



Leighswood Curriculum Progression Map - RE

| Level Expected at the end of EYFS | Key Stage 1 National Curriculum Expectations | Key Stage 2 National Curriculum Expectations |
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| <p>Early Learning Goals</p> <p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different communities. <p><u>Personal, Social and Emotional Development.</u></p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously; talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings when appropriate; have a developing awareness of their own needs, views and feelings and be sensitive to those of others; have a developing respect for their own cultures and beliefs, and those of other people. show sensitivity to others' needs and feelings, and form positive relationships. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions; | <p>Pupils should be taught to:</p> <p><u>Know about and understand</u></p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; 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. Recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. <p><u>Express and communicate</u></p> <ul style="list-style-type: none"> Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and world views. <p><u>Gain and deploy skills</u></p> <ul style="list-style-type: none"> 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. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response | <p>Pupils should be taught to:</p> <p><u>Know about and understand</u></p> <ul style="list-style-type: none"> Describe and make connections between features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important parts in life in order to reflect thoughtfully on their ideas. 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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <p><u>Express and communicate</u></p> <ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain with reasons, their meanings and significance to individuals and communities. 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. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views. <p><u>Gain and deploy skills</u></p> <ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including e.g. reasoning, music, art and poetry. Consider and apply ideas about in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and other's ideas about ethical questions, including ideas about what is right and wrong and what |



- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

is just and fair and express their own ideas clearly in response

Intent

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to express ideas and insights about the nature, significance and impact of religions and world views and gain and deploy the skills needed to engage seriously with religions and world views. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation

We have referred to specific RE lessons in the Walsall Agreed Syllabus to offer a broad range of study for children studying RE. We have suggested specific series of lessons for each year group, which will offer structure and narrative but are no means to be used exclusively, rather to be used to support planning. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. There are unit overviews available for each unit, which demonstrates where challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes. An example of key words has been included to show the progression skills around the specific language involved in the children's learning, so teachers can assess their understanding and progress through vocabulary as well.



Impact
We believe that the impact of using The Walsall Agreed Syllabus lessons as the basis of the RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our suggested lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|---|---|---|---|---|---|
| Unit 1 | Children can: talk about a special celebration and how celebration makes people feel. | Children can: Say that sometimes puzzles and mysteries are interesting even if we 'don't know'. | Children can: Recognise that some places are specially important to themselves and others; | Children can: Use religious words to identify the symbols in a Durga murti and retell a story about the goddess Durga Ask lots of questions about the Durga murti, and look for some answers | Children can: recognise what different charities do to be helpful | Children can: explore the concepts of being naughty and being good in terms of actions, words and thoughts. think about the idea of a code for living and to examine whether they are living by a code themselves. |
| | talk about ways in which people celebrate and how they like to celebrate | Understand some questions are puzzling or interesting even when we don't know the answer. | Use correct vocabulary to recall the meanings of some artefacts from inside a church and suggest why people might like to go to the Church. | Make links between the murtis and Hindu ideas about God. Ask questions about how Hindus worship one God in many forms | describe a project of Islamic Relief, making links between the beliefs and actions of Muslims | Begin to understand that not all people are religious, that nonreligious people can have codes for living that don't refer to god, and that a person can be 'good without god' |
