



# Woodside Primary Academy Progression Map



## Subject: RE

Intent: The Religious Education at Woodside provides children with a deep understanding and knowledge of the core religions, and as a result our children gain a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. Once the age-appropriate knowledge has been acquired, all children develop the skills of asking significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion and develop thoughtful answers to the ultimate questions about the meaning and significance of existence. Through thoughtful and precise teaching, children learn to link the study of religion and belief to personal reflections on meaning and purpose. Like in all foundation subjects, significant levels of originality, imagination or creativity, are shown in their responses to their learning in RE. Woodside promotes the acceptance and tolerance of others, creating an inclusive environment for all - seeking to understand people who are different to us through the lens of Religious Education.

Autumn 1	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 My Day Nursery 3-4 Marvellous Me Year R We are Superheroes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery 2-3</u> To know their immediate family and begin to name them.</p> <p><u>Nursery 3-4</u> To be able to describe their family and begin to be able to articulate their own family customs</p> <p><u>Year R</u> To have a sense of their own life story and family's history.</p>	<p><u>Christianity</u> Does God want Christians to look after the world? (Creation Story)</p> <p>To know that the Creation Story is from the Book of Genesis in the Bible in the Old Testament</p> <p>To know that God is the creator of the world according to the bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations</p>	<p><u>Christianity</u> Is it possible to be kind all the time?</p> <p>To know and retell a story where Jesus has showed kindness</p> <p>To be able to recall a time they have been kind but it was difficult</p> <p>To use the Parables to show examples of this</p>	<p><u>Hinduism</u> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>To know some of the ways Hindus celebrate Diwali and begin to talk about how Hindus may feel on Diwali</p> <p>To talk about some important actions they could take to show how they support a group they belong to and talk about their understanding of a group symbol.</p>	<p><u>Judaism</u> How special is the relationship Jews have with God?</p> <p>To give examples of agreements and contracts and explain how they would feel if one was broken.</p> <p>To know what affirmation and promises are.</p> <p>To explain what makes Jewish people believe they have a special relationship with God.</p> <p>To talk about some of the ways Jewish people express their special relationship with God and</p>	<p><u>Sikhism</u> How far would a Sikh go for his/ her religion?</p> <p>To identify the different levels of commitment they show to different things and explain these priorities.</p> <p>To make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>To respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>To know the 5 Sikh beliefs.</p>	<p><u>Islam</u> What is the best way for a Muslim to show commitment to God?</p> <p>To show an understanding of why people show commitment in different ways.</p> <p>To describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>To think of some ways of showing commitment to God that would be better than others for Muslims.</p>	

				To talk about how Diwali may bring a sense of belonging to Hindus	start to understand how that might feel.		
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<p><b>Skills</b></p>	<p><u>Nursery 2-3</u> Children will be able to recognise their immediate family and be able to name them.</p> <p><u>Nursery 3-4</u> To be able to begin to describe some of their family's customs.</p> <p><u>Year R</u> Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Describe some teachings of a religion</p>	<p>Relate emotions to some of the experiences of a religious figure Identify how they have to make choices in life.</p>	<p>Describe some main festivals of a religion</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Describe religious buildings and explain how they are used.</p>	<p>Refer to religious figures and holy books to explain answers.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Give some reasons why religious figures may have acted as they did.</p>	<p>Explain how religious beliefs shape lives of individuals and communities.</p> <p>Explain some of the different ways that individuals show their beliefs.</p> <p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p>	<p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles in belonging to a faith community.</p> <p>Explain some of the different ways that individuals show their beliefs.</p>
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<b>Vocabulary</b>	<u>Nursery 2-3</u> Me Mum Dad Brother Sister Friend	Jesus Bible Christianity Old Testament Genesis Creator	Samaritan Levite Pharisee Parables Kindness	Diwali Ramayana Rangoli	<u>Judaism</u> Rabbi Synagogue	<u>Sikhism</u> Harmadir Sahib Langar 5 Ks	Ramadan Muhammad Qur'an
	<u>Nursery 3-4</u> Me Mum Dad Brother Sister Friend						
	<u>Year R</u> Special people who help us firefighter policeman policewoman nurse doctor paramedic relations parents teachers						

