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Intent.

Our vision.

At Deddington we create an inclusive, nurturing, caring community empowering each other to **let their light shine** through INSPIRING and supporting each other, BELIEVING in ourselves and others and ACHIEVING together.

“You are the light of the world. A town built on a hill cannot be hidden. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”
Matthew 5 v14 and 16

“Inspire Believe Achieve – Let your light shine.”

At Deddington CE Primary we want our children to make sense of what they have learnt in RE and gain religious literacy through shared experiences, reasoning and reflection. Our intent is for our children to understand differences and live among our diverse communities as considerate and responsible individuals. Through our RE programme our children:

Learn about religions by:

- gaining a secure knowledge and understanding of the beliefs, practices and history of Christianity, starting from an Anglican perspective
- beginning to explore other faiths and perspectives

Learn from religions by developing the ability to:

- express curiosity about fundamental questions of life
- understand and use religious language
- reflect on belief, practice, values and tradition in order to understand their influence on the individual, on community life and on culture and to include spiritual, moral, social and cultural aspects of life)
- understand that for some questions there are no right or wrong answers
- make informed responses to religious and moral issues
- identify the relationship between religious beliefs, human responsibility, global issues and the natural world

Curriculum enrichment plays an important part in the planning of activities, themed days and opportunities to visit our local and wider community.

Implementation.

We implement our vision and curriculum intent in the following ways:

- Deeply embedded vision, values and our 6 principles of success.
- A supportive and nurturing environment encouraging pupil achievement.
- A broad and balanced curriculum through all aspects of Religious Education
- Strong, supportive but ambitious and determined subject leadership
- Clear progressive skills forming the foundation of the delivery and assessment of Religious Education.
- Pupils reflect upon their learning throughout lessons and through response tasks and are encouraged to discover, explore and develop their own personal thoughts and understanding of faith through a wide range of learning opportunities and discussions.
- High quality teaching through passion, praise, subject knowledge and enthusiasm.
- A commitment to constantly improving our practice.
- Building Learning Power approaches develop independence, resilience and pupil involvement, engagement and deeper thinking.
- Appropriate vocabulary for each unit and each Faith is specifically taught to deepen children's schema coupled with deeper questioning within teaching approaches to promote an inquiry-based approach to acquiring key knowledge about the faiths we study and an understanding of the cultures and traditions that are part of them.
- High quality and appropriate resources to support teaching and learning. This includes planning using a Quality First Teaching approach and provision for the safe use of technology to support learning.
- Teachers plan lessons using the Oxfordshire Agreed RE Syllabus for RE (2023) and units from the Understanding Christianity scheme of work , which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. This establishes clear progression through the year groups in a coherent and related way.
- Utilising cross curricular links and opportunities to PSHE, Science, Geography, Music, Art, PE, French, RE, Maths and Literacy to ensure pupils can transfer and apply the skills they develop.
- Pupil and parent voice is encouraged, respected and informs the constantly improving provision. Pupil interviews inform our planning of activities and parents are kept informed through our medium-term plans.

Impact.

In RE, progress is measured through a child's love of RE which underpins their ability to know, remember and explain more as they travel through the year groups. As a result, you will see:

- Happy, engaged and challenged pupils in lessons.
- Confident, respectful children who are eager to talk about their learning, understanding and respect for the Faith, culture and traditions of all faiths
- RE to be represented in a variety of ways within the school.
- Knowledge of the school, local and global community as part of world Faith.
- Learning is tracked and monitored to ensure children make good progress.
- Children who are actively curious to learn more and who see the relevance of what they learn in RE – religious and non-religious worldviews lessons - within the local community as well as the bigger picture of the wider global community.

At Deddington CE Primary School, the RE curriculum impacts the pupils in the following ways:

- It enables pupils, in an age appropriate way, to give an informed and thoughtful account of Christianity as a living and diverse faith.
- It extends their knowledge and understanding of a wide range of religions and worldviews
- Our approach and style of teaching RE builds up pupils encounters with key religious concepts so that pupils can place them within their wider growing understanding of the world around them.
- Pupils are able to show respectful attitudes to religions and world views in their search for understanding and / or meaning and reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Pupils gain a wider appreciation of the diverse world within which we live developing and refining their enquiry skills, as they are increasingly asked to think more critically.

As a Church of England School, we aim to develop children's spiritual awareness by helping children to learn about and begin to understand religious beliefs and practices, and also to understand the influence of religion on people's lives. The school follows the agreed syllabus for Oxfordshire which encourages children to study Christianity as the main component of the programmes of study and also to learn about Islam, Judaism and Hinduism.

We aim for our Religious Education curriculum to:

- to develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain.
- to have knowledge of a range of Christian stories from the bible
- to develop understanding of what it might mean to be committed to a religious tradition.
- to reflect on their own experiences, beliefs and values.
- to have confidence in their own viewpoint whilst engaging in open and honest enquiry
- to respect the rights of others to hold beliefs different to their own
- view religion as a joyous experience to be celebrated with music, movement and drama – a living activity in a cross curricular context
- to aspire to be responsible citizens who make a positive contribution to society

The children make regular visits to Deddington Parish Church for special events in the church calendar, and liturgical teaching.

