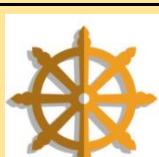




# Wellington Primary

RE Overview

RE Curriculum

Year Group	Autumn		Spring		Summer	
1	 JUDAISM	 CHRISTIANITY	 ISLAM	 JUDAISM	 HINDUISM	 Multi Faith & Humanism
2	 Multi Faith & Humanism	 JUDAISM	 CHRISTIANITY	 CHRISTIANITY	 HINDUISM	 BUDDISM
3	 SIKHISM	 CHRISTIANITY	 JUDAISM	 ISLAM	 Multi Faith & Humanism	 HINDUISM
4	 JUDAISM	 Multi Faith & Humanism	 CHRISTIANITY	 ISLAM	 Multi Faith & Humanism	 Humanism
5	 BUDDISM	 ISLAM	 SIKHISM	 JUDAISM	 CHRISTIANITY	 Multi - Faith & Humanism
6	 Multi - Faith & Humanism	 JUDAISM	 BUDDISM	 CHRISTIANITY	 SIKHISM	 Multi - Faith & Humanism

# RE Enquiry questions

Year Group	Autumn		Spring		Summer	
	<p align="center"><b>Y1 End Points</b></p> <ul style="list-style-type: none"> <li>● Recounts beliefs, practices and sources with correct vocabulary</li> <li>● Express own views and feelings or experiences, linked to ultimate questions and issues</li> <li>● Can recall features, symbols and actions related to identity and belonging</li> </ul>					
1	How and why do people celebrate harvest? C/F	How and why do Christians celebrate Christmas? A/E	Who are the Muslims in our Community? B/E	What is important to Jews? B/F	What does Diwali teach Hindus about Good and Evil? A/E	What can I learn from stories from religious traditions?
<b>Key Knowledge</b>	Christians and Jews believe there is a God, who created the world and is good. <ul style="list-style-type: none"><li>● Christians and Jews believe that the food grown in the ground, grown on trees or collected from animals is made by God, as it is natural</li><li>● Many Christians and Jews show</li></ul>	Christmas is on the 25th December and this is when Christians celebrate the birth of Jesus. <ul style="list-style-type: none"><li>● To know the story of the nativity</li><li>● To know/recall that in the nativity, the wise men gave gifts of gold frankincense and myrrh</li><li>● Christians give gifts at Christmas</li></ul>	The 5 pillars of Islam are: Belief in one God (Shahadah), Prayer (Salah), Charity (Zakah), Fasting (Sawm) and pilgrimage (Hajj) and to begin to understand what each of these is like in practice. <ul style="list-style-type: none"><li>● Muslims believe in one god, who they call Allah. Allah has at least 99 names which</li></ul>	Abraham is seen as the father of the Jewish religion. Abraham's story is told in the Book of Genesis (the first book of the Hebrew Bible). <ul style="list-style-type: none"><li>● Jews believe that Judaism began when Abraham began to worship one God instead of the many idols or statues his father had done.</li></ul>	The story of Rama and Sita comes from the religion of Hinduism and is often remembered during the festival of Diwali. <ul style="list-style-type: none"><li>● Diwali is the 'festival of lights', Celebrated by millions of Hindus, Sikhs and Jains across the world.</li><li>● To know that the villagers in the Hindi Diwali story made a</li></ul>	

<p>gratitude to God for food by saying a prayer before or after eating.</p> <ul style="list-style-type: none"> <li>• Harvest is when food is collected by farmers and the Harvest Festival is a way that Christians show their gratitude to God</li> <li>• To know some of customs associated with the Harvest festival (such as singing hymns, praying and decorating churches with baskets of fruit and food/donating food to charity).</li> <li>• Many Christians donate food to others during the time of harvest and believe it is a time to consider and help others who do not have enough to eat</li> <li>• The Jewish festival of Sukkot is a harvest celebration</li> <li>• Members of Jewish community might build a Sukkah from natural</li> </ul>	<p>because the wise men brought gifts to Jesus and because they believe Jesus is a gift from God.</p> <ul style="list-style-type: none"> <li>• Gifts can be made, as well as bought, and that gifts can ‘immaterial’</li> <li>• To know what advent is and how it is celebrated in church and in many Christian homes.</li> <li>• To know what each candle on an advent wreath represents</li> </ul> <p><b>KEY SKILLS APPLIED</b></p> <p>Express their own experiences, values or feelings (including their own celebrations and the positivity of giving as well as receiving).</p> <ul style="list-style-type: none"> <li>• Make links between their own and others values (for example, in wanting to show recognition of a positive occurrence).</li> </ul>	<p>are also called the ‘99 Attributes of Allah’.</p> <ul style="list-style-type: none"> <li>• Muslims do not draw Allah or Muhammad and doing so would be considered disrespectful.</li> <li>• Muslims may wear a prayer hat (Topi), pray on a special mat or use prayer beads called Tasbih.</li> <li>• The Islamic call to prayer is called Adhan . It is called from the mosque) five times a day.</li> <li>• Muslims believe Muhammad (pbuh) is a messenger from Allah.</li> <li>• To know the story of how Muhammad (pbuh) received the message of Allah from Gabriel in the Muslim month of Ramadan.</li> <li>• To know that Muslims always say ‘Peace’ and ‘Blessings be upon him’ when they say or write the name of the prophet and never draw</li> </ul>	<ul style="list-style-type: none"> <li>• The core Jewish religious belief is that there is one eternal God who is a spirit and has no human form. Jewish people declare this belief every day with the Shema prayer.</li> <li>• The Torah is the most holy Jewish text (Torah means teachings in Hebrew).</li> <li>• The synagogue is a building where Jews go to worship God.</li> <li>• Teachers of the Jewish faith are called rabbis. They lead worship in the synagogue</li> <li>• Shabbat is the Jewish day of rest.</li> <li>• Jewish people believe that God created the world in 6 days and then he rested. This is why they rest on Shabbat.(Jewish people have to cook before Shabbat starts, because on Shabbat they rest.)</li> <li>• Shabbat is very important to Jewish</li> </ul> <p><b>KEY SKILLS APPLIED</b></p> <p>To identify what is important to themselves and others, considering the traditions and</p>	
--	---	--	--	--