<b>Autumn 2</b>	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Key Stage 2</b>			
	Nursery 2-3 What's in the Garden? Nursery 3-4 What's on Wood Street? Year R Festivals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Knowledge</b></p>	<p><u>Nursery 2-3</u> To know some Christmas songs and rhymes</p> <p><u>Nursery 3-4</u> To know what the Christmas Story is and who were the special people in the story.</p> <p><u>Year R</u> To recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>Christianity</u> What gifts might Christians in their town have given Jesus if he had been born here rather than Bethlehem?</p> <p>To know the main people in the Christmas story – Mary, Jesus, Gabriel</p> <p>To know that Jesus was born in Bethlehem</p> <p>To know that the star in the sky symbolizes Jesus’s importance and how he could light other nations</p> <p>To know what the 3 gifts symbolize – he was both King and God and he would die.</p> <p>To talk about gifts that are special to them and what they would give to Jesus if he were alive today.</p>	<p><u>Christianity</u> Why do Christians believe God gave Jesus to the world?</p> <p>To say how they could help solve a problem by showing love.</p> <p>To remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>To say why Christians think God gave Jesus to the world</p> <p>To know what the Trinity is and what it means.</p> <p>To understand that God became incarnate at Christmas and bought God’s love for the world to earth in human form.</p> <p>To reflect on salvation.</p> <p>To know Agape is universal love, such as the love for strangers, nature, or God. It is also called charity.</p>	<p><u>Christianity</u> Has Christmas lost its true meaning?</p> <p>To explain what Christmas means to them and talk about whether this involves giving and receiving gifts.</p> <p>To start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>To start to tell you what Christmas means to Christians and what it means to them.</p>	<p><u>Christianity</u> What is the most significant part of the Nativity story for Christians today?</p> <p>To know that Jesus was born in Bethlehem and Christians believe he was God’s son. Mary was his mother and Joseph was engaged to her at the time.</p> <p>To know the elements of the Christingle have a symbolism and what they represent.</p>	<p><u>Christianity</u> Is the Christmas Story true?</p> <p>To know that the Bible records the important events in the life of Jesus in the Gospels</p> <p>To know that Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant)</p> <p>To know the fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g., The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement).</p> <p>To know that the Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.</p>	<p><u>Christianity</u> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>To start to explain how some of the ways they choose to celebrate are directly linked to the event they are celebrating, and how other ways are not.</p> <p>They can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>To explain that people may celebrate Christmas in different ways and say whether or not they feel this relates to Jesus.</p> <p>To know that Christians celebrate the arrival of Jesus as God’s Son.</p> <p>To know what the annunciation is.</p> <p>To know that Mary agreed to allow this to happen and Jesus was born in Bethlehem. Mary was a virgin, so this was a miracle.</p> <p>This is the Christian concept of “incarnation”: God becoming man or literally being “made flesh”.</p>
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<p><b>Skills</b></p>	<p><u>Nursery 2-3</u> To learn some Christmas songs.</p> <p><u>Nursery 3-4</u> To be able to recall a Christmas story.</p> <p><u>Year R</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations or a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations or a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p>	<p>Present the key teachings and beliefs of a religion.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Explain some of the religious practices of both clerics and individuals.</p>	<p>Explain some of the religious practices of both clerics and individuals.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions that have no universally agreed answers.</p> <p>Discuss how some of the values held by communities affect behaviour and actions.</p>	<p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles in belonging to a faith community.</p> <p>Explain some of the different ways that individuals show their beliefs.</p>	<p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles in belonging to a faith community.</p> <p>Explain some of the different ways that individuals show their beliefs.</p>
<p><b>Vocabulary</b></p>	<p><u>Nursery 2-3</u> Christmas Sing</p> <p><u>Nursery 3-4</u> Special Christmas Mary Joseph Donkey Baby Jesus Star</p> <p><u>Year R</u> Diwali Birthday Hanukkah Celebrate Presents Light Shepherds King</p>	<p>Christmas Nativity Magi (Wise Men) Mary Joseph Star Gold Frankincense Myrrh Symbolizes</p>	<p>Agape Trinity Incarnation Salvation</p>	<p>Wise men Gifts Star Shepherds</p>	<p>Incarnation Christingle</p>	<p>Gospels recounting Jesus' life Gospel 'writers' Matthew, Mark, Luke and John – four of Jesus' disciples. Disciples Truth</p>	<p>Annunciation Fiat Incarnation</p>

