



## Houghton St. Giles C.E Primary Academy Religious Education Progression Grid



The progression grid outlines the specific knowledge (facts and skills) which pupils are expected to learn in each key stage, over a two year cycle, along with the specific vocabulary which supports this understanding. Each unit of work is gathered under the appropriate R.E concept, and where progression grids are organised to support the order of the learning journey across school. Below is a progression map which highlights the teaching sequence over the two year cycle. Teachers will revisit parts of units or specific information from previous units with pupils to ensure their full understanding before embarking on the next phase of learning due to the two year cycle, to ensure pupils have learnt and retained the knowledge needed.

### Cycles of Learning

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>RECEPTION</b>	<b>CREATION/GOD</b> Why is the word 'God' so important to Christians?	<b>INCARNATION</b> Why do Christians perform nativity plays at Christmas?	Why are some stories special?	<b>SALVATION</b> Why do Christians put a cross in the Easter Garden?	What happens in our Church?	What makes every person special, unique and important?

<b>CYCLE ONE</b>	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Key Stage One</b>	<b>GOD</b> What do Christians believe God is like?	What are festivals and why do we have them?	What do Muslims believe?	<b>SALVATION</b> Why does Easter matter to Christians? (core learning)	How do Christians talk to God?	How can I make a difference in the world?
<b>Lower Key Stage Two</b>	<b>INCARNATION/GOD</b> What is the Trinity? (core learning – Baptism and the Grace)	What are festivals of light?	What can we learn from a mosque?	<b>SALVATION</b> Why do Christians call the day that Jesus died 'Good Friday'? (core learning)	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	Is life like a journey?
<b>Upper Key Stage Two Year 5</b>	<b>GOD</b> What does it mean if God is holy and loving?	How do people express their faith through the arts?	What are the five pillars of Islam?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?	What is the worldwide church?
<b>Upper Key Stage Two Year 6</b>	<b>CREATION/FALL</b> Creation and science: conflicting or complementary?	<b>INCARNATION</b> Was Jesus the Messiah?	What does it mean to live as a Sikh?	<b>SALVATION</b> What difference does the resurrection make for Christians?	<b>GOSPEL</b> What would Jesus do?	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?

<b>CYCLE TWO</b>	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Key Stage One</b>	<b>CREATION</b> Who made the world?	<b>INCARNATION</b> Why does Christmas matter to Christians?	What do Sikhs believe?	<b>SALVATION</b> Why does Easter matter to Christians? (digging deeper)	<b>GOSPEL</b> What is the good news that Jesus brings?	What is faith and what difference does it make?
<b>Lower Key Stage Two</b>	<b>CREATION/FALL</b> What do Christians learn from the creation story?	<b>INCARNATION/GOD</b> What is the trinity? (digging deeper – the incarnation)	What can we learn from a Gurdwara?	<b>SALVATION</b> How do Christians remember Jesus' last supper?	<b>GOSPEL</b> What kind of world did Jesus want?	<b>PEOPLE OF GOD</b> What is it like to follow God?
<b>Upper Key Stage Two Year 5</b>	<b>GOD</b> What does it mean if God is holy and loving?	How do people express their faith through the arts?	What are the five pillars of Islam?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?	What is the worldwide church?
<b>Upper Key Stage Two Year 6</b>	<b>CREATION/FALL</b> Creation and science: conflicting or complementary?	<b>INCARNATION</b> Was Jesus the Messiah?	What does it mean to live as a Sikh?	<b>SALVATION</b> What difference does the resurrection make for Christians?	<b>GOSPEL</b> What would Jesus do?	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?