<p>materials and eat in it for a week.</p> <ul style="list-style-type: none"> <li>To know that the Sukkot ceremony is a waving ceremony involving the etrog and lulav and that waving these is a way of showing happiness and reminding Jewish people that God is all around.</li> </ul>	<p><b>KEY SKILLS APPLIED</b></p> <p>Identify what is important to themselves and others.</p> <ul style="list-style-type: none"> <li>Express their own experiences values or feelings.</li> <li>Make links between their own and others values (for example, in wanting to show gratitude for food that is provided).</li> <li>Talk about how people might act differently if they believe there is a God who created a</li> </ul>	<ul style="list-style-type: none"> <li>Consider gifts they could give that are free.</li> <li>Retell the birth story/nativity of Jesus.</li> <li>Recall what Christians may believe about Jesus - a gift from G-d; describe and explain what values Christians believe he has, and why these values are important.</li> <li>Recall why Christians refer to Jesus as a light and how the advent candle is used.</li> <li>Describe other values and pictures Christians might use to describe Jesus.</li> </ul>	<p>pictures of him, as a sign of respect.</p> <ul style="list-style-type: none"> <li>The Qur'an is the holy text of the Islamic Faith.</li> <li>To understand the meanings of halal and haram and to know which foods are which.</li> </ul> <p><b>KEY SKILLS APPLIED</b></p> <p>Describe the 5 pillars: the beliefs/values behind them and suggest how these values are similar to other people's/communities</p> <ul style="list-style-type: none"> <li>Recall that Muslims believe Muhammad (pbuh) received the message of Allah and suggest why he is important to Muslims</li> <li>Give examples of how Muslims show respect for Muhammad pbuh and the Qur'an.</li> <li>Recall what halal and haram means; suggest how only</li> </ul>	<p>people: they dress in their best clothes, serve the best food, set the table beautifully and light candles. Often guests are invited to share food, stories and prayers.</p> <ul style="list-style-type: none"> <li>Special loaves of bread called challot or challah bread are served during Shabbat with special wine</li> <li>On Shabbat, Jews go to Synagogue.</li> <li>Havdalah is the end of Shabbat. A special plaited candle (Havdalah candle) is lit and prayers are said. Spices are smelt and sweet wine or grape juice is used to put out the candle. Havdalah helps to separate Shabbat from the rest of the week.</li> <li>In Jewish homes you might find a mezuzah on the doorpost. It is a little case containing a tiny scroll with writing from the bible. It is</li> </ul>	<p>customs of the Hindu celebrations of Diwali.</p> <ul style="list-style-type: none"> <li>To express their own experiences, values or feelings (including consideration of light and dark and their involvement in celebrations involving light/fireworks).</li> <li>To make links between their own and others values and consider the values conveyed by the Hindu Diwali story.</li> <li>To retell the story of Rama and Sita.</li> <li>To make links between characters in the story and the concepts of 'good and 'evil'.</li> <li>To make a diva lamp.</li> <li>To make links between celebrations.</li> <li>Describe beliefs and features in detail.</li> <li>Suggest how beliefs may affect lives.</li> <li>Suggest a meaning for a religious symbol or practice.</li> </ul>
--	---	---	--	--	---

	<p>wonderful world for us</p> <ul style="list-style-type: none"> <li>● Describe what Jews do at Sukkot;</li> <li>● Make links with and between what they do and why; suggest how celebrating Sukkot might make them feel.</li> </ul>		<p>eating certain foods may be difficult for Muslims.</p> <ul style="list-style-type: none"> <li>● To make links between their own and others values, specifically to identify what values they share with the Muslim community if not Muslim themselves.</li> </ul>	<p>called the Shema and is written in Hebrew. It reminds Jewish people to love God and live by his rules. When they come through the door, Jewish people kiss the mezuzah</p>	<p>● express own and make links between own and Jewish beliefs/values.</p> <ul style="list-style-type: none"> <li>● retell stories, features or beliefs using keywords.</li> <li>● Recall own experiences of celebration.</li> <li>● identify what they might be thankful for.</li> </ul>
	<p align="center"><b>Year 2 End Points</b></p> <ul style="list-style-type: none"> <li>● Describes beliefs, practices and sources and makes links between these</li> <li>● Describes responses or experiences to ultimate questions and issues, linking with values, beliefs and sources and identifies the shared values linked to these responses formulates own ultimate questions</li> <li>● Describes features, actions and symbols that impact on the life of a believer, making links with/suggesting the relevant beliefs and values behind</li> </ul>				

2	<b>What do we know about change and how does that make us feel? A/F</b>	<b>What values does Hanukkah teach?</b>	<b>What does it mean for a Christian to belong to a Church?</b>	<b>Why do Christians celebrate Jesus' resurrection at Easter?</b>	<b>What do Hindus believe?</b>	<b>How do we know what is right or wrong?</b>
<b>Key Knowledge</b>	<p>.</p> <p>To know the story of Hanukkah</p> <ul style="list-style-type: none"> <li>● To know the values taught by the story</li> <li>● To know some Jewish practices around the Hanukkah period (such as lighting the menorah, playing the dreidel game, eating gelt, cooking and baking and enjoying gifts).</li> <li>● To know that Hanukkah is regarded as a festival of light</li> </ul> <div style="background-color: #e08080; padding: 5px; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>To be able to recall and sequence the story of Hanukkah and make links with Jewish values and</p>	<p>To know what it means to belong to something and identify a place or group where they belong</p> <ul style="list-style-type: none"> <li>● To know how Christians are welcomed into the Christian family through baptism t</li> <li>Christians have specific rituals and ceremonies to welcome them into the church.</li> <li>● To know that the most significant Christian symbol is a cross and understand the values Christians attach to this</li> <li>● To know the features of a church building, their significance and how each of these are used.</li> </ul>	<p>To know that Easter is the Christian festival that celebrates the Christian belief that Jesus was resurrected.</p> <ul style="list-style-type: none"> <li>● To know key events in the Easter story.</li> <li>● To know that Jesus had a group of followers called the Disciples.</li> <li>● To know that Jesus was betrayed by a disciple named Judas.</li> <li>● To know that Christians believe that Jesus was resurrected.</li> </ul> <div style="background-color: #e08080; padding: 5px; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>To understand the significance of The Easter Story for Christians and consider why Jesus is special to Christians.</p>	<p>Many Gods are worshipped in Hinduism. Each Hindu God is said to be a different part of the supreme God 'Brahman'.</p> <ul style="list-style-type: none"> <li>● To recognise that that Om or Aum is a symbol and a sound associated with Hinduism</li> <li>● To understand the importance of Ganesh within the Hindu faith and the values associated with him</li> <li>● To know that Krishna is a major God in Hinduism, worshipped in his own right but also considered to be an 'avatar' of Vishnu, one of the forms that the God took when visiting Earth.</li> </ul>	<p>It is important to do the right thing.</p> <ul style="list-style-type: none"> <li>● Some right things are different for some people.</li> <li>● Religion can affect what people think is right and wrong (like eating pork).</li> <li>● People in our lives can influence what we think (such as our parents or grandparents).</li> <li>● Some people believe in heaven and hell.</li> <li>● Temptation can cause people to do bad things sometimes.</li> <li>● Religions often contain a moral code with rules for living.</li> <li>● forgiveness is important in many religion's moral codes.</li> <li>● The Buddhist Wheel of Life was created to help people</li> </ul>	

