or Pork in Islam. Also to explore how behaviour in home teaches people of faith and other belief systems to behave in a certain way in order to respect their special prayer space.</p>	<p>What do Christians do when they pray?</p> <p>A/E Christianity</p> <p>What can we learn from the life of Buddha about being happy? A/F Buddhism</p> <p>Children will understand different ways people pray whether it is at home or in a place of worship. They will also look at different types of prayer from different religions. Children will explore how prayer is a private conversation with God, where people can share their deepest thoughts and feelings, as well as asking for guidance.</p> <p>Children will learn about the full story of Buddha and his path to enlightenment. They will discuss how the 4 apocalypses to mankind changed his views on life. They will also discuss how their own families shelter them from bad things – what does that stop you from learning or doing? Is it to do with age? Children will learn about the importance of being happy with others and within themselves. They will learn about the Wheel of Dharma and the 8 fold path.</p>	<p>What does it mean to be sorry and how can we tell?</p> <p>A/D Judaism</p> <p>Children will learn about the different ways people say sorry and ways they show that they are. They will also explore how different religions require an element of sacrifice to show someone they are sorry e.g. Yom Kippur and during Rosh Hashanah to forgive those from the previous year. Children will also learn about the story of Jonah and the Whale, especially how difficult it was for Jonah to forgive the people of Ninevah. They will be able to reflect upon their own mistakes using the story of ‘Max’ which depicts his choices and how they affected those around him. Children will also learn that actions speak louder than words when saying sorry because it is used so often.</p>	<p>Do all actions have consequences? B/F Buddhism Jainism</p> <p>Children will be encouraged to learn the tenets of Buddhism and Jainism. They will also learn about the idea of responsibility and how this leads to good consequences. Children will learn how being a Jain or a Buddhist could lead to good consequences and why.</p>	<p>Why do people prayer? B/D Islam</p> <p>Children will learn about the importance of prayer and how people pray in different ways across all of the 6 major religions. They will learn about the process of prayer in Islam and why it is an integral part of the religion. They will also understand how the Qur’an depicts the importance of prayer, as it is one of the 5 pillars of Islam and praying 5 times a day.</p>
<p>Experiences and Skills</p>	<ul style="list-style-type: none"> To understand how making good food choices is good for their health. To begin to associate different foods with different celebrations. To understand the story of Diwali and why it is celebrated To know how Diwali is celebrated. Interview people at 	<p>B: use some of the right names for things that are special to members of religions and other belief systems. To answer with reference to special buildings (Sikhism) and prayer (Islam)</p> <p>F: Talk about what is important to me and to other people with respect for feelings. To discuss this with relation to faith buildings and</p>	<p>C: Recognise art, symbols and words featured in religions and other belief systems, and talk about them with reference to the Puja ceremony for Hinduism and morning prayer for Jainism. To be able to talk about representations of Jesus in paintings and statues in churches and in art. Eg The Last Supper painting.</p>	<p>A: Ask important questions about different faith practices and compare some answers. To do this by linking our own ideas about how to lead a good life to what we have learnt about Christianity and Buddhism and how prayer and meditation can bring you closer to God in different ways. To reflect on the</p>	<p>A: In thinking about Beliefs, Teachings and Sources pupils will look at the texts used for prayer during the Jewish High Holy Days and consider the prayers about forgiveness and repentance and what they mean on a personal and communal level. To think about the texts and references that</p>	<p>B: To be able to describe why people belong to religions and other belief systems and explain how similarities and differences within and between those religions and belief systems can make a difference to the lives of individuals and communities. To think about how people worship and what it means</p>	<p>B: To talk about what different practices and ways of life followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies. This will tie in with thinking and talking about prayer and who we look for when we want inspiration. To</p>

	<p>school who help to keep them safe.</p> <ul style="list-style-type: none"> Invite people who help outside school e.g. fire fighters, nurses, doctors Use own understanding of people at home who help to recognise helpful people at school 	<p>places of worship, talking about where we pray and why.</p> <p>KEY VOCAB Gudwara/Temple/ Church/mosque/ Synagogue</p>	<p>D: To talk about things that happen to me and what I feel about them with reference to our routines at home and how we might worship, what we eat at home and how we organise our days. To discuss ideas and refer to what we have learnt, for example why the Bahai think we are all the same. To discuss how have we changed and what changes should we continue to make to become better people?</p> <p>Key Vocab: Vegetarian/shrine/prayer Community/dietary requirement/Home /Jainism/Hinduism/Room Special/ Features/Hindu Mantras/Murtis/Yantras Shrine/Pictures/Prayer Universe/Puja/Worship Worshippers</p>	<p>different ways religious people believe you can worship God.