| | recognise that a birthday is a celebration of us as special people | think about the questions they would like to ask God, or the person who knows everything. | Recognise that a Mosque is a sacred place for Muslims. and describe some of its important features | Identify some objects and actions used in Hindu worship, explaining what these mean to Hindus. Ask some thoughtful questions about why worshippers choose to attend a mandir and suggest some possible answers | describe a project of Christian Aid, making links between the beliefs and actions of Christian | build up understanding of the concepts of fairness, justice, forgiveness and free choice |
| | talk about special objects or clothes used at a baptism and how people feel at a baptism. | select an appropriate 'big question' and talk about it thoughtfully | Suggest what makes a Gurdwara a special place for Sikhs; | think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness. | talk about how we could improve our world make links between my own ideas about fairness and generosity with the work of the two charities | think carefully about the Christian ideas of values such as love and forgiveness. |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | develop an awareness of celebrations of key life events for Sikh families and Muslim families, | recognise that religious beliefs can be used by some people to answer puzzling questions | Describe the importance of a shrine in a home or Mandir to Hindu people | Make links between the story of Prince Rama and Princess Sita at Divali and the idea of good overcoming evil in life today Identify ways in which I try to be good, and say who and what influence me to be good and bad | evaluate the ways in which charity websites work | describe some things Christians and Humanists might say are valuable |
| | talk about different ways of celebrating at a wedding, including the promises Christians make when they get married. | realise that religious artefacts and places are significant | Suggest what makes a natural place spiritual for some people; | suggest meanings for divali lights make links between different ways light is used in celebrations | reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT | understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. |
| | Talk and play in relation to celebrations (Assessment) | talk increasingly deeply about puzzles and beliefs. (Assessment) | Suggest why certain places are sacred and to whom; (Assessment) | | express their own views and responses to issues of poverty and injustice, in the light of religious understanding | describe some rules I think are good and make links between values and their impact or consequences |
| | use key vocabulary to demonstrate knowledge and understanding in this strand: Celebration Festival Special days | use key vocabulary to demonstrate knowledge and understanding in this strand: Beliefs, Puzzles, Mysteries, Questions, Big ideas | use key vocabulary to demonstrate knowledge and understanding in this strand Jewish Synagogue, Torah, Muslim , Mosque, Christian , Church, Eucharist, Hindu , Mandir, Darshan, Sikh , Gurdwara, Langar, General : Shrine, God, Worship, artefact, holy, spiritual, sacred, devotion. : | use key vocabulary to demonstrate knowledge and understanding in this strand: Hinduism : Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine Religion in General : Prayer, belief, worship Religious & Human Experience : Questions, mysteries, puzzling ideas, symbols, divine, | use key vocabulary to demonstrate knowledge and understanding in this strand: Islam : Almsgiving, Zakat, Ummah, generosity, Christianity : charity, fellowship, justice, stewardship. General : fundraising, fairness, being empowered. Emergency aid Development | use key vocabulary to demonstrate knowledge and understanding in this strand: Christian love, forgiveness, peace between people and God, honesty, prayer, worship fellowship Humanism integrity, love for the truth, personal responsibility reciprocity, atheism Religious and Human Experiences : choice, good and bad right and wrong morality values consequences |
| Unit 2 | | | | | | |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Children can: recognise that some questions are so big they are mysterious. | Children can: Talk about my own celebrations and someone else's celebrations | Children can: Understand that for many people there is a difference between a holy book and a favourite/special book | Children can: Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life | Children can: use a speaking and listening strategy to clarify the commitments that matter most to each pupil, and explore the fact that different people have different commitments. | Children can: learn to think carefully about temptation and the ways we choose what is right or wrong |
| | talk about feelings associated with making and creating things | Retell the story of Diwali and show understanding of how it is linked to good winning over bad | Know why the Bible is important to Christians | Describe some of the key qualities of Muhammad Make links with Muslim beliefs in the Shahadah by saying what matters most in my life | Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life | describe examples of temptation, resisting temptation and giving in to temptation |
| | show an awareness of the story of God's creation from Jewish and Christian scripture in Genesis 1. | Talk about ways in which Hindu people celebrate Diwali and how the symbols of light and dark are associated with Diwali | Recognise the importance of Jesus' sayings for Christians | Describe the practice of prayer in Islam Make links to my own experiences and ideas about praying and about God. | Describe what influences my life, making simple links to Muslim life | compare the consequences of what we say and do for other people, thinking about the impact of our choices. |