	<p>beliefs about God (creator/miracle maker)</p> <ul style="list-style-type: none"> <li>● To be able to explain the values the Hanukah story teaches</li> <li>● To consider own values in relation to those conveyed by the story of Hanukah.</li> <li>● To understand and articulate the reasons behind some of the customs and traditions associated with Hanukah.</li> <li>● Give examples of how Jews may behave differently if they are influenced by the values shown in the story.</li> <li>● Make links between these features and practices, beliefs and values (from the story) and explain how these beliefs and values/practices may impact on believers' lives.</li> </ul>	<p><b>KEY SKILLS APPLIED</b></p> <p>Recall key parts of different religions, including Christianity; using the correct words to name these and make links between similar values/beliefs (focussing on places of worship)..</p> <ul style="list-style-type: none"> <li>● Identify shared values, attitudes and beliefs communicate meanings and responses in a variety of ways</li> <li>● Suggest how beliefs and practices may affect people's lives (for example, considering expected and chosen days to visit a place or worship/pray and prioritising important parts of a routine in a non-religious context).</li> <li>● Refer the sense of 'belonging' to a church group that a</li> </ul>	<ul style="list-style-type: none"> <li>● To consider Christian values in the context of the story and compare with own values and deeds.</li> <li>● The 10 commandments are a set of rules which are important in the Christian and Jewish Faiths.</li> <li>● Make links between beliefs and sources, including stories from religions and texts</li> <li>● Make links with other religions, considering that Christians believe that Jesus was sent by God.</li> <li>● Identify symbols and images that relate to new life and resurrection.</li> <li>● Suggest why Christians wear/use crosses and crucifixes and what meaning they have for Christians.</li> <li>● Explain how these are related to the Easter story.</li> </ul>	<p><b>KEY SKILLS APPLIED</b></p> <p>To describe some of the key beliefs shared by Hindus.</p> <ul style="list-style-type: none"> <li>● To be able to identify similarities and differences between religions and shared values and relate these to their own.</li> <li>● Know some of the ways in which Hindu people practice their religion and how these relate to their beliefs and values.</li> <li>● Identify characters and features from the Hindu story</li> <li>● Retell the whole story in detail and make links with some values e.g. 'good' and 'bad';</li> <li>● Describe the characters and explain how they show the values of 'good' or 'bad'. Recognise symbols, actions and characters that</li> </ul>	<p>understand Buddhist teachings.</p> <p><b>KEY SKILLS APPLIED</b></p> <p>Express what is considered important ● See where own values/beliefs about right and wrong are similar to other peoples'</p> <ul style="list-style-type: none"> <li>● Show how own values might have been influenced by others.</li> <li>● Describe the significance of clothes and symbols and the values that these can help someone remember.</li> <li>● Explain how what people wear may make a difference to the way they behave</li> <li>● Express own beliefs about what happens when people choose wrong or right and suggest why</li> <li>● Describe the similarities and differences about beliefs.</li> <li>● Suggest why people may choose to do</li> </ul>
--	---	--	---	--	--

			<p>Christian might feel to own experiences.</p> <ul style="list-style-type: none"> <li>• Recall parts/activities of the church building; describe these using correct words; suggest why these are important/what values they show</li> <li>• Recall features/actions/symbols of the infant baptism ceremony; describe these using correct words; suggest value/why these are important/what they may mean for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest why Easter may be a happy celebration for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>represent 'good' and 'evil' from story</li> <li>• Describe ideas about what it means to be 'good' and explain how they may be similar to other people's.</li> <li>• Identify how and why Hindus celebrate Diwali;</li> </ul>	wrong and express own experiences of forgiveness
	<b>Y3 End Points</b>					
3	<p>What is special about Guru Nanak? A/E</p>	<p>What can we learn from the Bible? A/E</p>	<p>Who are the Jews in our community? B/E</p>	<p>How do the features of a Mosque help Muslims pray? B/F</p>	<p>Why are signs and symbols needed in religion? C/F</p>	<p>How do the features of a Mandir help Hindus pray? B/F</p>

<h2>Key Knowledge</h2>	<p>Sikhs believe that Guru Nanak, the founder of the Sikh religion, received messages from God to teach people how to follow a simple faith</p> <ul style="list-style-type: none"> <li>● To know the significance of Sikh names and how they are chosen</li> <li>● Sikhs believe there is one God and everyone is equal.</li> <li>● Sikhs believe that God is a spiritual power, not a person, and should always be in Sikhs' minds; Waheguru simran, meditating on God, is a way to worship.</li> <li>● To know the 5 Ks and their symbolic meaning</li> <li>● Naam Karan is the Sikh birth ceremony for naming a child and it always takes place in a Gurdwara (Sikh place of worship).</li> </ul>	<p>Like Jews and Muslims, Christians believe in just one God who created the world and all that is in it.</p> <ul style="list-style-type: none"> <li>● To know why the bible is important to Christians and that Christians believe it is the word of God.</li> <li>● The Christian Bible contains the Old Testament and the New Testament.</li> <li>● The Old Testament contains the same books as the Jewish Holy Book and it was written before Jesus's birth.</li> <li>● The New Testament contains stories about Jesus written by people who met him or had heard of him.</li> <li>● To know examples of stories from the bible and the meanings and morals they convey</li> <li>● To know how to use a bible (find chapter and verse)</li> </ul>	<p>Diaspora is term that relates to the time when many Jewish people were forced to leave their home in Jerusalem in 70AD</p> <ul style="list-style-type: none"> <li>● To know some of the features of the second temple of Jerusalem and the western wall and their significance as a place of pilgrimage in the Jewish Faith.</li> <li>● To develop knowledge of Jewish beliefs and practices through a range of sources, including secondary resources (video documentary) and primary sources (images, and artefacts at the Jewish museum).</li> <li>● To know the origins of Judaism through the story of Abraham.</li> </ul>	<p><b>(Development of Y1 Knowledge)</b></p> <ul style="list-style-type: none"> <li>● The Five Pillars of Islam are the five duties that the Qur'an states any Muslim must follow.</li> <li>● A mosque is a place of prayer and worship for Muslims.</li> <li>● A religious teacher called an imam (a 'man of knowledge') leads local prayer and takes care of the mosque.</li> <li>● The very first mosque was the courtyard in the home of Muhammad (pbuh), who founded the religion of Islam.</li> <li>● If you look inside a mosque, you will see a big open space for people to pray and worship Allah. You won't find pews and seats like in churches; rugs or mats usually cover the floor instead.</li> <li>● Mosques are often large buildings with beautiful towers and domes.</li> </ul>	<p>Christians have many pilgrimages because of the number of saints and churches, and also the paths of Jesus.</p> <ul style="list-style-type: none"> <li>● There is a Hindu pilgrimage every 12 years, where they go to the River Ganges to wash and pray.</li> <li>● In Judaism, there are 3 specific pilgrimages: Pesach, Shavot and Sukkot.</li> <li>● Sikhs don't believe in pilgrimages.</li> <li>● Buddhists visit 8 important places in India and Nepal to trace the Buddha's life.</li> <li>● The most important pilgrimage for a Muslim to do in their life is the Hajj.</li> </ul>	<p><b>KEY SKILLS APPLIED</b></p> <p>Suggest lines of enquiry or sources to develop knowledge of the Temple in</p>
------------------------	--	--	--	--	---	---