## RE Progression

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Explore ~ know about and understand text, beliefs and context	<ul style="list-style-type: none"> <li>Listen to religious stories and talk about their meaning.</li> <li>Recognise some religious words and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Explore religious stories and teachings</li> <li>Identify features of different religious texts (e.g. parables, historical, poetry)</li> <li>Retell religious stories and recognise a link with a concept (e.g. Incarnation, Salvation, nature of God)</li> <li>Give clear accounts of what the religious texts might mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Explore the origins of texts and understand where they fit onto a timeline</li> <li>Make clear links with religious text and the concepts studied</li> <li>Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre</li> <li>Discuss and offer opinions on what texts might mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied</li> <li>Explain connections between key theological terms and religious texts</li> <li>Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts</li> </ul>
Relate ~ identify how actions of believers are impacted by beliefs	<ul style="list-style-type: none"> <li>Know about some religious festivals</li> <li>Know about how some people express their beliefs (e.g. what happens in church)</li> <li>Begin to understand what is important to some people of faith</li> </ul>	<ul style="list-style-type: none"> <li>Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship</li> <li>Recognise how people of faith celebrate key festivals</li> <li>Explore and recognise features of religious life and practices including ways that people of faith celebrate key milestones in a person's life</li> <li>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths</li> <li>Identify ways in which religious texts impact how believers live</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)</li> <li>Identify the main characteristics of an act of worship and discuss about the importance of worship for believers</li> <li>Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks)</li> <li>Show an understanding of how religious beliefs ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity)</li> <li>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world</li> <li>Identify the influences on, and distinguish between different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians)</li> <li>Observe and interpret a wide range of ways in which a view point or belief can be expressed</li> <li>Understand the challenges a person may face when living out their faith in today's world</li> </ul>
Apply ~ understand and reflect upon how the learning can relate to our own lives and the world around us	<ul style="list-style-type: none"> <li>Show interest in the world around them and ask questions about what they see and experience</li> <li>Begin to express their own opinions and thoughts about the religious material studied</li> <li>Begin to understand what is important to themselves</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on examples of how believers live and consider how this impacts the world that we share</li> <li>Reflect on examples of how believers live and consider what we can learn from that for our own lives</li> <li>Consider, through discussion, whether particular religious text have anything to say on how we should live</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live</li> <li>Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us</li> <li>Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy)</li> <li>Ask questions about the significant experiences of key figures from religions studied and</li> </ul>	<ul style="list-style-type: none"> <li>Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally</li> <li>Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice</li> <li>Explain how the concepts studied have challenged or inspired our own thinking and actions</li> <li>Be able to present thoughtfully and with respect their own and others views. Considering how these views have been formed</li> </ul>

			suggest ways that we may learn from their lives	
KEY VOCABULARY TO KNOW BY END OF PHASE				
Key vocabulary to know by end of phase	Creation, God, pray, worship, Christian, belonging, Truth, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament, Advent celebration	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, annunciation Christingle, All Saints' Day	Omnipotent, Omniscient, Eternal, Proverb, Messiah, Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist
Key vocabulary from other religions to know by end of phase	Mohammed (prophet) Islam (the religion of Muslims revealed through Muhammad as the Prophet of Allah)	Sita (Hindu goddess of Harvest) Purim (Jewish festival) Diwali (festival of light for Hindus, Sikhs and Jains) Gragger (Musical instrument used during Purim) Ramayana (The epic story of Rama's life) Rama (major Hindu deity – incarnation of Vishnu) Haman (evil figure in the Jewish Bible (Old testament)) Diva (Hindu goddess)  Allah (Muslim God) Muhammad (pbuh* or Mohammad) pbuh (stands for 'peace be upon him' used whenever the prophet Muhammed's name is used as a sign of respect) Beautiful names (the many names Muslims use for Allah) Qur'an Muslim Islam Arabic mosque	Hanukkah (Jewish festival of light) Menorah (Jewish candelabra used during Hanukkah) Rangoli pattern (used to welcome wealth and luck (Lakshmi) during Diwali) Lakshmi (Hindu goddess of wealth)  adhan (Islamic 'call to prayer') muezzin (man who delivers the call to prayer) mihrab (point in mosque that Muslims face to pray) ka'bah (building at centre of Muslims' most important mosque) minbar (the pulpit in mosque) wudu (special washing ritual before Muslim prayer) Jumm'ah (Islamic Friday prayer) iman (leader of Muslim prayer) Tawhid (the 'oneness of God') minaret (tower on mosque where call to prayer is called from) salah or salat (5 times daily prayer ritual for Muslims) rak'ah (the movements used during salah)	Kesh (uncut hair) Kangha (comb) Kirpan (sword) Kara (bracelet) Kachera (short trousers). Khalsa (the collective noun for a community of Sikhs/ a special group of initiated Sikhs)  The 5 Pillars of Islam (the rules Muslims live by): Sawm (fasting) Shahadah (Islamic oath 'one God') Zakah (charity) Id-ul-Adha (festival of annual pilgrimage) Id-ul-Fitr (festival marking end of fasting (Ramadan)) Hajj (pilgrimage) Halal (meat prepared according to Muslim law)