| | recognise that some ways of behaving might spoil the earth | Suggest 3 questions about the story of Chanukah that are interesting and hard to answer | Describe how the Bible inspires aspects of Christian life and worship | Describe the practice of charity and Zakah in Islam Make links from learning about Zakah to my own ideas about generosity and charity | make links between my own commitments, values and experiences and the stories, rituals and commitments of Muslim | learn how and why forgiveness works to mend broken friendships or relationships, and be aware that forgiveness is not easy, but costly. |
| | identify the importance of the story of Genesis for some people | Match up Jewish practices at Chanukah with relevant parts of the Chanukah story | Use some religious words to describe how important the Qur'an is to Muslims and say how Muslims treat the Qur'an because of this | Describe the features of Ramadan and the festival of Eid-ul-Fitr. Make a link between the benefits of fasting for Muslims and when I have denied myself something | consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad. | apply their own emotional intelligence to moral dilemmas and questions of good and bad |
| | | Retell the story of the birth of Jesus and describe ways in which the story shows Jesus to be a special baby. | Identify some of the teachings in the Qur'an. | Describe some of the main parts of the Hajj experience. Make links to my own experiences and ideas about journeys. | Understand and outline why Christians believe it is important to reach out and show love to all | make links between my own values and experience and the stories, rituals and commitments of Muslims and Christians to fighting temptation |
| | | Talk about why Christians think it is good to give gifts, and say what kinds of gifts I have. | apply knowledge of religious teachings in holy books to create their own book of guidance for life. (Assessment) | Describe how a Muslim practices some of the pillars Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (Assessment) | explore the significance of the Last Supper consider the idea that Jesus came as a servant or sacrifice, not as a ruler or king | show understanding of the impacts of religion and moral teaching on our choices. (assessment) |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | Make links between how people celebrate and the meaning behind a celebration (Assessment) | | | become familiar with Christian examples of sacrifice as exemplified in the life story or stance of a modern Christian or a saint. | |
| | | | | | continue to think about the idea that values show in what people do; they demonstrate commitment | |
| | | | | | make links between Gandhi's beliefs and the way he chose to live his life | |
| | | | | | Respond thoughtfully to the Hindu concept of sewa and the work of the Sewa UK charity | |
| | | | | | Thoughtfully and sensitively suggest responses to a situation where religious commitment may conflict with modern day life in the UK | |
| | | | | | to notice and understand similarities and differences between Christian, Hindu and Muslim commitments to explore and express ideas of their own about commitments | |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|---|---|--|--|--|--|
| | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian, Jewish people, creation, creator, beginning, God, life, creatures, light, dark, land, earth, Bible.</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian Jesus, Christmas Mary, Joseph Angel, The Divine Hindu Diwali, Rama Sita, Diva Jewish : Chanukah, Menorah, Chanukiah, Dreidel</p> <p>Religion in General: Festival Celebrate Miracle Story</p> <p>Religious & Human Experience: Family Friends Celebrate Share</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian: Jesus Bible Church Old Testament New Testament Communion Psalms Muslim: Qur'an Muhammad Jibril Allah</p> <p>General: Holy book Teachings</p> <p>Religious & Human Experience: Guidance Influence</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Islam: Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Kaa'ba</p> <p>Religion: Ritual Religious practice Pilgrimage Charity / Almsgiving</p> <p>General: Duty Choice</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Islam: Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Kaa'ba</p> <p>Christian: Church, Jesus, Holy Spirit, Prayer, Communion, Bread and wine, symbols.</p> <p>Hindu : Diwali Ahimsa Sewa Dharma</p> <p>Religion: Ritual Religious practice Pilgrimage Charity / Almsgiving</p> <p>General: Duty Choice Commitment</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian Jesus Gospel Temptation</p> <p>Islam Allah Submission Shaytan Stoning the Devil</p> <p>shared human experience Moral choice Good and evil Right and wrong Temptation</p> |
| Unit 3 | Children can: | Children can: | Children can: | Children can: | Children can: | Children can: |
| | talk about different kinds of powers that people may have and use | develop an awareness of potential for and signs of new life in physical life. | Know that some places are of particular significance in the religious life of some people; | ask important questions about life as a journey, linking my own and others' responses. | link my understanding of religion to my neighbourhood and to the wider community | notice that different people find that different things are spiritual at different times |