	<p><b>KEY SKILLS APPLIED</b></p> <p>Recognise features and symbols in images of Guru Nanak</p> <ul style="list-style-type: none"> <li>● Recall Sikh beliefs and values.</li> <li>● Describe features and symbols in images of Guru Nanak, and make links with Sikh values and beliefs</li> <li>● Identify similarities and differences between beliefs, values and features shared with other special/religious figures.</li> <li>● To describe ways in which people can be treated equally and how equality might be shown.</li> </ul>	<p><b>KEY SKILLS APPLIED</b></p> <p>To find chapter and verse in the bible</p> <ul style="list-style-type: none"> <li>● To understand the meaning and message behind stories</li> <li>● Relate events and themes in stories to own life (e.g. the lost sheep, the prodigal son, the birth of Jesus)</li> <li>● Find similarities and common themes in different biblical stories and known stories from other religions.</li> <li>● Make links between key beliefs/values shown in Christian stories.</li> <li>● Describe how the beliefs of a Christian might influence the way they live their life and consider Which values in the stories they can relate to.</li> </ul>	<p><b>Jerusalem and its significance.</b></p> <ul style="list-style-type: none"> <li>● To use sources (including pictures and literature) to identify the different ways in which shapardhi and akdenezi Jews practice their faith and be able to describe the actions, features and symbols of different believers.</li> <li>● Make connections between the plight of Jewish refugees in history and refugees and their circumstances in the present.</li> <li>● Recall the features of the story of Abraham; make links between these beliefs and arguments with other beliefs and reasons for believing – and not believing – that there is one God.</li> <li>● Recount the story of Abraham and Isaac; explain how the story shows his commitment through sacrifice; make links</li> </ul>	<ul style="list-style-type: none"> <li>● Outside most mosques is a tall tower, called a minaret. In some mosques this is where a crier or muezzin calls Muslims to prayer from.</li> <li>● Every mosque must also have running water as Muslims must wash their face, hands and feet before they pray (ablution). They also take off their shoes when they enter the mosque.</li> <li>● Women and men don't worship together in mosques and music and singing are not part of worship in Islam, to avoid distraction</li> <li>● There are no pictures of people or animals in a mosque; the Qu'ran forbids the worship of images, and Muslim people also believe that art could never reflect the magnificence of Allah's creation well enough.</li> </ul>	<p>important stages in life)</p> <ul style="list-style-type: none"> <li>● Suggest how these features are important/significant in the lives of followers</li> <li>● Suggest the challenges and the values of belonging to a community of shared faith and belief</li> <li>● Describe the similarities and differences between religions and communities</li> <li>● Describe and present their own ideas about truth and meaning, and ethical values (e.g. on morality, justice, respect)</li> <li>● Identify how these values and beliefs enable different religions and communities to live together and work towards the well-being of all</li> <li>● Identify own special places and give reasons for why it is</li> </ul>
--	---	---	--	--	---

		<p>with other examples, and suggest the value and impact for Jews remembering Abraham today.</p> <ul style="list-style-type: none"> <li>• Recall features and events in Temple in Old Judaism; explain why some Jews may still feel strongly about Israel today.</li> <li>• Recall the features, beliefs and practices of Judaism today; suggest how certain practices/features may have an impact on Jews today</li> </ul>	<ul style="list-style-type: none"> <li>• Islamic art is dedicated to the design of intricate, colourful patterns and to calligraphy, beautiful writing.</li> <li>• Ramadan is part of the Islamic calendar and is the ninth month of the Muslim year. It is a time when Muslims celebrate Allah's message to Muhammad (pbuh)</li> <li>• During Ramadan Muslims are expected to fast – not eat or drink – during daylight hours.</li> <li>• Eid means festival in Arabic. The end of Ramadan is marked by the festival of Eid al-Fitr (Festival of Breaking the Fast).</li> </ul>	<p>special. Describe their feelings associated with this special place.</p> <ul style="list-style-type: none"> <li>• To recall the places in Jerusalem that are special to Muslims, Jews and Christians.</li> <li>• Be able to explain how going there might help the believer to feel closer to G-d/Allah, and/or Jesus/ Muhammad (pbuh)?</li> <li>• Be able to discuss how the believer might be different when they return home from a pilgrimage?</li> <li>• Recalling some of the actions/places visited by Muslims on Hajj; link with Muslim beliefs and values; suggest how performing these actions may make a difference to Muslim pilgrims</li> </ul>	
--	--	---	--	---	--

				<p>these are used in mosques; explain how these are linked with stories and Muslim beliefs learnt previously.</p> <ul style="list-style-type: none"> <li>● Recall parts of the body washed before prayer and suggest meaning and significance.</li> <li>● Identify features and suggest meaning of internal features of a mosque, identify and suggest how they are similar or different to other examples, including prayer actions in other religions.</li> <li>● Consider how respect is shown in different situations in a non-religious context</li> <li>● Make links to worship traditions in different religions</li> </ul>		
--	--	--	--	--	--	--

## Y4 End Points

- Suggests reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these.
- Identifies links with historical events and cultural traditions
- Suggests reasons for differences and similarities in shared values and responses to ultimate questions and issues.
- Suggests sources that support/link to their reasons
- Explains how actions, symbols and features demonstrate certain beliefs and values.
- Suggests how these may affect, improve or provide challenge in the lives of