**GOD**

Key Stage One

Lower Key Stage Two

Upper Key Stage Two

<b>Knowledge</b>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>Christians believe in God and they find out about God in the bible.</li> <li>Christians believe God is loving, kind, fair and also Lord and King: and there are some stories that show this.</li> <li>Christians worship God and try to live in ways that please him.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit (see INCARNATION).</li> <li>Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and bible stories show how God keeps his promises.</li> <li>Christians find that understanding God is challenging: people spend their whole lives learning more and more about God.</li> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors in story, song, poems and art.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping.</li> <li>Christians believe God is both holy and loving and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving and full of grace.</li> <li>Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li> <li>Christians do not all agree about what God is like, but try to follow his path, as they see it in the bible or through church teaching.</li> <li>Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>
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<b>CREATION &amp; FALL</b>				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Knowledge</b>	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>The word God is a name.</li> <li>Christians believe God is Creator of the universe.</li> <li>Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> <li>God created the universe.</li> <li>The Earth and everything in it are important to God.</li> <li>God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>Humans should care for the world because it belongs to God.</li> </ul>	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> <li>God the Creator cares for the creation, including human beings.</li> <li>As human beings are part of God's good creation, they do best when they listen to God.</li> <li>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>This means that humans cannot get close to God without God's help.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> <li>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li> <li>There are many scientists throughout history and now who are Christians.</li> <li>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>

<b>PEOPLE OF GOD</b>			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Knowled</b>	N/A	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>The Old Testament tells the story of a particular group of</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>The Old Testament pieces together the story of the people of</li> </ul>



		<p>people, the children of Israel — known as the People of God — and their relationship with God.</p> <ul style="list-style-type: none"> <li>• The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>• They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>• The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</li> <li>• Christians believe that, through Jesus, all people can become the People of God.</li> </ul>	<p>God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <ul style="list-style-type: none"> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</li> </ul>
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INCARNATION				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• 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</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> </ul>
GOSPEL				
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two	
Knowledge	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe Jesus brings good news for all people.</li> <li>• For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>• Christians believe Jesus is a friend to the poor and friendless.</li> <li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>	<p>Jesus' coming.</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> <li>• Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li> <li>• Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li> <li>• Christians try to be like Jesus — they want to know him better and better.</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p>is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe the Holy Spirit challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians believe 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.</li> <li>• Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>• Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</li> <li>• 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 and global community.</li> </ul>

SALVATION				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at Easter.</li> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• Christians try to show love to others.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>• Christians believe Jesus builds a bridge between God and humans.</li> <li>• Christians believe Jesus rose from the dead, giving people hope of a new life.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• The New Testament says that Jesus' death was somehow 'for us'.</li> <li>• 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; leading from darkness to light, from slavery to freedom.</li> <li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> <li>• 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.</li> </ul>

KINGDOM OF GOD			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	N/A	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• 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'.)</li> <li>• Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>• 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.</li> <li>• Christians celebrate Pentecost, as the beginning of the Church.</li> <li>• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul>