</p> <p>E: Through looking at the different ways Christians worship, not only through prayer, pupils to find out about the meaning and purpose of life, and to think about how this means not only to fulfill our own needs but to do good for others. When considering the Hindu naming ceremony, pupils to think about the meaning behind all of the symbols in the ceremony and how this ceremony encourages Hindus to think about important milestones in their lives with reference to their faith.</p> <p>Key Vocab: Church/prayer/psalms/hymns/liturgy/scripture/pew/hassock/sermon/vicar/priest/vigil/Meditation/art</p>	<p>Humanists use and the non-religious belief system that they follow and why.</p> <p>D: To ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. To think about why repentance is important in a faith and how you can belong to or have a world view that is not based on God or a religious belief. If Humanists do not have a belief in God how do they connect to each other and come together as they do not pray.</p> <p>Key Vocab: Rosh Hashana Yom Kippur Repentance Sorry Apology Restitution Forgiveness confession</p>	<p>to them to be able to do this either alone or with a community.</p> <p>F: To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' Lives. Can we think about forgiveness and giving in our own lives and what this means?</p> <p>Key Vocab: Karma Buddha Rebirth reincarnation Siddharta Gautama, meditation, meditate, The Noble Eightfold Path, Nirvana saffron the three jewels the five vows vegetarian</p>	<p>understand the significance behind certain festivals and why they are celebrated eg in Islam.</p> <p>D. To consider the challenges of belonging to a religion or other belief system today with reference to their own and other people's views on human nature and society, supporting those views with reasons and examples. This will be relevant particularly to the units about festivals, prayer and figures who inspire us.</p> <p>Key Vocab:</p>
<p>Autumn 2</p> <p>Knowledge</p>	<p>What is interesting about the Christmas story? A/E Christianity</p> <p>Children will use stories from other cultures and topics to discuss why the Christmas story is so special around the world. This will relate to their own performance of the Nativity.</p>	<p>What can we learn from the Diwali story about good and evil in our own lives? A/E Hinduism</p> <p>Children will learn to understand the importance of good and bad choices and how they are important in religion too. They will explore religious stories, such as Ram and Sita, to understand the idea of good versus evil and how good triumphed through Diwali celebrations. They will explore other good over evil stories too e.g. Prophet Ismail and Ibrahim stoning the devil, Mahabharat, Pesach (story of Moses and Pharoah.) This will encourage them to think about their own choices and reflect on any bad choices they may have made and how they were able to learn from</p>	<p>How do we remember people and why? C/E Humanism and Christianity</p> <p>Children will share memories of people who are special in their lives and those who may not be in their lives anymore. They will explore the role of soldiers during the World Wars and reflect on how they are remembered during November. Children will also discuss why it is important to remember people, including people from the Humanist and Christian faiths during certain celebrations e.g remembering Jesus during Easter and Christmas, as well as celebrating lives according to the Humanist belief system.</p>	<p>. What can we learn from the life of Buddha about being happy? A/F Buddhism</p> <p>Children will understand different ways people pray whether it is at home or in a place of worship. They will also look at different types of prayer from different religions. Children will explore how prayer is a private conversation with God, where people can share their deepest thoughts and feelings, as well as asking for guidance.</p> <p>Children will learn about the full story of Buddha and his path to enlightenment. They will discuss how the 4 apocalypses to mankind changed his views on life. They will also discuss how their own families shelter them from bad things – what does that stop you from learning or doing?</p>	<p>What do we mean by peace and where is it to be found? C/E Christianity</p> <p>Children will learn about the different symbols of peace from the 6 major religions. They will also understand how the Beatitudes help those who follow the Christian faith learn to make choices about Peace. Children will learn how the birth of Christ symbolises PEACE around the world, especially during Christmas time. They will also be given the chance to create their own symbol of peace and express their opinion about their creation.</p>	<p>Is it better to give than to receive? C/F Islam Christianity</p> <p>Children will learn to understand how both religions place a specific emphasis on helping others and why it is so integrated in their belief system. They will also compare this belief with other religions e.g. Sikhism, who also share this belief about helping mankind for the better good. Children will learn to explore the role of charity in this country and why they are so popular – does this mean this country is still a Christian country? They will explore how acts of kindness help to bring the community together.</p>	<p>How responsible are we for the environment? A/F Christianity Hinduism</p> <p>Children will understand how important Christians value the environments because the world was created by God. They will also understand how Hindus value the environment and the importance placed on the value of the world around, by teaching everyone how much the world has to give and to use the resources sparingly.</p>

		them.		Is it to do with age? Children will learn about the importance of being happy with others and within themselves. They will learn about the Wheel of Dharma and the 8 fold path.			