4	How does the Synagogue show what is important to Jews? B/F	How do those who believe, build a relationship with God?	How do different Christians show their beliefs? B/E	Why is the Qu'ran one of the most important books in the world? C/E	Should we be sad when some dies? A/E	How is Humanism the same as and different to a religion? A/D
<b>Key Knowledge</b>	The Synagogue is a place of worship for Jewish people. The word Synagogue means 'meeting place' in Greek. <ul style="list-style-type: none"><li>● Teachers in the Jewish faith are called rabbis. They lead worship in the synagogue.</li><li>● To know the features of a synagogue (such as the 'ark', an 'eternal light', two candelabra, pews, and a raised platform (bimah) from which scriptural passages are read and</li></ul>	<p>Malala Younsafzai is an advocate for universal education for girls. Her values have influenced her life and those around the world.</p> <ul style="list-style-type: none"><li>● The Dalai Lama is the spiritual leader of the Tibetan people. He lives his life through a set of specific values.</li><li>● Fauja Singh is a British Sikh centenarian marathon runner. He has used his faith to overcome challenges.</li><li>● Inspiration means the process of being</li></ul>	To know some of the features of a church and their significance to Christians (including the altar, stained glass windows depicting key figures and biblical events, the chancel, steeple, bell tower, shape of the cross) <ul style="list-style-type: none"><li>● Christianity follows the teachings of Jesus Christ.</li><li>● Christianity is made up of different denominations who believe in different variations of those teachings and have different leaders.</li></ul>	The Qur'an, or Koran is it is sometimes known, is the holy book of Muslims who believe it contains the message of Allah. <ul style="list-style-type: none"><li>● There are strict criteria in handling the Qur'an.</li><li>● The Qur'an is written in Arabic and Muslims always try to read and recite it in this language.</li><li>● Muhammad (pbuh) was born in Makkah (also known as Mecca), which is now modern-day Saudi Arabia, in AD 570.</li><li>● Muslims believe that in a cave on</li></ul>	Hindus believe that in each living thing there is a part of God, Brahman; when that person dies this part leaves the body and is reincarnated into another body. <ul style="list-style-type: none"><li>● Hindus believe that if a person has been good they will have good 'Karma' (a type of energy).</li><li>● Hindus believe that if a person has been bad, they will have bad karma and might be reincarnated into an animal, rather than a human person.</li><li>● Hindius believe that if you have good</li></ul>	

<p>services often conducted.</p> <ul style="list-style-type: none"> <li>The Sabbath (from Sunset on Friday to Sunset on Saturday) is the Jewish holy day.</li> <li>The Torah is the most holy Jewish text, given to the Jews by Moses around 1250BC. Torah means ‘teachings in Hebrew’.</li> <li>Jewish festivals are a point of remembrance of key events in Jewish history (these include Rosh Hashanah (Jewish New Year, Yom Kippur (the day of atonement), Passover and Hanukkah, the festival of lights).</li> <li>Sukkot is one of three biblically based pilgrimage holidays that is a thanksgiving for a good harvest.</li> <li>A sukkah is a temporary dwelling</li> </ul>	<p>mentally stimulated to do or feel something.</p> <ul style="list-style-type: none"> <li>Notable people and events in our lives can inspire us to achieve great things.</li> <li>The Dalai Lama is the spiritual leader of the Tibetan people; He lives his life through a set of specific values.</li> </ul> <div data-bbox="637 632 898 743" style="background-color: #e0c0ff; padding: 10px; border: 1px solid black; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>Identifies links between historical events and religious practices.</p> <ul style="list-style-type: none"> <li>Suggests reasons for connections and similarities behind specific practices (for example, living lives by a set of values.).</li> <li>Can state the connection between beliefs of significant religious figures and children’s daily lives.</li> <li>Can give examples of how the actions of significant religious</li> </ul>	<ul style="list-style-type: none"> <li>The different denominations of Christianity share common elements of belief.</li> <li>The Holy Trinity is one God but three entities.</li> <li><b>A sacrament is a Christian ritual or ceremony.</b></li> <li>There are seven sacraments in Christianity.</li> <li>The Eucharist is a Christian ceremony commemorating the Last Supper.</li> <li>Not all denominations observe all the sacraments.</li> </ul> <div data-bbox="911 922 1172 1033" style="background-color: #e0c0ff; padding: 10px; border: 1px solid black; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>Design of a symbol to show understanding of the Trinity, label each part to reflect Christian belief.</p> <ul style="list-style-type: none"> <li>Evaluate reasons for differences and similarities in shared values between</li> </ul>	<p>mount Nur, near Makkah, Allah spoke to Muhammad (pbuh) for the first time through the angel Jibril and revealed the first verse of the Qur'an to him.</p> <ul style="list-style-type: none"> <li>(Expansion of Y1 knowledge)</li> <li>A Surah is the term for a chapter of the Qu'ran.</li> </ul> <div data-bbox="1208 605 1468 716" style="background-color: #e0c0ff; padding: 10px; border: 1px solid black; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>Identifies links with historical events and cultural traditions for example, the importance of Muhammad in Islam.</p> <ul style="list-style-type: none"> <li>Suggests reasons for differences and similarities in shared values for example the importance of the Quran and the significance of the rules for handling the Quran.</li> <li>Explains how the practice of memorization of the Quran by Hafiz</li> </ul>	<p>karma, when you die your ‘soul’ will be released from this cycle of birth, death and reincarnation, and will go back to God (Brahman) - this is called moksha.</p> <ul style="list-style-type: none"> <li>Muslims believe that when they die the angel of death takes souls to Al-Barzakh, where they wait until the day of judgement.</li> <li>On the day of judgment everyone will be raised to life again and stand before Allah, who will judge their souls.</li> <li>The reward for good souls will be Heaven, which is described as a beautiful garden.</li> <li>Bad souls will be sent to Hell (Jahannan) where they will be without Allah’s love.</li> <li>Christians believe that only Jesus was resurrected and came back to life.</li> </ul>	
---	---	--	---	--	--