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<b>Spring 1</b>	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Key Stage 2</b>			
	Nursery 2-3 Our Pets Nursery 3-4 People who Help Us Year R Wonderful Walthamstow	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Knowledge</b></p>	<p><u>Nursery 2-3</u> To have a sense of their own immediate family and relationships.</p> <p><u>Nursery 3-4</u> To be able to name different occupations in their local community.</p> <p><u>Year R</u> To understand that some places are special to members of their community</p>	<p><u>Christianity</u> Was it Always Easy to Show Friendship?</p> <p>To talk about their friends and why they like them.</p> <p>To remember a story about Jesus showing friendship and talk about it.</p> <p>To say how Jesus tried to be a good friend.</p> <p>To know Christians believe Jesus was fully human and fully God, therefore sinless (unable to do wrong) so this would impact on how he would be in relation with people around him who were perhaps not liked, outcasts, or lawbreakers.</p>	<p><u>Islam</u> Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>To explain how it felt to have to stop doing something to reach the target they had set.</p> <p>To know there are different groups within Islam and practices concerning prayer differ- Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times.</p> <p>To know Muslims want to thank God for life and everything. Muslim life is built around worship of Allah (their name for God) through prayer</p> <p>To know that the daily prayers (Salah) mean that Muslims pray as a community. It is a great symbol of equality as all pray side by side in rows, focused towards the holy city of Makkah together.</p> <p>To know that prayer helps develop self-discipline; this is key to Muslims.</p>	<p><u>Christianity</u> Could Jesus heal people?</p> <p>To understand that the concept of Incarnation is that Jesus became man and lived among men and women. As part of his ministry, narrated in the New Testament of the Bible, Jesus performed many miracles.</p> <p>To know Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man.</p> <p>To talk about some of the things in the world that people think of as miracles and begin to talk about a miracle they would like to see happen today.</p> <p>To explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>To start to say whether they believe Jesus actually healed people or not.</p>	<p><u>Buddhism</u> Could the Buddha's teachings make the world a better place?</p> <p>To know some of the Buddha's teachings namely the Three Marks of Existence and the Noble Eightfold Path.</p> <p>To know the Three Marks of Existence/universal truths.</p> <p>To know all the aspects of the Noble Eightfold Path.</p>	<p><u>Sikhism</u> Are Sikh stories important today?</p> <p>To know that Sikhs still respect and learn from traditional stories like those provided in the enquiry.</p> <p>To know and understand the following stories: 1) Guru Nanak and the Jasmine Flower 2) Bhai Lalo and Malik Bhago - equality and honesty. 3) Vaisakhi - Birth of the Khalsa 4) Guru Nanak and the Cobra</p> <p>To know what the Guru Granth Sahib is and why it's important to the Sikh community.</p>	<p><u>Christianity</u> Is anything ever eternal?</p> <p>To know Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.</p> <p>To know that Jesus taught about the concept of heaven twice.</p> <p>To know Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</p>
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<p><b>Skills</b></p>	<p><u>Nursery 2-3</u> To begin to be able to talk about their immediate family.</p> <p><u>Nursery 3-4</u> To be able to name occupations of people in the local community.</p> <p><u>Year R</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Relate emotions to some of the experiences of religious figures studied.</p> <p>Identify how they have to make their own choices in life.</p>	<p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Recognise, name, and describe some religious artefacts, places and practices.</p>	<p>Refer to religious figures and holy books to explain answers.</p> <p>Show an understanding of personal experiences and feelings that influence attitudes and actions.</p>	<p>Ask questions that have no universally agreed answers.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Explain some of the religious practices of both clerics and individuals.</p>	<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith group may adopt a different lifestyle.</p> <p>Explain some of the different ways that individuals show their beliefs.</p> <p>Express their own values and remain respectful of those with different values.</p> <p>Show an awareness of morals and right and wrong beyond rules.</p>	<p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>
<p><b>Vocabulary</b></p>	<p><u>Nursery 2-3</u> Me Family teacher</p> <p><u>Nursery 3-4</u> Ambulance Vet Doctor Dentist</p> <p><u>Year R</u> Homes Walthamstow City Borough Live Community</p>	<p>Incarnation Forgiveness Acceptance Disciples Friendship</p>	<p><u>Islam</u> Allah Qur'an Salah Mosque Makkah</p>	<p>Incarnation Disciples Pharisee Baths</p>	<p><u>Buddhism</u> Dukkha Anicca Anatta Noble Eightfold Path</p>	<p><u>Sikhism</u> Guru Guru Nanak Guru Granth Sahib: Chaur</p>	<p>Agape Messiah</p>