Experiences and Skills	<ul style="list-style-type: none"> Reflect on their own experiences about Christmas and their understanding of the story. Perform the Nativity. Talk about some of the ways in which people show care, concern and love for each other and why that is important. 	<p>A: remember key parts of a story from our unit on Hinduism and Christianity. Why are these stories remembered and what is their significance? Are there any stories about Zoroastrianism that children can remember?</p> <p>E: Talk about what I find interesting about the things I have learnt about different faiths and other belief systems. To relate this to our understanding of what bad and good means.</p> <p>KEY VOCAB Rama/Sita/good/evil/Dewa Lamps/Hanuman/fireworks Lantern/Ravina/Lakshmi/ HinduPooja thali/Rangoli/celebrate/ festivallights/ characters/symbols</p>	<p>C: Recognise art, symbols and words featured in religions and other belief systems, and talk about them with reference to the Puja ceremony for Hinduism and morning prayer for Jainism. To be able to talk about representations of Jesus in paintings and statues in churches and in art. Eg The Last Supper painting.</p> <p>E: Talk about what I find interesting or puzzling. Discuss what makes people ask questions regarding why we remember people and how we do this.</p> <p>Key Vocab: Anniversaries/birthdays/letters Festivals/cross/blood/wine Remember, Humanism, Last supper, Death, Reincarnation/Remembrance Remembrance Day</p>	<p>A: Ask important questions about different faith practices and compare some answers. To do this by linking our own ideas about how to lead a good life to what we have learnt about Christianity and Buddhism and how prayer and meditation can bring you closer to God in different ways. To reflect on the different ways religious people believe you can worship God.</p> <p>F: To start to understand how commitment to a faith eg Islam involves not only time taken in prayer but to give sincerity to prayer. To find out about the commitment of doing good deeds with relation to Buddhism.</p> <p>Key Vocab: Buddha Buddhism Rebirth Reincarnation Enlightenment Siddhartha Gothama Bodhi tree Poverty Riches Suffering Renounce</p>	<p>C: To discuss and describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. To think about this in relation to a way of dress and a code of behaviour (expressing inner peace for example).</p> <p>E: To ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by themselves as well as members of different religious groups. To consider what makes a Christian feel peaceful and why.</p> <p>Key Vocab: Peace Love Jesus Disciples Teachings New Testament Bible Parables Crucifix</p>	<p>C. To use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs. To consider why people give charity in a religious context and why faiths worship in different ways. To think about what having a faith means and if it means you believe in one set of rules and to consider this when talking about the Bahai faith.</p> <p>F. To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' Lives. Can we think about forgiveness and giving in our own lives and what this means?</p> <p>Key Vocab: Charity Giving Gifts/presents/ Volunteering Tithes Percentage Community Church Mosque The needy</p>	<p>A: To be able to say what religions and other belief systems teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them. To relate this to questions about the environment and the age of responsibility in religions.</p> <p>F. To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them. For example expressing their own views about their faith and religious responsibility and caring for the environment.</p> <p>Key Vocab: Protect Climate change Recycling Harvest Creation Environmental humanism Evolution Ecology Organic Preservation</p>
Spring 1	<p>What can we learn from faith and other stories? A/F Christianity and Humanism</p>	<p>Is it important to have a day that is different to other days? B/D Judaism and Christianity</p>	<p>What rules are the most important and why? B/F Judaism</p>	<p>Should holy books be treated differently to other books? C/E Islam</p>	<p>Does it matter what we wear and why? C/F Sikhism</p>	<p>Why did a Chief Rabbi say "religion is about the why of creation, science is about the how?" A/E Judaism Humanism</p>	<p>What do Christians believe is the most important event that has ever happened? C/F Christianity</p>
Knowledge	<p>Children will consolidate their understanding about retelling stories by looking at stories with a moral such as Aesop's fables. They will be encouraged to think about moral and ethical questions</p>	<p>Children will be encouraged to learn about different faiths having a particular special day, on which they perform certain ritual, eat special foods or wear special dresses. To understand why special days are important in Judaism and Christianity as the</p>	<p>Children will learn how the Torah is used by Jewish people as a guide to live their daily lives. They will also learn about some of the 10 commandments, which were shared by Moses to the Israelites and the rest of the world as God's own words. Children will compare school rules and how they are similar or different to</p>	<p>Children will learn about the importance of their own books and how they are treated compared to religious books. They will understand the importance of religious books mad the correct names of holy books for the 6 major religions. Children will explore the role of the Qur'an using personal</p>	<p>Children will recognise different religious clothing across the 6 major religions. They will learn about the 5 K's in Sikhism and the importance of each piece of clothing to Sikhs. Children</p>	<p>Children will learn about different creation stories e.g. Hinduism with Brahma, Jewish creation story and Humanist one. They will then compare and contrast</p>	<p>Children will learn about important events in Christianity e.g. Christmas and Easter, along with major celebrations in other religions, e.g. Diwali, Eid, Rosh Hashanah, Baisakhi. They will</p>