These visits take place six times per year and include the major Christian festivals of Harvest, Christmas, Easter. These visits include an Easter experience Day where children have an opportunity to reflect on the story of Easter week, through discussion, reflection and art. These event is planned in conjunction with the Vicar, RE/Worship lead and school worship group.

The National Curriculum for RE across Key Stages

: Key Stage 1: Exploring religion, experience and feelings:

- i i) Christianity in depth,
- ii ii) one other Abrahamic religion in depth (Judaism suggested),
- iii iii) with reference to one Dharmic tradition and non-religious perspectives (NB not necessarily a specific non-religious worldview)

Context: An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life.

Core Questions:

- A. How does our background influence who we are?
- B. How does belonging to a religion or group affect people's lives?
- C. How should we behave and treat others and the world?

Enquiries (referencing back to the core questions):

- 1. What does it mean to be me?
- 2. How important is belonging to a group for people?
- 3. What makes some people important?
- 4. Why are some places important?
- 5. What makes some things sacred to some groups of people?
- 6. What makes some stories so important to different people?
- 7. Why is it important to look after our world?
- 8. Why do people celebrate important occasions?

In exploring these questions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community;
- What they believe, why what they think is important and how these influence their day-to-day lives.
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Lower Key Stage 2: Enquiring into experience and beliefs

At LKS2, pupils will explore:

- i. Christianity in depth,
- ii. one other Abrahamic religion in depth (Islam suggested),
- iii. one Dharmic tradition in depth (Hinduism suggested),
- iv. with reference to other religions and perspectives, as appropriate.

Context: An exploration of what people believe to be important in life and why, and how this is expressed.

Core Questions:

- What is most important in life?
- How do people show what is most important to them?
- How does this affect their attitudes to themselves, other people and the world around them?

Enquiries (referencing back to the core questions)

- How and why do people worship?
- Are places of worship really needed?
- What holds communities together?
- How do religions express their beliefs about God?
- Why are sacred texts and holy books so important?
- What do celebrations show about what we think is important in life?

In exploring these questions, pupils will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community and world;
- What they believe, what they think is important and how these influence their day-to-day lives.

Upper Key Stage 2: Enquiring into experience, beliefs and life's questions

At UKS2, pupils will explore:

- i i. Christianity in depth,
- ii ii. one other Abrahamic religion in depth,
- iii iii. one Dharmic tradition in depth,
- iv iv. Humanism,
- v v. With reference to other religious traditions, as appropriate

Context: A reflective exploration of some of the big questions, beliefs and concepts about life and what it means to be human, and how responses to these are expressed.

Core Questions:

- A. What do people believe about life, the world and the good life?
- B. Where do these beliefs, attitudes and ways of living come from?
- C. How are these expressed in the lives of individuals and communities?

Enquiries (referencing back to the core questions)

1. Why do religions or non-religious groups celebrate important moments in life?
2. Why is pilgrimage so important to some religious communities?
3. Do all members of a religious or non-religious community believe and live in the same ways?
4. How did the religions and other worldviews begin?
5. How do our beliefs influence the way we treat the world?
6. What do the religions and other worldviews suggest about how people should live their lives?

In exploring these aspects of the religions and other worldviews, the children will also reflect on:

- • Their own sense of who they are and their uniqueness as a person in a family, community and world;
- • What they believe, what they think is important and how these influence their day-to-day lives

Subject strands

Curriculum topics by term.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EFYS	Why is the word 'God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Does everyone believe in God?	Why do Christians put a cross in an Easter Garden?	Are all families the same?	What do people celebrate and why?
Religion/UC unit	Creation	Incarnation	Religious and non-religious worldviews	Salvation	Religious and non-religious worldviews	Religious and non-religious worldviews
Enquiry questions						
Year 1	Who made the world?	Why does Christmas matter to Christians?	What do Jewish people believe about God?	What is the good news that Jesus brings?	How and why is Sabbath important to some Jewish people in Britain? Judaism	How do people know how to behave?
Religion/UC unit	UC1.2	UC 1.3	Judaism	UC 1.4 (CORE)	Judaism	Judaism and worldviews
Enquiry questions	Q 1, 4, 7	Q 3, 6, 8	Q 2, 3, 5, 6	Q 2, 3, 6	Q 1, 2, 5, 8	Q 2, 4, 5
Year 2	What do Christians believe God is like?	What are the best reasons for following a leader?	What does Torah mean for Jewish people?	Why does Easter matter to Christians?	What is the good news Jesus brings?	In what ways is the synagogue important to Jews?
Religion/UC unit	UC 1.1	Religious and non-religious worldviews	Judaism	UC 1.5	UC 1.4 (Digging Deeper)	Judaism
Enquiry questions	Q 1, 3, 6	Q 1, 2, 3, 6	Q 1, 2, 5, 6	Q 1. 3. 6. 8	Q 2, 3, 6	Q 2, 4, 5
Year 3	What kind of world did Jesus want?	Does it matter if a story is true or not?	What do Muslims believe about God and where did Islam start?	Why do Christians called the day Jesus died 'Good Friday'? (Core)	What is the Quran and why do many Muslims try to learn it by heart?	When Jesus left, what was the impact of Pentecost?