Spring 2	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Farm Animals Nursery 3-4 Our Garden Year R Little Investigators	Year 1	Year 2	Year 3	Year 4 I	Year 5	Year 6
<b>Knowledge</b>	<u>Nursery 2-3</u> To notice differences in people.  <u>Nursery 3-4</u> To understand that people are different and begin to celebrate these	<u>Christianity</u> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  To talk about a person they admire.	<u>Christianity</u> How important is it to Christians that Jesus came back to life after his crucifixion?  To say what they believe happens to people when you die	<u>Christianity</u> What is Good about Good Friday?  To know that Salvation is the belief that Jesus' death and resurrection saved humans and opened the way back to God for	<u>Christianity</u> Is forgiveness always possible for Christians?  To know that Christians believe that Jesus is the son of God, who came to earth in order to save humans from their sins.	<u>Christianity</u> How significant is it for Christians to believe God intended Jesus to die?  To know that Christians believe that Jesus is the son of God, who came	<u>Christianity</u> Is Christianity still a strong religion 2000 years after Jesus was on earth?  To explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

	<p>differences.</p> <p><u>Year R</u> To know how to compare and contrast characters from stories, including figures from the past</p>	<p>To start to show understanding that Jesus is special to Christians and say why.</p> <p>To know the Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus Trinity. This is the 'complete relationship' between God (the Father), Jesus (his son) and the Holy Spirit.</p> <p>To know that Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the "king" came.</p>	<p>and to say how they remember people close to them.</p> <p>To start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer their opinion.</p> <p>To know that the Disciples wrote about it after Jesus' death in the New Testament.</p>	<p>eternity.</p> <p>To know that all 4 of the Gospels (the accounts of Jesus' life on earth attributed to his closest friends) tell the story of Holy Week.</p> <p>To know that the day before Good Friday is called "Maundy Thursday" and is the day he ate a "Last Supper" with his friends. The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of communion.</p> <p>To know that Good Friday is the day when Christians commemorate the death of Jesus on the cross.</p> <p>To know that Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.</p>	<p>To know his death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.</p> <p>To know that Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong.</p> <p>To know that he is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this.</p> <p>To know that Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.</p>	<p>to Earth in order to save humans from their sins.</p> <p>To know that his death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation</p> <p>To know that the Bible cites many examples where Jesus says he knows he will be going to his death.</p> <p>To start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>To start to express their opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>To offer their opinion as to whether Christianity is a strong religion now and say why they think this.</p> <p>To understand Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect of</p> <p>To understand the Christian preparation for Easter. Advent is the preparation time for Christmas.</p> <p>To understand that Christian charities can demonstrate Jesus' teaching to love your neighbour. (demonstrate Agape)</p> <p>To know that there are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</p>
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<p><b>Skills</b></p>	<p><u>Nursery 2-3</u> To begin to notice that some people are different and begin to be able to list how we are different.</p> <p><u>Nursery 3-4</u> To begin to understand that it is okay to be different and be able to articulate these differences.</p> <p><u>Year R</u> now some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Name some religious symbols.</p> <p>Explain the meaning of some religious symbols.</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Name some religious symbols.</p> <p>Explain the meaning of some religious symbols.</p> <p>Ask questions about puzzling aspects of life.</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and behaviours.</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Explain religious artefacts and explain how and why they are used.</p> <p>Ask questions that have no universally agreed answers.</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and behaviours.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Identify religious symbolism in literature and the arts.</p> <p>Explain how beliefs about the right and the wrong affect people's behaviour.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Show an understanding of a spiritual leader.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Show an understanding of a spiritual leader.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>Express their own values and remain respectful of those with different values.</p>
<p><b>Vocabulary</b></p>	<p><u>Nursery 2-3</u> Same Hair Colour Eyes clothes</p> <p><u>Nursery 3-4</u> Different Same Similar Face Skin</p> <p><u>Year R</u> Country Home House Rooms Colours</p>	<p>Salvation Disciples Palm Sunday Easter</p>	<p>Resurrection Disciples New Testament</p>	<p>Incarnation Disciples Resurrection Crucifixion Communion Salvation</p>	<p>Incarnation Disciples Lamb of God New Testament Gospel</p>	<p>Pilate Incarnation Disciples Resurrection Crucifixion Pharisee</p>	<p>Agape Harvest</p>