	<p>which they will then use to discuss what they would do in that particular situation.</p> <p>Chinese new year link to different animals and their strengths/animals in fables eg The lion and the mouse</p>	<p>Sabbath and how this relates to the Bible. Children will also be encouraged to infer how special days help to bring together families and communities.</p>	<p>their own. They will also address why religion has rules and how different religions e.g. Islam also uses rules from the Qur'an to help Muslims lead a good Muslim life.</p>	<p>reflection from children in the class and share how they treat their holy book at home, as well as attending Arabic classes to read the Qur'an. They will reflect on different parts of the Qur'an and how it guided Muslims to lead good lives, including what they should eat and wear.</p>	<p>will understand why people of different faiths change their everyday clothes when they visit a place of worship and recognise specific clothing worn during celebrations e.g. Eid, Rosh Hashanah, Diwali, Confirmation etc.</p>	<p>these stories to answer the question of the unit. Children will learn about the 'big bang theory' and explore if any religions depict this in their belief systems. To ultimately understand that each religion has a viewpoint about the origins of the world.</p>	<p>learn about the importance of the resurrection and how Christians believe this to be the turning point in their religion, as Jesus made the ultimate sacrifice in order to save mankind.</p>
Experiences and Skills	<ul style="list-style-type: none"> Respond to other familiar stories and retell them using expression. Begin to question actions from a story and express their views and opinions. Use their own experiences to help answer moral and ethical dilemmas. Understand the importance of learning from stories and how it helps them to make their daily choices. Read the story of Chinese New Year and the importance of it for certain cultures. 	<p>B: use some of the right names for things that are special to members of religions and other belief systems. To answer with reference to special buildings (Sikhism) and prayer (Islam)</p> <p>D: Talk about things that happen to me on different days of the week and if I do something special at the weekend and why. To know what we do together as a family and think about why we do them.</p> <p>KEY VOCAB Sabbath/Shabbat/Havdalah Challah/candles/synagogue/church Prohibition/laws/celebration /holy/Creation story/day of</p>	<p>B: Use the right names for things that are special to members of religions and other belief systems and say what they are or what they are used for. To be able to talk about this with reference to the Puja ceremony and to the artefacts looked at in our unit on Judaism. To use some of the correct terminology to describe Muslim prayer and practices. To use some correct terms to describe the Bahai faith. To know why and how some faiths have dietary requirements and what these are.</p> <p>F: talk about what is important to me and to other people with respect for their feelings giving some reasons why they are important. To be able to talk about what is important to Christians and to Jain and Hindu families.</p> <p>Key Vocab: 10 commandments /mitzvah/rules/laws Community/Torah</p>	<p>C: Pupils will think about different forms of expression through close examination of different Holy texts, their stories and the lessons we learn from them. To think about prayer and what makes a place Holy and Sacred and why visiting these places is a form of worship and what that means.</p> <p>E: Through looking at the different ways Christians worship, pupils to find out about the meaning and purpose of life, and to think about how this means not only to fulfill our own needs but to do good for others. When considering the Hindu naming ceremony, pupils to think about the meaning behind all of the symbols in the ceremony and how this ceremony encourages Hindus to think about important milestones in their lives with reference to their faith.</p> <p>Key Vocab: Koran Bible Torah Hebrew Arabic Sanskrit The Vidas</p>	<p>C: To discuss and describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. To think about this in relation to a way of dress and a code of behaviour (expressing inner peace for example).</p> <p>F: To ask questions about the moral decisions we make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. Thinking about why Muslims pray as a community and its impact on their faith.</p> <p>Key Vocab: Kesh - Keeping hair. Kanga - A small wooden comb to keep hair clean and tidy. Kaccherra - Shorts to ensure easy movement and comfort. Kara - A round, metal bracelet which symbolises that God was never born and will never die. Kirpan - A dagger which symbolises bravery; not to be used to harm anyone. Turban- Head covering</p>	<p>A. Suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources are used to provide answers to important questions. For example when talking about Creationism.</p> <p>E. To ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others' lives. To think about this with reference to the discussion about Creationism and also the importance of the gurus in Sikhism.</p> <p>Key Vocab: Judaism Chief Rabbi Rabbi Genesis Bible Creation Logic Big Bang theory Science Deity God</p>	<p>C. To use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers and to relate this to the core beliefs of Christians and Sikhs.</p> <p>F. To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them. For example expressing their own views about their faith and religious responsibility and caring for the environment.</p> <p>Key Vocab: Resurrection Easter Jesus Crucifix Christianity</p>