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Religion/UC unit	UC 2a.4	Religious and non-religious worldviews	Islam	UC 2a.5	Islam	UC 2a.6
Enquiry questions	Q 3, 5	Q 3, 5	Q 1, 3, 4	Q 1, 4, 5, 6	Q 3, 4, 5	Q1, 5, 6
Year 4	How do Hindus understand God? Brahman	What is the Trinity?	What role does worship play in the life of a Hindu?	Why do Christians call the day Jesus died 'Good Friday'?	What is it like to follow God?	How and why do people argue that some places can be spiritual?
Religion/UC unit	Hinduism	UC 2B.8	Hinduism	UC 2a.5 (Digging Deeper)	UC 2a.2 (CORE)	Hinduism
Enquiry questions	Q 1, 4, 5, 6	Q 1, 3, 4	Q 1, 2, 3, 4	Q 1, 4, 5, 6	Q 1, 2, 3, 4, 5,	Q 1, 2, 3
Year 5	Why is important that Muhammed is known as the seal of the prophets?	What kind of King is Jesus?	How far does the mosque contribute to the Muslim concept of Ummah?	What did Jesus do to save human being?	How do rites of passage shape the lives of different Christians?	What does it mean to live a good life?
Religion/UC unit	Islam	UC 2b.8	Islam	UC 2b.6	Religious and non-religious world views	Religious and non-religious world views
Enquiry questions	Q 2, 4	Q 4, 5, 6	Q 2, 3, 5	Q 3, 4, 6	Q 3, 5, 6	Q 3, 6
Year 6	What might a Hindu gain from a pilgrimage to India?	What would Jesus do?	What is the significance of Karma and Moksha for a Hindu?	How far is belief in the resurrection important to Christians today?	Creation and Science: conflicting or complimentary?	<i>How does a worldview help people decide what is important?</i>
Religion/UC unit	Hinduism	UC 2b.5	Hinduism	uc 2b.7	UC 2b.2	Religious and non-religious worldviews
Enquiry questions	Q 1, 2, 3	Q 3, 4, 5, 6	Q 3, 5, 6	Q 3, 4, 6	Q 3, 5	Q 1, 6

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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
F1	Topic	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Does everyone believe in God?	Why do Christians put a cross in an Easter Garden?	Are all families the same?	What do people celebrate and why?
	'I Know' The knowledge to be learnt	<p>I know that Christians believe that God is important to them.</p> <p>I know that they gather in a church to sing and praise.</p> <p>I know that for Christians the word God is important as the Creator of the universe and all that is in it.</p>	<p>I know that Jesus was a very special baby because he came from God.</p> <p>I know that Christians say was God come to earth to a friend and rescue us from making bad choices.</p> <p>I know that Christians celebrate Christmas as the birth of Christ.</p> <p>I know the nativity story tells the story of Jesus' birth.</p>	<p>I know that many people believe in some divine being.</p> <p>I know that many people believe that there is no God and that humans are free to make their own choices.</p> <p>I know that there are lots of stories that people tell to help them understand the ideas.</p>	<p>I know that Easter week celebrates the journey of Jesus into Jerusalem on Palm Sunday to his crucifixion on Good Friday and Resurrection on Easter Sunday.</p> <p>I know the significance of palm crosses.</p> <p>I know that some people celebrate the secular/ non-religious meaning of Easter – the start of Spring.</p>	<p>I know that people like celebrating the important events in life.</p> <p>I know that celebrations help people to feel part of a community.</p> <p>I know that lots of celebrations involve special foods.</p> <p>I know that there are lots of ways to celebrate.</p> <p>I know that people get their ideas from the stories that they read and tell.</p> <p>I know that communities look for truth in different places and live it out in different ways.</p>	<p>I know that there are things that Christians do that show that they belong – Baptism for example, this can include going to church.</p> <p>I know that Christians are people who believe in a God.</p> <p>I know that Christians believe that God came to earth as Jesus.</p> <p>I know that Hindus celebrate Diwali – Festival of Light.</p> <p>I know that Jewish people celebrate Hanukkah as their festival of light.</p>
	Key Vocabulary	<p>Universe</p> <p>Creator</p> <p>Create</p> <p>Creation</p>					
	'I can' The skills to be developed	<p>I can say the Lord's prayer with actions.</p> <p>I can take responsibility for God's world and all that is in it.</p>	<p>I can retell the story of the Birth of Jess, knowing the order of the visits and why Mary and Joseph went to Bethlehem.</p>	<p>I can understand that different people use the word 'God' to mean slightly different things. I can understand the different characteristics attributed to God or the divine.</p>	<p>I can give a clear and simple recount of Easter week including Palm Sunday, Maundy Thursday (Last Supper), Good Friday and Easter Sunday.</p>	<p>I can recognise and respect other family beliefs and celebrations.</p> <p>I can listen to and acknowledge other's views and beliefs.</p>	<p>I can recognise that some celebrations are religious and others are non-religious.</p> <p>I can talk about religions around the world and their festivals.</p>