<b>Summer 1</b>	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Key Stage 2</b>			
	Nursery 2-3 Making Music Nursery 3-4 Little Explorers Year R Traditional Tales	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Knowledge</b></p>	<p><u>Nursery 2-3</u> To know the features their family and other families have</p> <p><u>Nursery 3-4</u> To begin to relate emotions to different experiences</p> <p><u>Year R</u> To be able to compare and contrast characters from stories, including figures from the past.</p>	<p><u>Judaism</u> Is Shabbat important to Jewish children?</p> <p>To know that the Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat.</p> <p>To know that the law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’.</p> <p>To know that Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.</p> <p>To know the start of Shabbat is marked with a special meal and ceremony in the home.</p> <p>To know that when worshiping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.</p>	<p><u>Islam</u> Does going to a mosque give Muslims a sense of belonging?</p> <p>To know that the Mosque is the Islamic place of worship and is the centre of the Muslim community.</p> <p>To know that going to the Mosque helps give a sense of belonging as Muslims gather there to give thanks to Allah.</p> <p>To know that mosques are built for purpose and are very recognisable from the outside.</p> <p>To know that inside a Mosque there is usually a Minbar (platform at the top of some stairs) for the Imam (prayer leader) to stand on when he gives his sermon. Mihrab, an indentation in the Qiblah wall. This wall signifies the direction of Makkah to which Muslims pray.</p>	<p><u>Sikhism</u> Do Sikhs think it is important to share?</p> <p>To know that sharing is a key part of Sikh beliefs and practice – the enquiry looks at some festivals and practices which include an element of sharing.</p> <p>To know that Vaisakhi – this remembers the beginning of the Khalsa.</p> <p>To know the Place of Worship, The Gurdwara, is a focus of the festival celebrations – the community are involved fully.</p> <p>To know that celebrations include – singing, music, reading from the holy book, hymn chanting and community care</p> <p>To know the Guru Granth Sahib is seen as a living teacher and treated with great respect.</p> <p>To know that Diwali – a festival commemorating the story of Guru Gobind Singh is a story of sharing and humanitarianism.</p> <p>To know that Diwali can be celebrated in different ways in different parts of the world – lights are</p>	<p><u>Buddhism</u> What is the best way for a Buddhist to lead a good life?</p> <p>To know the aspects of the Noble Eightfold path and how it would lead a Buddhist to lead a good life but also how it may be difficult to stick to it.</p> <p>To describe one of my ‘good’ choices and the consequences of it.</p> <p>To explain the consequences of making a different choice.</p>	<p><u>Hinduism</u> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>To start to express their own views about life after death.</p> <p>To compare Hindu and Christian beliefs relating to life after death and say how these make a difference to believers’ lives.</p> <p>To express their own views about Hindu beliefs and whether they make sense to them or not.</p> <p>To know what the Samsara, Moksha and Karma are.</p>	<p><u>Islam</u> Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1</p> <p>To know that Akhirah means Life after death</p> <p>To know that Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life.</p>
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				often part of the festivities			
<b>Skills</b>	<p><u>Nursery 2-3</u> To begin to be able to compare their family with other families.</p> <p><u>Nursery 3-4</u> To be able to explain why someone is happy or sad.</p> <p><u>Year R</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>	<p>Describe some of the teachings of religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Show an understanding of the term 'moral.'</p>	Describe religious buildings and explain how they are used.	<p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p>	<p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Describe how some of the values and beliefs held by communities or individuals affect behaviour and actions.</p>	<p>Explain some of the different ways that individuals show their beliefs.</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>	<p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles in belonging to a faith community.</p> <p>Explain some of the different ways that individuals show their beliefs.</p>