| | identify the Lord's Prayer as a special prayer for Christians. | Recognise and talk about how Jesus' actions brought about change | Understand that a journey is part of our everyday life. | reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the arts | identify which religions are represented in the local area or community. | make links between Sikh belief, the Sikh path and Sikh art |
| | create images to show their understanding of the Lord's prayer. | Retell some of the major events of the Easter story | Describe the importance of places of pilgrimage to Hindus. | ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered | raise questions of my own about the objects and features of a place of worship, and suggest answers to some of them from my enquiries | understand some of the ways Muslims paint, build and write about Allah |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | recognise why Jesus prayed. | That there were many characters involved in the Easter story who each had their part to play. | Describe the key moments of Hajj. | know and understand that Hinduism describes life as a journey, identifying 16 stages or samskaras | develop their understanding of the difference that believing and worshipping makes to the lives of religious people. | Use music / poetry creatively to explore some stories and beliefs of the Christian faith for myself |
| | Retell the story of Jesus and the Ten Lepers | Use the Easter story as an opportunity for thinking about new life and develop their creative skills while working with others | Identify meanings in ritual practice | use religious vocabulary explain what happens in a Sacred Thread ceremony and why it is important for some Hindu young people | make links between what I've learned about Mandirs and Churches and other sacred places | Develop and show understanding of the way objects enable Christians to express their thoughts and feelings in reflection times |
| | recognise that prayer is a way in which people talk to God | know that Easter is a Christian celebration of Jesus' resurrection | Describe the place of Bethlehem in the life of Jesus and make simple connections between the 'then and now' of Bethlehem | use religious vocabulary describe and explain what happens in a Hindu wedding ceremony and the symbols used | raise questions about religion for myself and make links between different aspects of the faith | explore the meanings of colour in the church year. |
| | Reflect on their own powers and notice how some people change (Assessment) | Talk about what matters to Christians at Easter (Assessment) | think about life as a religious journey to understand their own life, even if they are not religious. (Assessment) | express their own feelings and thoughts about growing up and taking on responsibility | use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions | Understand the way triptychs, banners, icons and / or stained glass windows enable Christians to express their worship, beliefs, thoughts and / or feeling |
| | | | | make links between the music of the Christian community and the beliefs of the Christian community | make links between how we treat each other and the idea of a respectful village or town | increase awareness of the ways biblical stories express beliefs |
| | | | | I can begin to discuss and describe how life and death are part of a journey of life for Christians | identify some things that make it easy for people to live together | reflect for themselves on their own ideas about spiritual life and self expression |
| | | | | can describe different beliefs about life after death ask important questions about life after death | | |
| | | | | recognise two similarities and three differences between Christian and Hindu beliefs about life and death | | |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christianity Jesus, miracle, disciples, Lord's Prayer</p> <p>Religion in General: God, belief, faith prayer, meditation</p> <p>Shared Human Experiences: Mystery, Reflection, Silence</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian: God, Father, Jesus, Bible, Christian, Church, Easter, Crucify, Resurrection Easter,</p> <p>General: Birthday, new life, celebration, festival</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian: Jesus Christ, Miracle, Incarnation, Bethlehem, Christmas</p> <p>Muslim : Hajj, Hajji, Makkah, Prophet, Ibrahim, Ishmail, Ummah</p> <p>Hindu: Varanasi, Mela, Aum Mandir, Murti, Prasad, Karma</p> <p>Religion in General: Pilgrimage, Sacred Spaces, Worship, Remembrance</p> <p>Religious & Human Experience: Change Life changing Journey of life</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian: Heaven Resurrection</p> <p>Hindu: Murti Gods and goddesses</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Specific religions: Christianity Hinduism Islam Sikhism</p> <p>Shared human experience: Tolerance Sensitivity Respect Acceptance</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Religion in general: Belief Faith Sacred Spiritual Commitment Worship</p> <p>Christian Church Psalms Scripture Mystery Play</p> <p>Islam Tawhid, Shirk, Allah Prophethood</p> <p>Sikhism Guru, Guru Granth Sahib , Sewa</p> <p>shared human experience: Expression Art Vision Dreams</p> |
| Unit 4 | | | | | | |
| | Children can: | Children can: | Children can: | Children can: | Children can: | Children can: |