Spring 2	<p>What kind of person was Jesus? C/D Christianity</p> <p>Easter story They will begin to learn about</p>	<p>How do we respond when we hear certain sounds? C/D Islam</p>	<p>Why is the cross important to Christians? A/E Christianity</p>	<p>What are our most religious artefacts and symbols? How do they show what we</p>	<p>In what ways is religion relevant today and in the future? B/D Christianity</p>	<p>How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh? A/E Sikhism</p>	<p>What is the truth about the Baisakhi story? C/E Sikhism</p>

<p>Knowledge</p>	<p>Jesus through different stories about him and about what makes him so special.</p>	<p>Children will learn about how music and song are connected to our memories which hold a special place in our hearts and minds. It also helps people of faith to think about God as well as helping people to clear their minds when praying. To know the order of prayer in Islam and how different words are sung to represent the different stages of prayer. Children will also be able to relate different sounds from other religions and their significance too e.g. bell in Hinduism, singing in Sikhism, singing hymns, gong in Buddhism, shofar in Judaism</p>	<p>Children will learn about the significance of the cross and its importance to Christians during Easter. They will also understand the significance of symbols from other religions and their importance e.g. wheel of Dharma, Aum, Star and Crescent, etc. Children will reflect on the days leading up to the death of Jesus and how the cross symbolises the sacrifice he made to help mankind learn from their mistakes, as well as guiding them to be at peace with themselves and with each other.</p>	<p>believe? B/D Judaism</p> <p>Children will explore the role of artefacts and how they give clues about the past. They will encouraged to question past events and how our ancestors may have lived. Children will also explain how different symbols depict different areas of their lives, including those in Judaism e.g. star of David, Mezuzah etc. Children will explore Jewish artefacts to help understand their significance even after so many years.</p>	<p>Children will learn how and why religion came about and why there are different religions around the world. They will explore similarities and differences between the 6 major religions and the common themes between them. Children will compare belief systems between a non-religious and 1 major religion (Humanist and Christianity.) To understand how the role of Jesus has changed through time and how his importance has also changed with time – is this for the best or not?</p>	<p>Children will learn about the lives of Guru Nanak and Guru Gobind Singh and how their teachings shaped Sikhism as we know it today. They will also understand why the Guru Grant Sahib was give the ultimate title of the Guru after the 10th Guru passed.</p>	<p>Children will learn about the origins of Vaisakhi and how this is depicted in the Guru Grant Sahib. They will also understand how the origins of Sikhism helps Sikhs to understand the importance of this story and how it brings the message of togetherness and community, for which it is renowned for.</p>
<p>Experiences and Skills</p>	<ul style="list-style-type: none"> Begin to infer what type of person Jesus was using the stories from the Bible. Being to familiarise themselves with the story of Easter using small world scenes. Reflective discussions using Bible stories as a stimulus to explain why they believe Jesus was a nice person. Use a description of Jesus to create a wordscape as a class and pictures about his personality. 	<p>C: Recognise some key artefacts and symbols featured in religions and other belief systems. Children to talk about the features of holy places.</p> <p>D: Talk about things that happen to me on different days of the week and if I do something special at the weekend and why. To know what we do together as a family and think about why we do them.</p> <p>KEY VOCAB Music/spiritual/hymn/Choir/instruments/'As-Salamu-Alaykum' Hijab/Prayer/cap/Adhan</p>	<p>A: Remember a story about a special person in Christianity/Hinduism or from another belief system and talk about it and say what was important about it. Reference to the people remembered by Humanists/Remembrance Day.</p> <p>E: Talk about what I find interesting or puzzling. Discuss what makes people ask questions regarding why we remember people and how we do this.</p> <p>Key Vocab: Cross/church/crucifix Holy trinity/floor plan of a church/buds of the cross/12 apostles/symbol</p>	<p>B: To learn about practices and ways of life by looking at how Hindus celebrate a birth and the different artefacts central to Judaism, pupils will discover not only the different practices of these faiths but also understand why they are meaningful and what they bring to people of faith.</p> <p>D: Being able to talk about identity and belonging through looking at items used for worship, religious dress, daily rituals and worship and to relate this to their own lives.</p> <p>Key Vocab: Torah/mezuzah/kippa/prayer shawl (Talith)/candlesticks/Uniform/different/belonging/community Identity/Magen David (Star of David)/Menorah/tefillin parchment/laws/commandments/ Shema prayer/covenant/Menorah/Rededication Temple/Jerusalem</p>	<p>B: To look at worship in a community and think about how these practices bring people together and create a lifestyle around which religious people organise their lives. Relating to own lives with school and assemblies. To consider how belief in Jesus is central to Christianity.