Vocabulary	Nursery 2-3	Shabbat	Mosque	Sikhism	Buddhism	Hinduism	Akhirah
	Family Friend  <u>Nursery 3-4</u> Happy Sad Party Present  <u>Year R</u> Long time ago Now Past	Kippah Commandments Tanakh	Ummah Qibla wall Minbar Minaret Dome	Vaisakhi Gurdwara Guru Granth Sahib Diwali Langar	Dukkha Right Viewpoint Right Thought Right Speech Right Action Right Living Right Effort Right Awareness Right Concentration	Karma Samsara Moksha Brahman Sadhu	

Summer 2	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Musical Stories Nursery 3-4 Let's Pretend Year R Modern Tales	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p><u>Nursery 2-3</u> To imitate everyday actions and events from their own family and cultural background.</p> <p><u>Nursery 3-4</u> To be able to express a point of view</p> <p><u>Year R</u> To compare and contrast characters from stories, including figures from the past.</p>	<p><u>Judaism</u> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>To know Rosh Hashanah is also known as the Head of the Year; it is celebrated on the first and second days of the seventh month, Tishri, and is the Jewish New Year festival.</p> <p>To know that Rosh Hashanah has different meanings.</p> <p>To know that Yom Kippur known as the Day of Atonement follows 10 days after Rosh Hashanah. These ten days from Rosh Hashanah to Yom Kippur are known as the High Holy Days and are days of repentance. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins</p> <p>To know that on Yom Kippur, the holiest day of the year, God assesses a person's behaviour over the last year, and this is sealed in the book of Life.</p>	<p><u>Judaism</u> What is the best way for a Jew to show commitment to God?</p> <p>To know that the Bar/Bat Mitzvah initiation ceremonies are performed at the Synagogue.</p> <p>To know that the Jewish initiation ceremony is called Bar Mitzvah for a boy or Bat Mitzvah for a girl.</p> <p>To know that Tu B'Shevat ceremony and Mitzvah Day are also considered.</p> <p>To know that Tu B'Shevat Jews believe that God created the world and everything in it, the environment is therefore something Jews should look after. One festival which commemorates this is Tu B'Shevat, the New Year for Trees.</p> <p>To know that the Synagogue is the main place for community worship. To know that a</p>	<p><u>Hinduism</u> Would visiting the river Ganges feel special to a non-Hindu?</p> <p>To describe a Hindu ritual that happens at/in the river Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>To empathise with the special feelings a Hindu might experience when taking part in a ritual at the river Ganges.</p> <p>To know the Hindu beliefs about the river Ganges and some of the practices which occur there.</p> <p>To know the river Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity.</p>	<p><u>Christian</u> Do people need to go to church to show they are Christians?</p> <p>To know that Jesus taught about worship in the Bible and praying.</p> <p>To know who gets Baptised and why.</p> <p>To know that Christians can choose to get married in a church.</p> <p>To know that churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g., at home where there are more distractions.</p> <p>To consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to</p>	<p><u>Christian</u> What is the best way for a Christian to show commitment to God?</p> <p>To describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>To explain why they think some ways of showing commitment to God would be better than others for Christians.</p> <p>To know what the 10 Commandments are.</p> <p>To know that Jesus' commandments are to love God and love your neighbour. (Golden Rule)</p> <p>To know that Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3</p>	<p><u>Islam</u> Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2</p> <p>To know that Jihad is defined as a personal struggle against evil.</p> <p>To know that Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.</p> <p>To know what a Just War is.</p> <p>To know what a Holy War is.</p>