| | name some Sikh artefacts and / or symbols | identify that Prophet Muhammad is a special or holy leader for Muslim people. | Talk about heroes and inspiring people | think about fair and unfairness by talking about some examples and feelings. | note that religions often have key figures, founders or leaders who inspire followers to live in particular ways. | Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses |
| | identify and recall a Sikh story | understand that a 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone. | say what symbols Jesus used to describe himself | make links between my ideas about being a good neighbour and some simple Bible teaching | identify and describe the qualities of a good leader. reflect on their own experience of being a leader and a follower. | identify and describe the lives of good leaders from Sikh and Hindu sources. |
| explore a Sikh story in depth and talk about being kind | develop awareness of the mosque as a special / sacred place for Muslims | make links between artistic images of Jesus and the artist's beliefs and background; | Respond to music and story thoughtfully and sensitively for themselves | talk about what they think makes Muhammad a key leader for Muslims, linking ideas from stories to the present day | Describe the importance of the Guru Nanak for Sikhs, using religious vocabulary and talk about what they think makes Guru Nanak a key leader for Sikhs | |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | know the importance of the Langar in a Gurdwara | Learn from a story about a Mosque | re-tell one of the stories of Jesus and suggest what it means for Christians | Make links of their own between the story of Zacchaeus and their own lives Describe the values of fairness and generosity | Identify similarities and differences between the Prophet Muhammad (PBUH) and other leaders. What makes the Prophet unique? | make links between the stories of the Guru Nanak and the way Sikhs live today. |
| | notice some Sikh values and some of their own values | are many mosques in our local community and what they are used for | identify who Jesus said would be blessed by God | Describe how some people give 'extra special' care because of their religious beliefs | Identify the impact that believing in The Prophet Muhammad (PBUH) will have on a Muslim's life | Identify the impact that seeking to follow the Ten Gurus and the teaching of Guru Granth Sahib will have on a Sikh's life |
| | recall 3 things linked with Sikhism and talk about them (Assessment) | talk about special places for Muslims and for me (Assessment) | describe one of Jesus' miracles | Think about examples of Jesus teaching on forgiveness and fairness and generosity | explore, question and respond to the teachings and experience of contemporary inspirational people from the Christian community | make links between Gandhi's beliefs and the way he chose to live his life |
| | | | Re-tell one of the stories about Holy Week | Understand and give reasons for what Christians say about Easter and the death and resurrection of Jesus | Show understanding of how religious beliefs can make a difference to the lives of individuals and communities; (Christianity) | explore, question and respond to the teachings and experience of contemporary inspirational people from the Hindu community |
| | | | identify the impact that believing in Jesus will have on a Christian's life; | Describe the consequences of unfairness and the benefits of fairness for themselves | Apply the idea of 'inspiration' to a chosen example, using Christian sacred text. | Answer for themselves the question: what makes a person inspiring to others? |
| | | | express their own ideas, understanding and insight into the meaning and significance of Jesus' life and teaching through art (Assessment) | | Make informed responses to the teachings and examples of key figures in religions, seeing how their lives made a difference and inspire people today | Make links between Sikh and Hindu beliefs about following the way of God and the example of other people |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|--|---|
| | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Sikhism Sikh, Guru, Gurdwara, Guru Granth Sahib, Langar</p> <p>Human Experience: Sharing, Generosity, Selfish, Unkind</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Islam Mosque, wudu, Qur'an</p> <p>Religion in general: Special, Holy, sacred, prayer, worship</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian: Christ, Jesus, Christian, Gospel, Jew, Teacher, Rabbi, Bread, Shepherd, Light, Parables, Disciple, Trinity, Miracle, Crucifixion, Resurrection, Incarnation</p> <p>Religion in General: Follower, Founder, God Belief, Faith</p> <p>Religious and Human Experiences: Inspiration, excitement, disappointment betrayal, remembrance, elation, wonder, bewilderment celebration festival reflection</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Christian Jesus, messiah, leader, Christ, Lord, son of God, disciple, follower</p> <p>Islam: The Prophet Muhammad (PBUH), Allah, Holy Qur'an. Hadith</p> <p>Religion in General: . God, belief, faith</p> <p>Religious and Human Experiences: Being a follower. Being a leader. Influence. Inspiring. Example / exemplar</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>Hinduism</p> <p>Sikhism</p> <p>Religion in General: E.g. God, belief, faith</p> <p>Religious and Human Experiences: Being a follower. Being a leader. Influence. Inspiring. Example / exemplar :</p> |