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EYFS EXEMPLAR UNITS				
	Why are some stories special?	What happens in our church?	What makes every person special, unique and important?	
	A chance to share stories about Jesus and told by Jesus, introducing Him as an adult and explaining that we can learn from His example. There are also opportunities to share stories from other faiths, particularly Islam.	This unit explores what it means to be a Church school. It allows pupils to explore worship as an important part of the church school day, and what worship is. It also explores the links between the school and the parish church community. A visit to the parish church should be included.	This unit helps pupils to explore and understand the Christian belief that all humans are made in the image of God. This means that, for Christians, all are special and are known and loved by Him.	
Knowledge	<ul style="list-style-type: none"> <li>The Bible is a very special book and we can read stories about God and Jesus in it.</li> <li>That stories can teach things to people</li> <li>Jesus told stories to explain important truths to people. These stories are called parables and have a deep meaning</li> <li>These parables are found in the Bible.</li> <li>There are other faiths which also have lots of stories that have important meanings.</li> <li>Recognise that some stories have special meanings and are important to people.</li> <li>Express how they think stories might affect someone's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Worship gives time to learn about God, ourselves and others.</li> <li>Worship can take place in different places including school and church.</li> <li>Church is a special building for Christians to worship God.</li> <li>The church school is part of the parish church community.</li> <li>Visitors from the church contribute to school life.</li> <li>Prayer is an important part of worship</li> </ul>	<ul style="list-style-type: none"> <li>That every person is special, precious and unique.</li> <li>The Christians believe every person is created by God in His image.</li> <li>That God wants a relationship with the people He has created.</li> <li>That Christians and other people of faith try to help each other as everyone is important.</li> <li>That the most special person is Jesus.</li> <li>As we are all special we need to respect other people as valued and important.</li> </ul>	
Topic Vocabulary	Jesus parable meaning truth Mohammed (prophet) Islam (the religion of Muslims revealed through Muhammad as the Prophet of Allah)	Church Worship God Jesus Pray Prayer Service Parish	Amen Hymn Vicar/rector Festival names  The name of our parish church Names and roles of visitors from church	Precious Unique Special Love Respect Thanksgiving

KEY STAGE ONE EXEMPLAR UNITS				
	What are festivals and why do we have them?	How do Christians talk to God?	How can I make a difference in the world?	What is faith and what difference does it make?
	Explore the worldwide theme of celebrating special events focussing on three festivals from different faiths.	An exploration of how Christians connect with God through prayer and to develop an understanding of the different reasons for prayer, both personal and corporate, including the Lord's Prayer.	This unit explores learning about God's wonderful world and our responsibility for looking after it. It also reinforces idea of service and generosity. Care should be taken to keep an RE focus linked with faith narratives. It is also an opportunity to engage class in any inter-school partnerships.	
Knowledge	<ul style="list-style-type: none"> <li>To learn what celebrations and festivals are. People celebrate for many reasons but most festivals are connected with stories.</li> <li>Diwali, Purim and Advent are festivals of different faiths, but all are joyful remembrance of stories from the sacred texts.</li> <li>How Diwali, Purim and Advent are celebrated by believers.</li> <li>The Hindu story linked with Diwali is the Ramayana.</li> <li>Purim is celebrated by Jews and remembers the story of Esther.</li> </ul>	<p>That for Christians:</p> <ul style="list-style-type: none"> <li>Prayer is a way of connecting with God at any time and in any place</li> <li>Prayer is about listening to God as well as talking to him</li> <li>Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please</li> <li>The Bible has prayers and songs of worship that Christians often use</li> <li>The Bible contains a special prayer that Jesus taught his disciples called the 'Lord's Prayer'</li> </ul>	<ul style="list-style-type: none"> <li>To look at and respond to our world and learn about caring for it.</li> <li>To identify and respond to values about caring, expressed through faith stories.</li> <li>That we are part of a wider global community.</li> <li>That their class is a community made up of different individuals.</li> <li>To consider who cares for them, and how they respond to that care.</li> <li>That they can give and care for others, and how they may do this.</li> </ul>	<ul style="list-style-type: none"> <li>People of faith in the Bible, especially the Old Testament, who are not explored in other units - stories where the impact of personal faith is clear: David and Goliath, Noah's Ark</li> <li>People of faith in history and more recently, who can help pupils understand how faith makes a difference.</li> </ul>