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				<p>I have some understanding of a small range of Religious and Non-Religious Worldviews. I can share their own ideas about God.</p>	<p>I can explain the different meanings of the cross. Forgiveness, sacrifice.</p>	<p>I can understand and respect that all families are different and follow different paths/views.</p>	<p>I can talk about world festivals of light including Diwali, Hanukkah and Christmas.</p> <p>I can describe some things that happen in secular celebrations e.g., Halloween, Mexican Day of the Dead, Bonfire night</p>
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 1	Topic	<i>Who made the world?</i>	<i>Why does Christmas matter so much to Christians?</i>	<p>What do different Jewish people believe about God?</p> <p><i>God as creator, choosing Abraham; rescuing them and the Shema;</i></p>	<p>What is the good news that Jesus brings?</p> <p>(Core)</p>	<p>How and why is Shabbat important to some Jewish people in Britain?</p> <p><i>Shabbat laws and rituals and the ways that it separates them from but unites them. Link to God</i></p>	<p>How do people know how to behave?</p> <p><i>Focus on 10 commandments and Jewish food laws; also look at different days of rest in</i></p>

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	<p>'I Know' The knowledge to be learnt</p>	<p>I know that God created the universe.</p> <p>I know that the Earth and everything in it are important to God.</p> <p>I know that God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>I know that Humans should care for the world because it belongs to God.</p>	<p>I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>I know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>I know that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p><i>cultural/secular Jews with no belief.</i></p> <p>I know many people believe in some divine being.</p> <p>I know many people believe that there is no God and that humans are free to make their own choices.</p> <p>I know there are lots of stories that people tell to help them understand the ideas. Christians believe God created the universe. I know all creation is important to God.</p> <p>I know God's character is reflected in the beauty of the world</p> <p>I know the Jewish religion began in Israel when Abram (Abraham) was called by God.</p> <p>I know Jews believe that there is one God.</p> <p>I know Jews believe that God is creator.</p> <p>I know they believe that God sets rules for life.</p>	<p>I know that Christians believe Jesus brings good news for all people.</p> <p>I know that for Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>I know that Christians believe Jesus is a friend to the poor and friendless.</p> <p>I know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>I know the Jewish religion began in Israel when Abraham was called by God.</p> <p>I know Jewish people believe that there is one God.</p> <p>I know Jewish people believe that God is creator.</p> <p>I know they believe that God sets rules for life.</p> <p>I know Shabbat is a weekly celebration for many Jewish people.</p> <p>I know most Jewish people will do no work on Shabbat and will go to the synagogue.</p> <p>I know Shabbat helps Jewish people to remember that God rested after creating the world</p>	<p><i>different religions. Introduce the Golden Rule</i></p> <p>I know Shabbat is a weekly celebration for most Jewish people.</p> <p>I know Jewish believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.</p> <p>I know in Jewish tradition Abraham became identified as the 'first Jew'.</p> <p>I know that the Shema Yisrael, or the Shema, is the central affirmation of Judaism.</p> <p>I know many Jewish people uphold Jewish traditions but wouldn't themselves worship either in synagogue or at home.</p> <p>I know there are a lot of shared ideas about the rules that are followed.</p> <p>I know the Golden rule is shared by many different groups of people.</p> <p>I know a person's worldview will affect what they think is right or wrong.</p> <p>I know rules come from different sources and can be applied in different ways.</p>
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						I know the ten commandments may apply to many different people in different ways.
Key Vocabulary	Universe Creator Sustainer		Shema Abraham			
'I can' The skills to be developed	<p>I can retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>I can recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>I can say what the story tells Christians about God, Creation and the world.</p> <p>I can give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>I can think about, talk about and ask questions about living in an amazing world.</p>	<p>I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>I can recognise that stories of Jesus' life come from the Gospels.</p> <p>I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>I can decide what I personally have to be thankful for at Christmas time.</p>	<p>I can recall that the Shema is a prayer.</p> <p>I can describe the significance of the Shema for Jewish people.</p> <p>I can describe why Abraham is important to Jewish people and retell the story of the calling of Abraham in simple terms.</p>	<p>I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>I can recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas</p>	<p>I can use the right names for things that are special to Jewish people during Shabbat.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p> <p>I can start to explain why Shabbat is important to Jewish pupils in Britain</p>	<p>I can say why we have rules in our school.</p> <p>I can talk about an agreement Jewish people make with God and say how obedience is important to some people.</p> <p>I can start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God.</p> <p>I can start to explain how Jewish people know how to behave and why the 10 commandments and food laws are important.</p> <p>I can talk about the sources different people use as a basis for the rules that they follow.</p>