<p>built by a family/community to celebrate Sukkot. It commemorates the time when the Jewish were freed from slavery in Egypt and wandered the desert for forty years, building temporary shelters from Palm leaves, before reaching the promised land of Israel.</p> <ul style="list-style-type: none"> <li>The waving ceremony signifies being closer to God and each type of plant matter represents a part of the body: The Lulav (from the palm tree), the spine; hedasim (myrtle twigs) eyes, Aravot (willow branch), lips and etrog (citrus fruit), the heart</li> </ul> <div style="background-color: #e07070; padding: 5px; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div>	<p>figures shows what is important to them and reflects their faith.</p> <ul style="list-style-type: none"> <li>Suggests how actions and religious practices might affect, improve or provide challenges in the lives of believers (for example, the challenges posed by the actions of Malala Yousafzai and Faudi Singh).</li> </ul>	<p>different denominations.</p> <ul style="list-style-type: none"> <li>Recognise the significance of the Last Supper in the sacrament of the Eucharist.</li> </ul>	<p>demonstrates belief and values.</p>	<ul style="list-style-type: none"> <li>Christians believe that every person has a soul and when they die, God will judge whether the soul is good or bad.</li> <li>Some Christians believe that if a person has been good, their souls will be rewarded by going to Heaven. Christians believe that this is where god is and may describe it in different ways. Some Christians call this 'The Kingdom of God'.</li> <li>Some Christians believe that if a person has been bad, their souls will be punished in a place called Hell.</li> </ul> <div style="background-color: #e07070; padding: 5px; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>Identify similarities and differences in the features of different religions and different religious beliefs about what happens after death and articulate</p>	
---	---	--	--	---	--

<p>Identifies links between historical events and religious practices.</p> <ul style="list-style-type: none"> <li>● Suggests reasons for connections and similarities behind specific practices (for example, the common practice of removing shoes in a place of worship).</li> <li>● Can state the connection between Torah and the old testament of the Bible</li> <li>● <b>Can give examples of how the synagogue and specific acts of worship show what is important to Jews, referring to different sources of information.</b></li> <li>● <b>Can explain how actions, symbols and features demonstrate certain beliefs and values in the Jewish faith.</b></li> <li>● <b>Suggests how actions and religious practices might affect, improve or</b></li> </ul>				<p>these using key vocabulary</p> <ul style="list-style-type: none"> <li>● <b>Describe connections, similarities and differences between religious sources, beliefs, values and practices and within religions.</b></li> <li>● <b>Suggest the ways in which a moral code might influence those who follow it and others and explore the concept of a moral code in a non-religious context - analyse and explain the impact of religion and beliefs on individuals and communities.</b></li> <li>● <b>Apply learning about religion and belief to their own and other people's lives eg in relation to religious identity and their own identity.</b></li> <li>● <b>Communicate their own and others' ideas, reflections and responses about ultimate questions and ethical issues.</b></li> </ul>	
--	--	--	--	--	--

	<p>provide challenge in the lives of believers (for example, in considering how the Sabbath is observed).</p> <ul style="list-style-type: none"> <li>● Recall some main Jewish beliefs and some of the 10 commandments; make links between own and others' beliefs and values.</li> <li>● Suggest how and why some of the 10 commandments might be more important or harder for Jews to keep.</li> <li>● Recall some of the Jewish beliefs about and contents of the Torah; explain why the contents of the Torah is so important for Jews today; suggest how hearing the Torah being read in the synagogue with other Jews could be important to Jews.</li> <li>● Identify some of the key items in a synagogue; explain what beliefs or</li> </ul>			<ul style="list-style-type: none"> <li>● Suggest meanings for a range of forms of expression.</li> <li>● Recognise that some questions about life are difficult to answer/identify a possible meaning of a feature of a religion or belief.</li> </ul>	
--	--	--	--	--	--

	<p>values these show and how.</p> <ul style="list-style-type: none"> <li>Suggest how the beliefs and values these items show might impact on the life of a Jew who goes to synagogue.</li> </ul>					
	<b>Y5 End Points</b>					
	<ul style="list-style-type: none"> <li>Explains reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions.</li> <li>Explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons.</li> <li>Show how actions, symbols and features show certain beliefs and values.</li> <li>Describes how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values.</li> </ul>					
5	What did the Buddha teach about leading a better life? A/E	What Happened to Islam in the Middle Ages?	What are some of the beliefs and values of Sikhism? B/D	What can we learn from the past?	Why do Christians worship in different ways????	Why do believers go on Pilgrimage? B/D
<b>Key Knowledge</b>	<p>To know some of the key events of Buddha's early life.</p> <ul style="list-style-type: none"> <li>To know each aspect of the eightfold path, taught by Buddha</li> <li>Meditation is a very important part of Buddhism.</li> </ul>	<p>The Golden Age of Islam began in Baghdad.</p> <ul style="list-style-type: none"> <li>The 5 pillars of Islam promote the values and virtues of the Islamic Faith</li> <li>Muslim and non-Muslim scholars translated important</li> </ul>	<ul style="list-style-type: none"> <li>To understand and know what the five Ks show about Sikhs.</li> <li>The Amrit ceremony is a confirmation ceremony, when boys join the Khalsa.</li> <li>Boys wear the turban for the first</li> </ul>	<ul style="list-style-type: none"> <li>Know and recall the Pesach (Passover) story of what happened to Jews in Egypt.</li> <li>Know how events in the story link with symbols on the Seder table;</li> </ul>	<p>To make connections and see/know differences between people's views on the role of women</p> <ul style="list-style-type: none"> <li>To know that opinions may change</li> <li>To know specific actions of some women and link</li> </ul>	