			<p>synagogue is the centre of the community as well as a place to meet, worship and pray</p>	<p>To know that the Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river 'bestows heavenly blessings.</p> <p>To know that Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life.</p>	<p>church.</p>	<p>Commandments are about loving God and the other 7 are about loving your neighbour.</p> <p>To know that many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them.</p>	
<p><b>Skills</b></p>	<p><u>Nursery 2-3</u> To be able to show their friends some of the family customs that they have at home.</p> <p><u>Nursery 3-4</u> To be able to answer a question and begin to be able to articulate an appropriate response.</p> <p><u>Year R</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>	<p>Identify how they have to make their own choices in life.</p> <p>Explain how actions affect others.</p> <p>Describe some of the main festivals or celebrations of a religion.</p>	<p>Identify how they have to make their own choices in life.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Describe some teachings of a religion.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Describe how some of the values and beliefs held by communities or individuals affect behaviour and actions.</p>	<p>Explain how beliefs about right and wrong affect people's behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p>	<p>Describe religious buildings and explain how and why they are used.</p>	<p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>	<p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles in belonging to a faith community.</p> <p>Explain some of the different ways that individuals show their beliefs.</p>

<b>Vocabulary</b>	<u>Nursery 2-3</u> Tea Mum Dad Pray Gift Room  <u>Nursery 3-4</u> Think No Yes  <u>Year R</u> Same Similar Different I think	Rosh Hashanah Yom Kippur Shofar Challah bread	<u>Judaism</u> Bar/Bat Mitzvah Mitzvot Tu B'Shevat	<u>Hinduism</u> Ganges Puras Samsara Moksha	Sacraments Churches marriages baptisms Eucharist Communion Saints	10 Commandment Gifts of the Spirit Wisdom Understanding, Counsel Fortitude Knowledge Piety Prayer The Lord's Prayer	Jihad Lesser Jihad Greater Jihad
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**Impact (End Points)**

EYFS	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Children will talk about a practice from a religion. They can retell a religious story using prompts and know that it is from a sacred text and is special to some people. They can recognise some religious symbols and words. They can talk about their own experiences and can link these to the communities to which they belong. They can ask 'who', 'what' and 'when' questions when exploring a religion. They have started to share their opinions and say what is important to them and to others. They can ask questions about 'me, and who I am', showing awe and wonder. They can ask puzzling questions about Creation and God. They can see how they can work together with others even if they have differences. They can say ideas which are important to them and</p>	<p>Children will be able to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out about meanings behind them. They will retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. They will recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. They will ask and respond to questions about what communities do, and why, so that they can identify what differences belonging to a community might make. They will observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Children can describe religions and worldviews, connecting their ideas and prior learning. They will make connections between different stories / sayings and what they teach followers of different religions / worldviews. They will explore belief in action and make connections with their own life and communities. They can give thoughtful responses using different forms of expression. They will understand the commitment and dedication needed for different faith followers. They will consider an aspect of a religion and show differences and similarities to other religions or worldviews. They can discuss why worshippers choose to attend a particular place of worship and what it means to belong. They can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. They can reflect on their own values and explore what they can learn from the values of believers.</p>	<p>Children will be able to make clear links between texts / sources of authority and the core concepts studied. They will be able to offer informed suggestions about what texts/sources of authority can mean. They will give examples of what these sources mean to believers. The children will describe how people show their beliefs in how they worship and in the way they choose to live. They will identify some differences in how people put their beliefs into practice. The children will be able to give good reasons for the views they have and the connections they make.</p>	<p>Children can explain how history and culture can influence an individual and how some question these influences. They can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. They will discuss their own and other's spiritual experiences and find connections between communities. They can explain the religions and worldviews which they encounter clearly, reasonably and coherently. They will develop insight and start to analyse the impact of diversity within a community. They can discuss the nature of religion and compare the main disciplines which they have studied. They can discuss issues about community cohesion and demonstrate understanding of different views. They can explore moral and ethical questions using examples.</p>	<p>Children will describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. They will describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. They will explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. They will observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. They will understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. They will observe and consider different dimensions of religion, so that they</p>

	can say what they think to be right and wrong.	They will notice and respond sensitively to some similarities between different religions and worldviews. They will explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. They will find out about and respond with ideas to examples of cooperation between people who are different. They will find out about questions of right and wrong and begin to express their ideas and opinions in response.				can explore and show understanding of similarities and differences between different religions and worldviews. They will observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. They will consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. They will discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
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