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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 2	Topic	What do Christians believe God is like?	<p>What are the best reasons for following a leader?</p> <p><i>Focus on the question of authority testing whether ideas make sense and testing their reliability. Introduce Joshua and compare him to Jesus' leadership for deeper understanding of the topic of leadership. Investigate qualities of leaders and evaluate what makes people good leaders.</i></p>	What does Torah mean for Jewish people?	Why does Easter matter to Christians?	<p>What is the good news that Jesus brings?</p> <p>Digging deeper</p>	In what ways is the synagogue important to Jews?
	'I Know' The knowledge to be learnt	<p>I know that Christians believe in God, and that they find out about God in the Bible.</p> <p>I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>I know that some stories show these Christian beliefs.</p> <p>I know that Christians worship God and try to live in ways that please him.</p>	<p>I know there are a lot of shared ideas about the rules that are followed. • I know the Golden rule is shared by many different groups of people. I know a person's worldview will affect what they think is right or wrong. I know the ten commandments may apply to many different people in different ways • I know the Jewish religion began in Israel when Abraham was called by God (Jewish leader). I know Different people think that different things are right. I know people get their ideas about what is right and true from other people and from the things that they read. I know asking questions helps people to decide what is right.</p>	<p>I know what Jews learn about God from the Torah, particularly the Shema. I know how and why Jews observe Shabbat. I know the Ten Commandments, The story of Abraham Secular/Cultural Jews Jewish food and law I know the Golden Rule I know The Bible and how it is used by Christians. I know the Torah tells the stories of the early Jews and their relationship with God. I know the Exodus story teaches Jews that God had a plan to rescues them from their enemies. I know that the Torah sets the expectations for how a Jewish person should live.</p>	<p>I know that Easter is very important in the 'big story' of the Bible.</p> <p>I know that Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>I know that Christians believe Jesus brings good news for all people.</p> <p>I know that for Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>I know that Christians believe Jesus is a friend to the poor and friendless.</p> <p>I know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>I know about Shabbat, Torah, Shema and the Ten Commandments I know the story of Abraham Secular/Cultural Jewish people Jewish food and law I know what the Golden Rule is. I know that Rosh Hashanah and Yom Kippur are the two high Holy days for Jewish families I know How the church is used by Christians I know the synagogue is the centre of community life for many Jewish people. I know the synagogue is the centre of worship for Jewish people. The synagogue is where Jewish people learn about God.</p>
	Key Vocabulary				Torah		

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							Torah
'I can' The skills to be developed	<p>I can identify what a parable is.</p> <p>I can tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>I can give clear, simple accounts of what the story means to Christians.</p> <p>I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>I can give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>I know the key leaders for Jewish people and say what makes Joshua a good leader.</p> <p>I can recount some of the key events that demonstrate Joshua's leadership skills.</p> <p>I can say what qualities a good leader should have and put them in order from least to most important.</p> <p>I understand that different people have different views on what qualities are important to be a good leader.</p> <p>I can name some leaders in my own community and reflect on what leadership qualities they should have.</p> <p>I understand that it is important to follow a leader using my own values and questions to guide me.</p>	<p>Pupils know that the Torah is a special book for Jewish people containing laws, and history.</p> <p>I can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah.</p> <p>I can make connections between some of the teachings and the way that some Jews live their lives.</p> <p>I can retell some of the history of the Jewish people and suggest why that may be important to Jews.</p>	<p>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>I can recognise that Jesus give instructions about how to behave.</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>I can tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p> <p>I can give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>I can describe how Christians show their beliefs: for example, thanking God in prayer.</p> <p>I can give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>I can think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p>I can recognise that the Synagogue is an important building for many Jewish families. I can ask wondering questions and share and record wonderings as appropriate.</p> <p>I can recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs.</p> <p>I can make links with other places of worship and consider why it is important for communities to come together.</p>	

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	Topic	What kind of world did Jesus want?	Does it matter if a story is true or not?	What do Muslims believe about God and where did Islam start?	Why do Christians call the day Jesus died 'Good Friday'? (CORE)	What is the Quran and why do many Muslims try to learn it by heart?	When Jesus left, what was the impact of Pentecost?
Year 3	<p>'I Know' The knowledge to be learnt</p>	<p>I know that Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first.</p> <p>I know that Jesus shows love and forgiveness to unlikely people.</p> <p>I know that Christians try to be like Jesus - they want to know him better and better.</p> <p>I know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>I know what the Torah means for Jewish people? I know what the Qur'an is and why do many Muslims learn it by heart? I know the difference between symbolic and literal. I understand what metaphors are. I understand that some people believe that all religious stories are made up. I know that the beliefs that a person has will change the way that they read a text. I understand there is debate about what is true and reliable</p>	<p>I know that Islam was started in 610AD when Angel Jibril gave Muhammad the words of God which were later recorded in the Qur'an. I know that Tawhid means belief in one God which is fundamental to Islam belief. I know that there are 99 names in the Qur'an which describe Allah (God) and help believers to know what Allah (God) is like and how he affects people's lives. I know that the Night of Power commemorates Muhammad receiving the words of Allah (God) from the Angel Gabriel and is remembered during Ramadan. I know how the belief in Tawhid, Qur'an and 99 words and Night of Power effect how people live their lives.</p>	<p>I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>I know that Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>I know the Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. I know the Qur'an is believed to be the very words of Allah. I know it is treated with respect and always written, read and recited in Arabic. I know learning the Qur'an by heart is a sign of dedication to Allah.</p>	<p>I know that Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>I know that Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>I know that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>I know that Christians celebrate Pentecost as the beginning of the Church.</p>
	Key Vocabulary						