</p> <p>D: To ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. To think about why repentance is important in a faith and how you can belong to or have a world view that is not based on God or a religious belief. If Humanists do not have a belief in God how do they connect to each other and come together as they do not pray.</p> <p>Key Vocab: Gospels John Luke Mark Matthew source word of mouth</p>	<p>A. Suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources are used to provide answers to important questions. For example when talking about Creationism.</p> <p>E. To ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others' lives. To think about this with reference to the discussion about Creationism and also the importance of the gurus in Sikhism.</p> <p>Key Vocab: Sikhism guru Lahore Guru Nanak Caste system Equality Monotheism Guru Amrit The 5 Ks Holy Book The Khalsa Guru Granth Sahib</p>	<p>C. To use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers and to relate this to the core beliefs of Christians and Sikhs.</p> <p>E. To use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth thinking about the truth in the Basaikh story.</p> <p>Key Vocab: Guru Gobind Singh Vaisakhi 1699 Panje piari Celebration Freedom of worship Holy water, Amrit Voluntary Tent Harvest Baptised Gurdwara Sikh New Year</p>

					parables teachings sacrifice resurrection		
<p>Summer 1</p> <p>Knowledge</p>	<p>How do Islam and other faiths use water and why?</p> <p>B/E Islam</p> <p>Children will be helped to understand the importance of hygiene when entering a place of worship. As well as the value of water and its significance in other faiths such as Hinduism (Pooja) and Christianity (baptism)</p>	<p>What can Christians learn from the teachings of Jesus</p> <p>C/E Christianity</p> <p>Recall gospel stories from the Bible, learnt from EYFS about helping others. Children will be encouraged to remember the role of Jesus in Christianity and the stories that helped to shape his presence e.g. the Good Samaritan, 2 loaves and 5 fishes etc. They will also begin to infer how the stories help Christians to lead good lives and make good choices in order to help each other. Children will also relate this to stories from other religions e.g. Rama, Prophet Muhammed and the Spider, Moses and the parting seas etc and how their good deeds are used to teach people today.</p>	<p>How are we the same and different from other people and does it matter?</p> <p>B/D Islam and Baha'i</p> <p>Children will learn about the founders of both religions i.e. Baha'I and Islam and how both believe that God is one. They will also explore different names of God. Children will discuss how they are similar but the same and how this is reflected in school, as well as wider society. They will observe prayer in Islam and the practice which involves everyone praying together with the same actions, celebrations and following guidance from God. Children will compare this to the Baha'I faith that all religions and rooted from one God and everyone is equal regardless of faith.</p>	<p>How do faith groups mark naming ceremonies?</p> <p>B/E Hinduism</p> <p>Children will learn about the significance of certain names, including their own. They will share how their names were chosen and understand that different religions mark naming ceremonies in different ways e.g. Chutti in Hinduism, using the first letter of a specific page in the Guru Grant Sahib, 99 names of Allah in Islam and a Humanist naming ceremony. They will also explore religious names of famous religious leaders and how it links to their personalities e.g. Jesus, Ram, Moses.</p>	<p>What role do places of worship have in communities? B/F Islam</p> <p>Children will explore the origins of places of worship in this country e.g. the first temple in Bradford, Gudwara in Shepherd's Bush, Woking Mosque etc. They will learn to understand why people from abroad needed a community that shared the same values as they did and ways to keep them alive in a different country. Children will also learn about the strength of community in Sikhism and debate whether there is any need for places of worship anymore in this country.</p>	<p>Could the Lord's Prayer be universal? C/D Christianity</p> <p>Children will be encouraged to become familiar with the Lord's prayer and its significance to Christians around the world – all denominations. They will also look at other prayers in different religions and understand if they are as well known as the Lord's Prayer. Children will be made aware that this prayer is well known in different languages.</p>	<p>Who do we look for inspiration? B/D Buddhism Humanism</p> <p>Children will learn about inspirational figures in Buddhism e.g. Buddha, who inspire them to carry out good deeds, say good things and think good things. They will also learn about inspiring Humanists too such as Dr Brian Cox and the influential figures in science.</p>