	<p>Through meditation, Buddhists believe they can calm and clear the mind, making it peaceful.</p> <ul style="list-style-type: none"> <li>● To know some of the symbols associated with Buddhism and what they represent</li> <li>● The Buddha's teachings are known as dharma. They include Buddhism's Four Noble Truths, as well as the Eightfold Path (or Middle Way).</li> </ul>	<p>academic studies in the House of Wisdom.</p> <ul style="list-style-type: none"> <li>· The Islamic empire was the first 'truly universal civilisation' which brought together for the first time 'peoples as diverse as the Chinese, the Indians, the people of the Middle East and North Africa, black Africans and white Europeans'.</li> <li>· Many of the inventions and discoveries of the Muslims at this time are still significant today.</li> <li>· The crusades contributed to the decline of the Islamic golden age (understanding why this happened).</li> <li>· Jerusalem is significant for Muslims and Christians.</li> </ul>	<p>time and drink the amrit, a holy nectar prepared by mixing water and sugar. It is also sprinkled on the person's hair and eyes.</p> <ul style="list-style-type: none"> <li>● The Sikh philosophy is that all human beings are equal.</li> <li>● Sikhs must remember God in their daily life, work honestly and share with others.</li> <li>● Sikhs respect other religions, even though they themselves choose to follow the teachings of the gurus.</li> <li>● To know that a Gurdwara is a Sikh place of meeting and worship</li> </ul>	<ul style="list-style-type: none"> <li>● Knows how eating the foods on the Seder table helps Jews today to relive the Passover story.</li> <li>● Know and recall events of the Holocaust and key words; suggest how and why people acted/thought as they did; suggest why it is important for people to remember the Holocaust/Shoah today.</li> <li>● Knows and can describe the ethical values and beliefs of others and make links with features, words and symbols.</li> <li>● Knows and can explain why it is important for people to remember the Shoah and Passover today.</li> <li>● Knows and can recall examples of persecution and what key words mean</li> <li>● Show how persecution goes against the teachings of world views and</li> </ul>	<p>these with events, beliefs and values ; Describe how the actions of significant women in religion and history demonstrate/are linked to beliefs/values; suggest the impact of certain beliefs/ values on lives</p> <ul style="list-style-type: none"> <li>● To know and Describe what some Muslim wear to show their identity and belonging, and make links with beliefs and values; suggest how wearing these may impact and affect the lives of these women.</li> <li>● To know key events in the role of women in religion throughout history.</li> </ul>	
	<p><b>KEY SKILLS APPLIED</b></p> <p>Describe the events in the Buddha's life</p> <p>Describe events in the story of the Buddha, what he realised/learnt from them and suggest how this learning might apply to our lives today. Recall the Four Noble Truths and show how these might apply to own life and</p>	<p><b>KEY SKILLS APPLIED</b></p> <p>Can explain how the 5 Ks show certain beliefs and values</p> <ul style="list-style-type: none"> <li>● Can understand how Guru Gobind Singh introduced</li> </ul>	<p><b>KEY SKILLS APPLIED</b></p> <p>Make connections and see differences between people's views on the role of women understanding how</p>			

<p>other people's lives.</p> <p>Describe what meditation is</p> <p>Describe what meditation feels like</p> <p>Suggest how meditation may help Buddhists.</p> <p>Recall the parts of the Eightfold Path</p> <p>Suggest how some of the Eightfold Path might be hard(er) to keep than others.</p>	<ul style="list-style-type: none"> <li>· Make connections between the revelation of the Qur'an* and the Prophet Muhammad (pbuh) as the messenger of Allah eg the first revelation on Mount Hira</li> <li>· Make connections between Islam and other religions in relation to, for example, teachings about loving Allah and a responsibility to care for others (eg zakah and sadaqah) which motivate individuals, communities and Muslim aid agencies (eg Islamic Relief, Muslim Aid).</li> <li>· Make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah.</li> </ul>	<p>Amrit and how that influenced Sikhism</p> <ul style="list-style-type: none"> <li>● Can understand what equality and service means to Sikhs and how Sikhs themselves and others may benefit from these beliefs</li> <li>● Can understand that the Bhai Khanaya story reflects key Sikh beliefs</li> </ul>	<p>religions; suggest why it is important for people to learn about and remember the persecution today.</p> <p><b>KEY SKILLS APPLIED</b></p> <p>Make connections between narratives about key figures and events (e.g. Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God; Make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word; Make connections between Judaism and other religions in relation to, for example, teachings about loving God <b>and a responsibility to care for others, which motivate individuals, communities;</b> Make connections between</p>	<p>opinions may change</p> <ul style="list-style-type: none"> <li>● Recall the actions of some women and link these with events, beliefs and values.</li> <li>● Describe how these actions demonstrate/are linked to beliefs/values.</li> <li>● Suggest the impact of certain beliefs/values on lives</li> <li>● Describe what some Muslim wear to show their identity and belonging, and make links with beliefs and values; suggest how wearing these may impact and affect the lives of these women.</li> <li>● Give their opinion about how women are/were treated</li> <li>● Identify and describe links between examples from the timeline or that they have studied and the historical beliefs and quotes.</li> <li>● Give and explain their opinion about how women are</li> </ul>	
---	--	---	---	--	--

		<ul style="list-style-type: none"> <li>· Use and interpret a range of sources including the Qur'an, stories from the Muslim tradition, the mosque, artefacts, art, pattern and calligraphy; the media and ICT/ the internet</li> </ul>		<p>an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity. Make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans; use and interpret a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices.</p>	<p>valued/treated, giving reasons and making links with evidence and examples</p> <ul style="list-style-type: none"> <li>● Explain their opinion, giving reasons and justifications, showing how examples and evidence support their view.</li> <li>● Describe in detail the stories, teachings, texts of the communities (local, national and global) and using the correct and specific vocabulary to explain the principle beliefs, values or teachings about women in their religion, and suggest some of the challenges and values of belonging to a community of shared faith and belief.</li> </ul>	
--	--	--	--	--	--	--

## Year 6 End Points

Explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions.

- Evaluates strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues.
- Evaluates the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values.

6	How did the world begin ?	What do Jews believe are their responsibilities to God?	How does being in a community help Buddhists to follow the Buddha's teachings?	How are values explored in the world today	Is commitment the same as sacrifice?	Can the arts help communicate religious beliefs? C/E
Key Knowledge	The Iroquois are a native American people. Their creation story is one that was passed down orally, from generation to generation. ** ● The Iroquois creation myth states that; before the earth was fully formed there were two realms—that of the sky and the lower world. When the sky fell to the water she was saved by two swans and supported by a giant turtle who brought	A Shofar is an ancient musical horn, typically made of a ram's horn and used for Jewish religious purposes ● Rosh Hashanah, in September or October, is the Jewish New year festival. People eat apple dipped in honey to wish each other a sweet and happy year. ● Yom Kippur is the most important Jewish holiday and takes place ten days after Rosh Hashanah. Jews	That Buddhists follow the teachings of Siddhartha Gautama (or Siddhartha Gotama), who became known as the Buddha. ● The word 'Buddha' means 'the enlightened one', 'the one who knows'. ● Sangha is the Buddhist community, it often refers specifically to the community of Buddhist monks and nuns. ● Some Buddhists choose to leave their families and live as	● To know and be able to relate the Leo Tolstoy story 'Papa Panov' story to Christian values. ● To know examples of biblical stories (such as and including the Good Samaritan) and how their morals support Christian beliefs. ● To know how Christian charities and organisations such as Christian Aid and the Salvation Army offer support to those in need. ● To recognise the symbol for fair trade		