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	<p>'I can' The skills to be developed</p>	<p>I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>I can make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>I can describe the way that people see truth differently based on their experiences.</p> <p>I can evaluate the effectiveness of proverbs in helping to guide behaviour.</p> <p>I can demonstrate how the ideas in a text can influence behaviour.</p>	<p>Muslims believe in one God, and they call him Allah.</p> <p>Allah called Muhammad to teach people to follow him.</p> <p>Muhammad lived in a place where people believed in many gods.</p> <p>Muslims believe that the Bible and the Torah teach about Allah as well.</p>	<p>I can Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>I can give examples of what the texts studied mean to some Christians.</p> <p>I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>I can identify the ways in which Muslims treat the Qur'an as a sacred text and describe the impact that learning it has on the life of a Muslim.</p> <p>I can compare some Muslim beliefs about the Qur'an with Christian and Jewish beliefs about their sacred texts.</p> <p>I can talk about some of the key teachings of the Qur'an and the impact these teachings have on the lives of different Muslims.</p> <p>I can explain why Muslims learn the Qur'an by heart and become Hafiz.</p>	<p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>I can offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>I can give examples of what Pentecost means to some Christians now.</p> <p>I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic	How do Hindus understand God (Brahman)?	What is the Trinity?	What role does worship play in the life of a Hindu?	Why do Christians call the day Jesus died 'Good Friday'? (DIGGING DEEPER) Why do Christians remember the events of Holy Week every year?	What is it like to follow God? (CORE)	How and why do people argue that some places can be spiritual?

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Year 4	<p>'I Know' The knowledge to be learnt</p>	<p>I know what different Jews believe about God. I know that there is one God, he is a creator and he sets rules for life as believed by Jews. I know the qualities of God being loving, kind, just, Lord, King and Creator. I know where Islam started. I know they believe there is one God called Allah and Muhammad was his prophet. It will teach the 99 names and so qualities of Allah as believed by Muslims. I know many Hindus believe in one God, Brahman. Brahman is in everything and everywhere. I know there are many Murtis that express different aspects of Brahman. I know many Hindus see Murtis as helping them to focus on different aspects of God.</p>	<p>I know that Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>I know that Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>I know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> <ul style="list-style-type: none"> I know that Christians worship God as Trinity. and Christians have created art to help to express this belief. <p>I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>I know about worship in the church and in the synagogue and may have their own experiences of worship outside of school collective worship. They will have encountered the idea of worship in the context of celebrations and festivals. I know what Murtis are and Brahman, symbols of Hindu Dharma and some of the stories of Vishnu, Shiva and Ganesha. I know Hindus worship in the Mandir and at home. I know many Hindus will worship daily, offering prayers and gifts to the Murtis. I know Arti and puja often help Hindus to cope with challenges of life. I know worship and meditation form part of daily duties</p>	<p>I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</p> <p>I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>I know that Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>I know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</p> <p>I know that the People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>I know that they believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>I know that for many people there are places connected with their beliefs that are important to them.</p> <p>I know that different people recognise different places as spiritual.</p> <p>I know that there isn't always agreement on what makes a place spiritual.</p> <p>I know that some people think that only what they can see is real.</p> <p>I know that spiritual places can include places of worship, places of pilgrimage and can be different for different people.</p>
	Key Vocabulary			<p>Murti Puja Arti Brahman Shiva Dharma Vishnu 5 Daily duties</p>			

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<p>'I can' The skills to be developed</p>	<p>I can describe some of the qualities of the God as understood by Hindus. (That the one God for Hindus is called Brahman and he is represented in many different forms / deities. *The names of the Trimurti Brahma, Vishnu and Shiva and their consorts - the Tridevi Saraswati, Laksmi and Parvati). I can describe characteristics of these deities and thus draw conclusions about qualities of the one God. I can recall key stories connected to the Trimurti, Tridevi and other deities and what they teach I can explain what symbols are used for God (salt water, incense, pomegranate, aum/om) and what qualities they represent for the one God I can explain what the term avatar means in the Hindu faith and name some of the avatars for Vishnu. I can explain that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions. This comes in the form of the Murtis they worship. *How the various avatars for Vishnu</p>	<p>I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>I can offer suggestions about what texts about baptism and Trinity might mean.</p> <p>I can give examples of what these texts mean to some Christians today.</p> <p>I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>I can explain the terms Aarti and Puja and what a home shrine and a Mandir is.</p> <p>I can explain what happens during Puja in the home and in the Mandir.</p> <p>I can consider how worship is part of a Hindus' life and how the 5 daily duties impact their life</p>	<p>I can offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>I can give examples of what the texts studied mean to some Christians.</p> <p>I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p>I can make clear links between the story of Noah and the idea of covenant.</p> <p>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>I can make links between the story of Noah and how we live in school and the wider world.</p>	<p>I can name features of a church and a Mandir and explain reasons for the features.</p> <p>I can name places of pilgrimage for Christians and for Hindus and why these places are important places of pilgrimage.</p> <p>I can explain why people go on pilgrimage and what people might do on a pilgrimage.</p> <p>I can explain why some places are places of pilgrimage.</p> <p>I can describe how churches and mandirs are built to be spiritual.</p> <p>I can compare and contrast places of worship for Christianity and Hinduism.</p> <p>I can compare and contrast places of pilgrimage for Christianity and Hinduism.</p> <p>I can explain how a place can become spiritual.</p> <p>I can explain what could be a spiritual place for them and why.</p>