<p>Experiences and Skills</p>	<ul style="list-style-type: none"> Share own experiences about using water every day. Respond carefully to resources about water-fiction/nonfiction. Water in different parts of the world and its importance- first world vs third world. 	<p>C: Recognise some key artefacts and symbols featured in religions and other belief systems. Children to talk about the features of holy places.</p> <p>E: Talk about what I find interesting about the things I have learnt about different faiths and other belief systems. To relate this to our understanding of what bad and good means.</p> <p>KEY VOCAB Jesus/disciple/ Friends/Teachings/ lessons/Readings/ Church/community/service/Bible/ Parable/Sins/good deeds</p>	<p>B: Use the right names for things that are special to members of religions and other belief systems and say what they are or what they are used for. To be able to talk about this with reference to the Puja ceremony and to the artefacts looked at in our unit on Judaism. To use some of the correct terminology to describe Muslim prayer and practices. To use some correct terms to describe the Bahai faith. To know why and how some faiths have dietary requirements and what these are.</p> <p>D: To talk about things that happen to me and what I feel about them with reference to our routines at home and how we might worship, what we eat at home and how we organise our days. To discuss ideas and refer to what we have learnt, for example why the Bahai think we are all the same. To discuss how have we</p>	<p>B: To learn about practices and ways of life by looking at how Hindus celebrate a birth and the different artefacts central to Judaism, pupils will discover not only the different practices of these faiths but also understand why they are meaningful and what they bring to people of faith.</p> <p>E: Through looking at the different ways Christians worship, pupils to find out about the meaning and purpose of life, and to think about how this means not only to fulfill our own needs but to do good for others. When considering the Hindu naming ceremony, pupils to think about the meaning behind all of the symbols in the ceremony and how this ceremony encourages Hindus to think about important milestones in their lives with reference to their faith.</p>	<p>B: To look at worship in a community and think about how these practices bring people together and create a lifestyle around which religious people organise their lives. Relating to own lives with school and assemblies. To consider how belief in Jesus is central to Christianity.</p> <p>F: To ask questions about the moral decisions we make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. Thinking about why Muslims pray as a community and its impact on their faith.</p> <p>Key Vocab: Mosque Salah Wudu Minaret Adhan</p>	<p>C: To use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs. To consider why people give charity in a religious context and why faiths worship in different ways. To think about what having a faith means and if it means you believe in one set of rules and to consider this when talking about the Bahai faith.</p> <p>D. To express their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion or other belief system and explain what inspires and influences them. To talk about the inspiration of the Sikh leaders.</p> <p>Key Vocab: Prayer</p>	<p>B: To talk about what different practices and ways of life followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies. This will tie in with thinking and talking about prayer and who we look for when we want inspiration. To understand the significance behind certain festivals and why they are celebrated eg in Islam.</p> <p>D. To consider the challenges of belonging to a religion or other belief system today with reference to their own and other people's views on human nature and society, supporting those views with reasons and examples. This will be relevant particularly to the units about festivals, prayer and figures who inspire us.</p>

			<p>changed and what changes should we continue to make to become better people?</p> <p>Key Vocab: Lunar calendar, Crescent/ moon/ Imam/ Qur'an/Diversity Differences/ Similarities</p>	<p>Key Vocab: Deed poll/ Nickname/Surname/ First name/Christian name Nom de plume/Pen name (authors who hid their name and why) Anonymous/ Reputation</p>	<p>Mecca Kiblan Mihrab Jimuah Prophet Muhammad Iman</p>	<p>Liturgy Prayer book New testament Disciple Jesus Universal</p>	<p>Key Vocab: Heroes Inspire Reputation Fame Inventor Art Science Reputation Dalai Lama</p>
<p>Summer 2</p> <p>Knowledge</p>	<p>How do Islam and other faiths use water and why? B/E Islam</p> <p>Children will be helped to understand the importance of hygiene when entering a place of worship and how water is used in special ceremonies. As well as the value of water and its significance in other faiths such as Hinduism (Pooja) and Christianity (baptism)</p>	<p>How do holy books teach religious people about being close to God? A/F Christianity and Zoroastrianism</p> <p>Children will learn about the importance of books and how they are values in society today. They will then learn to understand how religious books are different and yet full of stories like their own. Children will learn to explore how the Bible helps Christians live their lives and also learn from the holy scriptures in Zoroastrianism. Why do holy books share how we should be living our lives?</p>	<p>What does faith say about change? How does it make us feel and how can we become better? A/F Buddhism</p> <p>Children will begin to learn about the story of Prince Siddarth and his transformation in the Buddha. They will share how they have changed from Reception to Year 2 children and reflect on these changes as good or bad ones. Children will learn to develop empathetic and sympathetic skills in order to help each other. These positive skills will enable children to feel better about themselves. Children will also relate changes in the seasons and how each season brings its own feelings.