<p>earth from the bottom of the sea resulting in the world's creation. **</p> <ul style="list-style-type: none"> <li>● Muslims, Jews and Christians all believe that the Genesis account is how the world started. **</li> <li>● The genesis creation story states that God created the heavens and the earth, and all living creatures in 6 days and rested on the 7th . **</li> <li>● Hindus believe that Brahma the creator created the world from a lotus flower under the order of Lord Vishnu.**</li> <li>● The Sanema are an indigenous tribal people of Brazil and Venezuela. Their creation story shows the importance of the forest to their way of life; the Sanema try to live in harmony with the natural world, seeing the forest as a living</li> </ul>	<p>usually fast for 25 hours and pray, spending most of the day in the Synagogue.</p> <ul style="list-style-type: none"> <li>● To know that the Shema is a Jewish prayer and the Adhan is the Muslim call to prayer.</li> </ul>	<p>monks (if they are men) or nuns (if they are women) and dedicate their lives to sharing the teachings of Buddha. Buddhist monks and nuns wear orange and shave their heads.</p> <ul style="list-style-type: none"> <li>● A Buddhist temple is a place of worship for Buddhists, the followers of Buddhism. They include the structures called vihara, chaitya, stupa, wat and pagoda in different regions and languages.</li> <li>● In a Buddhist temple, Buddhists may sit on the floor barefoot facing an image of Buddha and chanting. It is important that their feet face away from the image of Buddha. They listen to monks chanting from religious texts and take part in prayers.</li> <li>● A Buddhist shrine is a place where an image or statue of the</li> </ul>	<p>and understand what it means.</p> <p><b>KEY SKILLS APPLIED</b></p> <p>To interpret, analyse and explain the similarities in the words of the Adhan and Shema considering the context of each of the two religions.</p> <ul style="list-style-type: none"> <li>● To evaluate and understand the symbolism of the shofar in the shared beliefs of Judaism and the impact this has on their beliefs.</li> <li>● To consider the ways in which different groups of people celebrate new year contribute to a sense of</li> </ul>		
--	---	--	---	--	--

<p>thing to be treated with respect and care.**</p> <ul style="list-style-type: none"> <li>● The Big Bang theory is a scientific theory that explains the creation of the world from an initial ‘big bang’. **</li> <li>● Newton believed that the fact that each person had an individual finger print was evidence that God existed. Only he could take the time and care to ensure that each person was individual, even down to their thumbprint. **</li> <li>● Paley thought that just as the watch has a designer, so must the world. Both are intricate and work with precision and have a lot of detail. He believed in God and that he was the designer and creator of the world. **</li> <li>● The scientist Charles Darwin suggested that</li> </ul>	<p>belonging within their community.</p> <ul style="list-style-type: none"> <li>● Describe what Jews believe and how they might show these beliefs in action.</li> <li>● List ways Jews and other religions may look after the world and its creatures;</li> <li>● Suggest how looking after the world and its creatures may affect the life of Jewish people;</li> <li>● Give reasons why some of these actions might be more difficult or more important than others.</li> <li>● Give reasons why Jews may give to charity and suggest how giving to charity may make a difference to the Jewish giver.</li> <li>● Explain why certain acts of charity might be harder for people to do than others.</li> </ul>	<p>Buddha is used in worship.</p> <div style="background-color: #e67e22; color: white; padding: 5px; text-align: center;"> <b>KEY SKILLS APPLIED</b> </div> <p>Identify and explain shared practices across religions, such as the removal of shoes in a Buddhist temple, or Mosque, before an act of worship and commonality in the reasons behind these.</p> <ul style="list-style-type: none"> <li>● Analyse and express opinions on how being in the Buddhist community helps Buddhists to follow his teachings.</li> <li>● To reflect on moral dilemmas and apply Buddhist teachings to resolve issues .</li> </ul>		
---	---	--	--	--

<p>animals could change or evolve from primitive species over a period of time through a process called natural selection. **</p> <p><b>KEY SKILLS APPLIED</b></p> <p>To interpret, analyse and explain the similarities and differences of how the world began.</p> <ul style="list-style-type: none"> <li>● To consider and reflect the different cultural beliefs of how the world began.</li> <li>● To respond and evaluate evidence and interpretation in their response to ultimate questions.</li> <li>● To discuss and share their opinions on how the world began</li> <li>● To know the similarities and differences between different creation</li> </ul>					
--	--	--	--	--	--

	<p>stories according to different beliefs.</p> <ul style="list-style-type: none"> <li>● To evaluate their communities' shared values and creation story</li> <li>● To evaluate strengths and weaknesses of beliefs, sources and shared values in order to respond to ultimate questions independently.</li> </ul>				

	Skills Progression in RE		
	KS1	LKS2	UKS2

<p><b>Beliefs and teachings (from various religions)</b></p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the main beliefs of a religion;</li> <li>b describe the main festivals of a religion.</li> </ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the key teachings and beliefs of a religion;</li> <li>b begin to compare the main festivals of world religions;</li> <li>c refer to religious figures and holy books.</li> </ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise and explain how some teachings and beliefs are shared between religions;</li> <li>b explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
<p><b>Rituals, ceremonies and lifestyles (from various religions)</b></p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise, name and describe religious artefacts, places and practices;</li> <li>b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify religious artefacts and how they are involved in daily practices and rituals;</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain practices and lifestyles associated with belonging to a faith;</li> </ul>

	<ul style="list-style-type: none"> <li><b>c</b> observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li><b>b</b> describe religious buildings and how they are used;</li> <li><b>c</b> explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li><b>b</b> explain practices and lifestyles associated with belonging to a non-religious community;</li> <li><b>c</b> compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li><b>d</b> show an understanding of the role of a spiritual leader.</li> </ul>
<b>How beliefs are expressed</b>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name religious symbols and the meaning of them;</li> <li><b>b</b> learn the name of important religious stories;</li> <li><b>c</b> retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> begin to identify religious symbolism in different forms of art and communication;</li> <li><b>b</b> looking at holy texts and stories, explain meaning in a story;</li> <li><b>c</b> express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explore religious symbolism in literature and the arts;</li> <li><b>b</b> explain some of the different ways individuals show their beliefs;</li> <li><b>c</b> share their opinion or express their own belief with respect and tolerance for others.</li> </ul>

<p><b>Time to reflect and personal growth</b></p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify things that are important in their lives;</li> <li>b ask questions about the puzzling aspects of life;</li> <li>c understand that there are similarities and differences between people.</li> </ul>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand that personal experiences and feelings can influence their attitudes and actions;</li> <li>b offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</li> <li>c ask questions that have no agreed answers, and offer suggestions as answers to those questions;</li> <li>d understand that there are similarities and differences between people and respect those differences.</li> </ul>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise and express feelings about their identities and beliefs;</li> <li>b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</li> <li>c explain why their answers may be different from someone else's and respond sensitively.</li> </ul>