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		link to the qualities of the one God.					
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 5	Topic	Why is important that Muhammed is known as the seal of the prophets?	What kind of King is Jesus?	How far does the mosque contribute to the Muslim concept of Ummah?	What did Jesus do to save human beings?	How do rites of passage shape the lives of different Christians?	What does it mean to live a good life?
	'I Know' The knowledge to be learnt	<p>I know Muslims believe in one God, and they call him Allah.</p> <p>I know Allah called Muhammad to teach people to follow him.</p> <p>I know Muhammad lived in a place where people believed in many gods.</p> <p>Muslims believe that the Bible and the Torah teach about Allah as well. I know the Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. I know The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and recited in Arabic.</p> <p>I know learning the Qur'an by heart is a sign of dedication to Allah. I know there are 99 names of Allah (God)</p> <p>I know Islam is one of the three Abrahamic religions (Judaism and Christianity being the other two). I</p>	<p>I know that Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>I know that the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>I know that many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>I know Muslims believe in one God (tawhid = the oneness of God), and they call him Allah.</p> <p>I know there are 99 names to describe Allah. I know Allah called Muhammad to teach people to follow him, Mohammad lived in a place where people believed in many Gods.</p> <p>I know Muslims believe that the Bible and the Torah teach about Allah as well.</p> <p>I know the Qur'an was dictated in Arabic to Muhammad by the Angel Jibril and the Qur'an is believed to be the very words of Allah</p> <p>I know It is treated with respect and always written, read, and recited in Arabic.</p> <p>I know learning the Qur'an by heart is a sign of dedication to Allah</p> <p>I know Muslims have regard for the prophets of the Old Testament and Jesus.</p>	<p>I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>I know the Gospels give accounts of Jesus' death and resurrection.</p> <p>I know that the New Testament says that Jesus' death was somehow 'for us'.</p> <p>I know that Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God;</p>	<p>I know that rites of passage are important to some Christians and mark key events.</p> <p>I know that some rites of passage such as baptism have biblical roots.</p> <p>I know some churches have Infant and/or adult baptism.</p> <p>I know confirmation, weddings, and funerals are practiced in different ways in different cultures and traditions.</p>	<p>I know that a good life is not something agreed on by all people.</p> <p>I know the Golden Rule gives some guidance that is accepted by most people.</p> <p>I know many religions believe that there are rewards for living whatever they decide is a 'good' life.</p> <p>I know many governments lay down rules that are meant to help people live a good life.</p>

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	<p>know that Tawhid is known as the Oneness of God.</p> <p>I know the Night of Power is when Angel Jibreel dictated the Qur'an to Muhammad (PBUH) in Arabic)</p> <p>I know Muslims have regard for the prophets of the Old Testament and Jesus.</p> <p>I know Muhammad is known as the 'seal of the prophets.</p> <p>I know the hadith, which contains the saying of Muhammad as well as tales of his life is as important for many Muslims as the Qur'an.</p>		<p>I know Muhammad is known as the 'seal of the prophets'.</p> <p>I know the hadith, which contains the sayings of Muhammad as well as tales of his life, is as important for many Muslims as the Qur'an.</p> <p>I know Ummah is the community of Muslims which is expressed in many ways, including through the five pillars of Islam.</p> <p>I know the mosque is the centre of the community for many Muslims, where they go to learn about Allah and to conduct the five daily prayers. I know the five pillars of Islam show commitment to Allah and to the Muslim community.</p> <p>I know the importance of the Kab'ah in Makkah is shown by Muslims facing its direction when praying and the Hajj.</p> <p>I know all Muslims are equal in the eyes of Allah.</p>	<p>leading from darkness to light.</p> <p>I know that Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>I know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>		
Key Vocabulary						
'I can' The skills to be developed	<p>I can explain why Muhammad (PBUH) is called the 'Seal of the Prophets'.</p> <p>I understand the importance of Muhammad (PBUH) for Muslims.</p> <p>I can identify prophets that are important for Islam, Christianity and Judaism and give reasons for their importance.</p>	<p>I can explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p>	<p>I can identify examples of how the Shahadah is used to underpin Muslim belief about Allah.</p> <p>I can make clear connections between the importance of prayer, mosques (including the Kab'ah) and community.</p> <p>I can explain how, through living out the five pillars of Islam, Muslims can show</p>	<p>I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation and Salvation fit within it.</p> <p>I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p>	<p>I can demonstrate an understanding of the term 'rite of passage' and can talk about Christian Baptism</p> <p>I can demonstrate an understanding of what happens during a Baptism ceremony.</p> <p>I can demonstrate an understanding of the symbols of Baptism.</p>	<p>I can evaluate what a range of religions mean by a good life.</p> <p>I can explain that that everyone has a worldview: a particular way of looking at the world that depends on his or her context and experiences. As such, their worldview may change over time.</p>