	<ul style="list-style-type: none"> <li>Advent is a Christian period of preparation for Jesus' coming.</li> <li>Diwali is shared by Hindus &amp; Sikhs.</li> </ul>		<ul style="list-style-type: none"> <li>Describe other communities, and how people in religious communities show care.</li> </ul>	
Topic Vocabulary	Festival Sita (Hindu goddess of Harvest) Celebration Purim (Jewish festival) Diwali (festival of light for Hindus, Sikhs and Jains) Gragger (Musical instrument used during Purim) Ramayana (The epic story of Rama's life) Advent Rama (major Hindu deity – incarnation of Vishnu) Haman (evil figure in the Jewish Bible (Old testament)) Diva (goddess) Wreath	Wonder Reflect Grace Meditate Repent Praise Celebrate Lord's Prayer	Golden rule Generosity Waste Recycle Love Unselfishness Neighbour Charity Litter	Christian Aid Fundraising Faith Believe Belief Resilience Challenge Overcome

### LOWER KEY STAGE TWO EXEMPLAR UNITS

	What are festivals of light?	How do Christians remember Jesus' last supper?	Is life like a journey?	
	<p>An exploration of autumn festivals which use the symbolism of light to celebrate the triumph of good over evil.</p>	<p>This unit helps pupils understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died so that there could be a new relationship between God and His people. It should involve as much input from the local clergy as possible. The practices and beliefs relating to the Eucharist vary across the Church of England and teaching should reflect the position of our church.</p>		
Knowledge	<ul style="list-style-type: none"> <li>To deepen understand of festivals as celebrations of religious stories.</li> <li>To explore how light and dark are symbols of good and evil in many faiths.</li> <li>To link Jesus as the light of the world, and His command that His followers also shine as lights.</li> <li>To understand that All Saints celebrates goodness, hope and light, while its eve is associated with the forces of darkness, and that Halloween is not celebrated by Christians.</li> <li>To explore the symbolism of the Christingle.</li> <li>To deepen understanding of Advent and Diwali.</li> <li>To explore the story and celebration of the Jewish festival of Hanukkah.</li> </ul>	<ul style="list-style-type: none"> <li>Communion is linked to the Seder Passover meal.</li> <li>The story of the Last Supper and what Jesus said to the disciples.</li> <li>The symbols of communion are a way of remembering Jesus and the new agreement of love and forgiveness.</li> <li>To reflect on the meaning of some actions and words involved for Christians.</li> <li>That by sharing communion as a group Christians are showing unity.</li> </ul>	<ul style="list-style-type: none"> <li>Steps on the individual life journey – rites of passage – birth, adulthood, marriage and death, linked to the faiths studied.</li> <li>Special journeys in religious narrative. Journeys in the Bible and within other faith stories.</li> <li>The personal journey. Highs, lows and helps.</li> </ul>	
Topic Vocabulary	Celebration Hanukkah (Jewish festival of light) Menorah (Jewish candelabra used during Hanukkah) Christingle (festival to celebrate Jesus as light of the world for Christians during Advent) All Saints' day (Christian festival to celebrate all the saints' lives (1 <sup>st</sup> Nov.)) Advent (time of preparation leading to Jesus' birth (Christmas)) Annunciation (the announcement of Jesus' birth to Mary by Angel Gabriel) Diwali (Hindu, Sikh & Jain festival of light) Rangoli pattern (used to welcome wealth and luck (Lakshmi) during Diwali) Symbol Lakshmi (Hindu goddess of wealth)	bread wine sharing remembering mandate (what God told Adam and Eve to do in Genesis (Christians live by this)) forgiveness symbol sacrifice chalice Maundy Thursday	paten (small, gold plate for bread during Eucharist) atonement Passover communion (consecrated bread of the Eucharist) sacrament Last Supper new commandment Eucharist (Christian service commemorating The Last Supper where consecrated bread and wine are received) represent metaphorically	Rites of passage Birth Adulthood Marriage Death Pilgrimage