</p>	<p>What makes some places sacred? C/F Christianity and Islam</p> <p>Children will learn about different places that are important to people of different faiths but not to others. They will explore Lourdes and Hajj as significant places for Christians and Muslims. Children will explore the journey of Hajj and why it is important for every Muslim to go on this pilgrimage at least once in their lifetime. They will also understand the stories behind these places and why people continue to visit special places.</p>	<p>How is Humanism the same as and different to religion? A/D Humanism</p> <p>Children will learn about the belief systems of the major religions and compare and contrast their themes. They will also begin to explore the role of Humanism and its belief embedded in science. Children will find similarities between religions and Humanism to explore how different they really are. Children will learn about Humanist celebrations including naming ceremony and a wedding.</p>	<p>How do faiths define themselves? C/D Baha'i</p> <p>Children will learn that every religion has certain practices, prayers and events that shapes them. They will also understand how and why each practice has developed over time, but still managed to define themselves today. Children will learn that the Baha'i faith accepts all religions before its own and to know the history of the Baha'i faith and what it represents.</p>	<p>Religious responsibility: What does it mean to grow up? A/F Judaism Zoroastrianism</p> <p>Children will learn about how both Judaism and Zoroastrianism mark coming of age and therefore the turning point of independence when concerning religious responsibility. They will also learn about other coming of age ceremonies and how they lend themselves to religious responsibility, however, how relevant are these today, especially in such a secular society?</p>
<p>Experiences and Skills</p>	<ul style="list-style-type: none"> Share own experiences about using water every day. Respond carefully to resources about water and how they are used in different faiths. What is significance of water to the world. 	<p>A: remember key parts of a story from our unit on Hinduism and Christianity. Why are these stories remembered and what is their significance? Are there any stories about Zoroastrianism that children can remember?</p> <p>F: Talk about what is important to me and to other people with respect for feelings. To discuss this with relation to faith buildings and places of worship, talking about where we pray and why.</p> <p>KEY VOCAB Bible/New Testament/ Religion/ Ancient Eastern religion/Persia/ India/Scriptures/Songs of the Prophet</p>	<p>A: Remember a story about a special person in Christianity/Hinduism or from another belief system and talk about it and say what was important about it. Reference to the people remembered by Humanists/Remembrance Day.</p> <p>F: talk about what is important to me and to other people with respect for their feelings giving some reasons why they are important. To be able to talk about what is important to Christians and to Jain and Hindu families.</p> <p>Key Vocab: change/nature/Beliefs/ Buddhist Buddha/Kindness Origins/Humility/ Selflessness/self improvement</p>	<p>C: Pupils will think about different forms of expression through close examination of different Holy texts, their stories and the lessons we learn from them. To think about prayer and what makes a place Holy and Sacred and why visiting these places is a form of worship and what that means.</p> <p>F: To start to understand how commitment to a faith eg Islam involves not only time taken in prayer but to give sincerity to prayer. To find out about the commitment of doing good deeds with relation to Buddhism.</p> <p>Key Vocab: Church/pew/altar/vicar/</p>	<p>A: In thinking about Beliefs, Teachings and Sources pupils will look at the texts used for prayer during the Jewish High Holy Days and consider the prayers about forgiveness and repentance and what they mean on a personal and communal level. To think about the texts and references that Humanists use and the non-religious belief system that they follow and why.</p> <p>D: To ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. To think about why repentance is important in a faith and</p>	<p>C: To use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs. To consider why people give charity in a religious context and why faiths worship in different ways. To think about what having a faith means and if it means you believe in one set of rules and to consider this when talking about the Bahai faith.</p> <p>D: To express their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion or other belief system and explain what inspires and influences them.</p>	<p>A: To be able to say what religions and other belief systems teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them. To relate this to questions about the environment and the age of responsibility in religions.</p> <p>F: To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them. For example expressing their own views about their faith and religious responsibility and caring for the environment.</p>

				Minister/Priest/pew/Sacred/ Temple/Synagogue/ Mosque/Prayer mat /Direction of prayer Prayer book/ Mecca/Pilgrimage/Lourdes/ Bethlehem	how you can belong to or have a world view that is not based on God or a religious belief. If Humanists do not have a belief in God how do they connect to each other and come together as they do not pray.	To talk about the inspiration of the Sikh leaders.	Key Vocab: Rites of passage Responsibility Bar mitzvah Bat mitzvah The Torah Mitzvah Service Coming of age Adolescence
				Key Vocab: Science Faith Religion Respect Logic God deity Truth Belief proof	Key Vocab: Practice Tenets of faith Religious observance Dietary requirements Holy books Deity and gods Oneness of mankind 9 pointed star The Ringstone Symbol The Greatest Name The Book of Laws (Kitabi-I- Aqdas)		