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	<p>I can describe roles that Isa (Jesus) and Muhammad (PBUH) have in Islam.</p> <p>I can justify the importance of prophets in Islam.</p> <p>I can explain the importance of Scripture for Muslims and how the Hadith helps Muslims.</p> <p>I can explain the basic divisions in Islam and some of the reasons behind them</p>	<p>I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>that their commitment to Allah, their faith and the community.</p> <p>I can consider how Muslims can be a part of their community even when they are not in a mosque, showing awareness of the different ways that Muslims can follow the five pillars of Islam (for example, choosing to pray in the home and workplace, making decisions about whether they are able to fast in Ramadan or go on a Hajj).</p> <p>I can weigh up how the mosque contributes to the community, offering and justifying other ways in which ummah is expressed.</p>	<p>I can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>I can show how Christians put their beliefs into practice.</p> <p>I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>I can represent the Baptism of Jesus.</p> <p>I can reflect and decide on what values they are committed to and where these originate from, in the same way as I can explain why Christians are committed to Baptism as a rite of passage</p>	<p>I understand there are organised worldviews, but these alone do not form a personal worldview but will influence it.</p> <p>I understand that worldviews are a combination of organised and personal opinions</p>
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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 6	Topic	What might a Hindu gain from a pilgrimage to India?	What would Jesus do?	What is the significance of Karma and Moksha for a Hindu?	What difference does the resurrection make for Christians?	Creation and science: conflict or complementary?	How does a worldview help people decide what is important?
	'I Know' The knowledge to be learnt	<p>I know Moksha is the ultimate goal within Hinduism, to leave the cycle of rebirth (samsara) and become one with the God Brahman.</p> <p>I know Karma means 'action', and refers to the Hindu law of cause and effect. This is where the actions of a person, influence the future of that person.</p> <p>I know pilgrimage to India is not a requirement of Hindu</p>	<p>I know that the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>I know that Christians see that Jesus' teachings and example cut across expectations — the Sermon on the</p>	<p>I know many Hindus believe in one God, Brahman, that Brahman is in everything and everywhere.</p> <p>I know there are many murtis that express different aspects of Brahman.</p> <p>I know many Hindus see murtis as helping them to focus on different aspects of God.</p> <p>I know Hindus believe deities can come to earth as avatars often to help</p>	<p>I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>I know that the Gospels give accounts of Jesus' death and resurrection.</p>		<p>I know that a worldview is a way of looking at the world and will influence the choices a person makes.</p> <p>I know there are organised and personal, religious, and non-religious worldviews. I know everyone has a worldview.</p> <p>I know a worldview may be a combination of organised and personal opinions and may change over time.</p>

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	<p>faith but many undertake one at least once in a lifetime.</p> <p>I know there are many destinations for Hindus and many of these centres are on the Ganges.</p> <p>I know different deities are venerated in different places; teachers and gurus also have locations in ashrams and other centres.</p>	<p>Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>I know that Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national</p>	<p>humans overcome evil. One of Vishnu's avatars is Krishna.</p> <p>I know symbolism is important to help understanding, including the lotus flower.</p> <p>I know Hindu worship in the Mandir and at home. Many Hindus will worship daily, offering prayers and gifts to the Murtis. I know worship and meditation form part of daily duties</p> <p>I know most Hindus believe: Life is a cycle of birth, death and rebirth, called samsara; The good or bad you do in this life, karma, determines your presence in the next cycle of life; Karma is an inevitable consequence of the way we live or lives; Moksha (breaking the cycle of samsara) is the ultimate goal for a devout Hindu in being at one with Brahman.</p> <p>I know Hindu dharma is more a way of life than a system of beliefs, that belief in reincarnation is a central tenet of Hindu dharma for many.</p> <p>I know the five daily duties contribute to the understanding of life for a Hindu.</p>	<p>I know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>I know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>		<p>I know experiences influence a person's worldview</p>
Key Vocabulary						
'I can' The skills to be developed	<p>I can name and locate some pilgrimage sites for Hindus.</p> <p>I can describe what happens at different Hindu pilgrimage sites.</p>	<p>I can identify features of Gospel texts (for example, teachings, parable, narrative).</p>	<p>I can show understanding that stories can inspire Hindus to make good choices.</p>	<p>I can outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas</p>	<p>I can outline the importance of Creation on the timeline of the 'big story' of the Bible.</p>	<p>I can make connections/links between the different world views they have studied and perhaps others</p>

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		<p>I can identify and explain some of the reasons why Hindus may choose to go on a pilgrimage.</p> <p>I can make comparisons between the pilgrimages of different faiths (Hindu and Islamic pilgrimages)</p>	<p>I can take into account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p>	<p>I can explain how dharma is a way of life for Hindus. I can give examples of how the five daily duties link to dharma.</p> <p>I can make clear connections between the deeds of past lives / this life and the consequences for the next life, for Hindus.</p> <p>I can weigh up how far the goal of moksha inspires Hindus to achieve good karma.</p>	<p>of Incarnation and Salvation.</p> <p>I can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>I can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>I can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>I can show how Christians put their beliefs into practice in different ways.</p> <p>I can explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>I can offer and justify my own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>I can take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>I can make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>I can show understanding of why many Christians find science and faith go together.</p> <p>I can identify key ideas arising from the study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>(Baha'i/Humanism) I understand the similarities and differences between the different worldviews and what connects them together in society.</p> <p>I can evaluate the various sources of wisdom about what is important and justify their own opinions. I can present cogent arguments and spot faulty logic,</p>
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Progressive knowledge overview by strand.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing it		Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism) Recall a variety of religious stories used for different purposes	Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied Retell a selection of key stories, making links to the core beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)	Describe the lives of the most important religious figures and their place within the belief system Suggest meanings for the various kinds of writing found within sacred texts	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms
Living it		Give simple examples of how stories and beliefs influence the behaviour of believers, referring to the local area Identify some elements of practice that arise from these beliefs	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer	Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and guide lifestyle choices	Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God	Make clear links between the texts and concepts studied and common practice across denominations Describe the actions of believers in their communities, locally and globally that demonstrate commitment	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death Show how inspiration might play a part in how believers interpret the texts
Linking it		Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others	Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference to the way the pupils think	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life

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