**UPPER KEY STAGE TWO EXEMPLAR UNITS**

	<b>How do people express their faith through the arts?</b>	<b>What is the worldwide church?</b>																
	This unit should be linked to the faiths studied by pupils throughout their R,E learning journey	Pupils explore a variety of current Christian worship styles and formats drawn from differing denominational and cultural contexts, enabling them to find the common beliefs and stories expressed in the diverse rituals, music, images and artefacts discovered.																
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Art forms can be used to express deep feelings and emotions.</li> <li>• People can express their religious faith through the arts: Art, sculpture and design Drama Music Dance literature/poetry</li> <li>• Some religious ideas/beliefs are easier to express through the arts.</li> <li>• Not all religions express themselves through arts in the same way</li> <li>• Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values.</li> <li>• Compare and contrast ways in which different religions use the expressive arts to convey beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity is an international religion; its followers form a worldwide family of believers.</li> <li>• Christians share a set of core beliefs expressed within a cultural context</li> <li>• The diversity and variety within the British church</li> <li>• Christian festivals are celebrated around the world, through different cultural traditions.</li> <li>• The art, music and language of worship vary worldwide, but the same features lie at its heart.</li> <li>• Awareness of the spread, diversity and impact of the Church worldwide</li> </ul>																
<b>Topic Vocabulary</b>	feelings            pattern reverence          symbol wonder belief icon calligraphy masterpiece emotion geometric design	<table border="0"> <tr> <td>Culture / Context</td> <td>Symbol</td> </tr> <tr> <td>Denomination</td> <td>Worldwide</td> </tr> <tr> <td>Represent</td> <td>Festival</td> </tr> <tr> <td>Ritual</td> <td>Persecution</td> </tr> <tr> <td>Cross / crucifix</td> <td>Culture</td> </tr> <tr> <td>Communion</td> <td>Community</td> </tr> <tr> <td>Global</td> <td>Language</td> </tr> <tr> <td>Translation</td> <td>Society</td> </tr> </table>	Culture / Context	Symbol	Denomination	Worldwide	Represent	Festival	Ritual	Persecution	Cross / crucifix	Culture	Communion	Community	Global	Language	Translation	Society
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**ISLAM UNITS**

**The BIG Ideas in Islam**

- The word 'Islam' means 'peace', 'harmony' and 'submission', and a Muslim's life is lived in accordance with these concepts, in submission to Allah (God).
- Muslims believe in the oneness of God, 'Tawhid', which is stated in the shahadah, both the Muslim statement of belief, and the call to pray.
- Muslims believe that the Qu'ran is the eternal word of God, the complete and final revelation of Allah to the last prophet, Muhammad (pbuh) on the Night of Power.
- The Prophet Muhammad (pbuh) is considered by Muslims to be the best example of spiritual and moral conduct and is revered above all others.
- Five Pillars are central to the life of a Muslim, giving life shape and strength: to 'believe every moment; pray five times a day; give when you do your accounts; fast for a month out of the year; and travel to Makkah once in a lifetime if you can.'
- Prayer (salah), performed at five daily prayer times mean that Muslims pray as a community, even if they are not physically together.
- Mosque simply means 'place of prostration', which is how Muslims express submission to Allah during prayer.

	<b>Key Stage One</b> <b>What do Muslims believe?</b>	<b>Lower Key Stage Two</b> <b>What can we learn from a mosque?</b>	<b>Upper Key Stage Two</b> <b>What are the five pillars of Islam?</b>
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Knowledge	<ul style="list-style-type: none"> <li>That Muslims believe in one God, Allah.</li> <li>Muslims are people who follow the faith called Islam.</li> <li>Allah is the Arabic name for God the Creator</li> <li>Allah has ninety-nine beautiful names that reflect aspects of his character</li> <li>Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam</li> <li>The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad</li> <li>Islam is a faith that is shared and lived out by many people today, and those who follow its teachings are called Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>Muslims believe there is no God but Allah and that he is without equal.</li> <li>Allah is One (Tawhid)</li> <li>The Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic.</li> <li>The mosque is a place of worship and learning and is led by an Imam.</li> <li>Salat (prayer) is offered five times a day at set times.</li> <li>In prayer, Muslims submit to the will of Allah.</li> <li>The key features, artefacts &amp; symbols found in a mosque all have explicit meaning.</li> </ul>	<ul style="list-style-type: none"> <li>The 'pillars' (or duties) are: Shahadah - 'There is no God but Allah and Muhammad is his messenger' Salat - Prayer five times a day. Zakah - Almsgiving Sawm – Fasting during Ramadan Hajj - Pilgrimage</li> <li>Explore how these pillars influence Muslims' daily lives Key celebrations for Muslims are linked with two pillars: Id-ul-Fitr – celebrating the end of Ramadan Id-ul-Adha - celebrating the end of Hajj</li> <li>How Muslims practise the pillars and connect them to some key Muslim beliefs.</li> <li>How the pillars of Islam give strength and shape to life for Muslims.</li> <li>How following the Pillars can be an obligation and a choice.</li> </ul>	
Topic Vocabulary	<p>Allah (God for Muslims)  Muhammad (pbuh* or Mohammad)  pbuh (stands for 'peace be upon his prophet Muhammad's name is used)  Beautiful names (the many names of Allah)  Qur'an  Muslims  Islam  Arabic</p>	<p>adhan (Islamic 'call to prayer')  Arabic  muezzin (man who delivers the call to prayer)  calligraphy  mihrab (point in mosque that Muslims face to pray)  submission  ka'bah (building at centre of Muslims' most important mosque)  minbar (the pulpit in mosque)</p>	<p>wudu (special washing ritual before Muslim prayer)  Jumm'ah (Islamic Friday prayer)  iman (leader of Muslim prayer)  Tawhid (the 'oneness of God')  minaret (tower on mosque where call to prayer is called from)  salah or salat (5 times daily prayer ritual for Muslims)  rak'ah (the movements used during salah)</p>	<p>Pillars of Islam (the rules Muslims live by):  Shahadah (Islamic oath 'one God')  Zakah (charity)  Salah/salat (prayer)  Id-ul-Adha (festival of annual pilgrimage)  Id-ul-Fitr (festival marking end of fasting (Ramadan))  Hajj (pilgrimage)  Halal (meat prepared according to Muslim law)</p>

## SIKH UNITS

### The BIG Ideas in Sikhism

- The word 'Sikh' means 'disciple', Sikhs follow the writings and teachings of the Ten Sikh Gurus (teachers) and Guru Granth Sahib, the holy Sikh text.
- The first guru, Guru Nanak Dev summarised Sikh belief as:
  - God is to be remembered at all times.
  - People should work hard and honestly
  - People should share what they have with the needy.
- The key beliefs about God are recorded in the Mool Mantar. This opens with 'Ik Ongar' (God is one).
- Sikh beliefs are depicted visually in the Khanda.
- In Sikhism all are equal regardless of race, status or gender. There is no distinction before God.
- The last human guru, Guru Gobind Singh left the Guru Granth Sahib as the spiritual teacher and guide for all. Through it God can be found. He also established the Khalsa, the community of committed Sikhs, to fight for the rights of Sikhs in the world, and protect the poor and needy. He gave the khalsa five symbols to represent aspects of faith. These are:
  - Kesh (uncut hair)
  - Kangha (comb)
  - Kirpan (sword)
  - Kara (bracelet)
  - Kachera (short trousers).
- Sikhs meet to worship in a gurdwara (gateway to the Guru) in which Guru Granth Sahib is always central.
- The gurdwara also contains a langar kitchen which welcomes and serves food to all daily.

	Key Stage One What do Sikhs believe?	Lower Key Stage Two What can we learn from a Gurdwara?	Upper Key Stage Two What does it mean to live as a Sikh today?
Knowledge	<ul style="list-style-type: none"> <li>Guru Nanak was the founder of Sikhism</li> <li>'Guru' means 'teacher'</li> <li>There are ten human Sikh gurus</li> <li>The Sikh holy book is called 'Guru Granth Sahib'. Sikhs believe its contents are holy.</li> <li>The three main duties of a Sikh are to 'Pray, Work and Give'</li> <li>Equality is very important in Sikh society</li> <li>Sikhs have special symbols that reflect Sikh identity - one of these is the turban worn by men.</li> </ul>	<ul style="list-style-type: none"> <li>Sikhs believe God is one and their relationship with him can be deepened by reading the Guru Granth Sahib.</li> <li>The Guru Granth Sahib is always central in a gurdwara and its worship services.</li> <li>There are no priests – any committed Sikh can lead.</li> <li>Part of worship in a gurdwara is sharing food. Anyone is always welcome to join in.</li> <li>The key features, artefacts &amp; symbols found in a gurdwara all have explicit meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Joining the Khalsa takes real commitment and dedication to the Sikh faith, and it is not an easy decision to join.</li> <li>The 5 Ks are: kesh – symbol of strength and the simple life, kangha - symbolises the importance of looking after the body which God has created, kirpan – symbolises defence of the good and defence of the weak, kara – symbol of God having no beginning and no end (steel because it's not an ornament), kaccha/kachera – symbolises chastity. Their meaning as symbols of the Sikh faith.</li> <li>The Khalsa was formed to remember and stand up for belief.</li> <li>Sikhs believe in the cycle of birth and reincarnation and the difference this might make to the way on which they live their lives.</li> </ul>
Topic Vocabulary	<p>Sikh (person who follows Sikhism 'students' of the Guru)  Guru (Teacher 'remover of darkness')  Guru Nanak Dev (founder of Sikhism)  Guru Granth Sahib (Sikh central holy scripture – the eternal Guru)  Amrit (Sikh holy water/nectar used in Sikh baptism ceremony)  Khanda (special symbol of Sikhism, as a cross is to Christians)  Nishan Sahib (Sikh triangular flag)  Ik Onkar (phrase meaning 'only one God')  Gurpurb (festivals to celebrate births of the Gurus)  Mool Mantar (The Sikh statement of belief at the start of the GGS)  Waheguru (word used to refer to God)  turban (head covering to cover Sikhs' long hair), patka (small cloth a Sikh's boy's long hair) &amp; chunni (a long headscarf worn by some long hair)</p>	<p>Gurdwara (Sikh temple, place of worship)  Kirtan (devotional song)  chaur (ceremonial fan, made from yak hair, waved over the Guru Granth Sahib (GGS))  takht (a throne/spiritual centre of Sikhism)  chanani (canopy covering the GGS in a Gurdwara)  Karah parshad (special food shared in a Gurdwara as a sign of respect/worship)  Khanda (special symbol of Sikhism, as a cross is to Christians)  Langar (a communal free kitchen in a Gurdwara)  Diwali (5 day festival of light celebrated by Sikhs, Hindus and Jains)  Anand Karaj (Sikh marriage ceremony)  Granthi (ceremonial reader of the Guru Granth Sahib (GGS))  The Golden Temple (in Amritsar) - the holiest temple in the Sikh faith.</p>	<p>Kesh (uncut hair)  Kangha (comb)  Kirpan (sword)  Kara (bracelet)  Kachera/kaccha (short trousers).  Khalsa (the collective noun for a community of Sikhs/ a special group of initiated Sikhs)  Reincarnation</p>