

RE Progression Map

Christianity: Key concepts- God, Creation/Fall, People of God, Incarnation, Salvation, Kingdom of God

Key concept: God							
	EYFS	Y1	Y2:	Y3	Y4	Y5	Y6
Big Question:		What do Christians believe God is like?				What does it mean if God is loving and holy?	
Declarative Knowledge (To know)		<p>To know Christians believe:</p> <p>in God, and that they find out about God in the Bible.</p> <p>God is loving, kind, fair and forgiving, and also Lord and King and that some stories show these Christian beliefs.</p> <p>To know that Christians worship God and try to live in ways that please him.</p> <p>To know what a parable is.</p> <p>To understand that the story of the Lost Son from the Bible links with the concept of God as a forgiving Father.</p> <p>To know ways that Christians put their beliefs into practice in worship, <i>e.g. by saying sorry to God.</i></p>				<p>To know that Christians believe:</p> <p>God is omnipotent, omniscient and eternal.</p> <p>God is both holy and loving.</p> <p>they have to balance ideas of God being angered by sin and injustice but also loving, forgiving, and full of grace.</p> <p>getting to know God is like getting to know a person, rather than learning information.</p> <p>To know that not all Christians agree with what God is like, but that try to follow his path, as they see it in the Bible.</p>	
Procedural Knowledge (Pupils should be able to / skill)		<p>To recognise one of the parables of Jesus</p> <p>To retell parts of the parable The Lost Son</p> <p>To discuss the meaning of the Lost Son</p> <p>To recognise who parables are special to</p>				<p>To make clear connections between Bible texts studied and what Christians believe about God, <i>e.g. through how churches are designed</i></p> <p>To evaluate how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	
Key Vocabulary		Parable, Bible, God, Forgiveness				Omnipotent, Omniscient, eternal, worship	

Key concept: Creation/Fall							
	EYFS	Y1	Y2:	Y3	Y4	Y5	Y6
Big Question:	<p>Why is the word 'God' so important to Christians?</p> <p>How can we care for our wonderful world?</p>	<p>Who made the world?</p>			<p>What do Christians learn from the creation story?</p>		<p>Creation and Science-conflicting or complementary?</p>
Declarative Knowledge (To know)	<p>To know Christians believe:</p> <p>God is an important name. God is like an invisible friend. God created the world.</p> <p>To know Christians:</p> <p>Go to church. Read the Bible. Think about God and say thanks to him at harvest time. Pray to God.</p>	<p>To know Christians believe:</p> <p>The Bible tells the story of God creating the world.</p> <p>To know that Christians believe the Earth and everything in it are important to God.</p> <p>God has given the world to people to look after.</p> <p>we are all caretakers of our wonderful world.</p> <p>we should give thanks to God for his creation and the Harvest Festival is the time to do this.</p>			<p>To know Christians believe:</p> <p>God the creator cares for the creation, including human beings.</p> <p>As human beings are part of God's creation, they do best when they listen to God.</p> <p>The bible shows that god wants to help people to be close to him and he gives them guidelines on good ways to live. (Such as Ten Commandments)</p> <p>God made our wonderful world and so we should look after it.</p>		<p>To understand the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>To understand what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>To understand that there may be different interpretations of what Genesis 1 might mean.</p> <p>To know that Christians believe there are clear connections between Genesis 1 and God as Creator.</p> <p>To know that many Christians find science and faith go together.</p> <p>To know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>To know that these debates and controversies relate to the purpose and interpretation of the texts.</p> <p>To know that there are many scientists throughout history who are now Christians.</p> <p>To know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p>To identify the type of text that Psalm 8 is and its purpose.</p>
Procedural Knowledge (Pupils should be able to / skill)	<p>Identify some Christian items e.g., cross, Bible. Recognise the name God. Listen to a story from the Bible. Listen to Christian songs.</p>	<p>Retell the story of Creation for Genesis 1:1-2.3 Recognise that creation is the beginning of the 'big story' of the bible Say what the story tells Christians about God, Creation and the world. Give an example of what Christians might do to say thank you Ask questions about living in an amazing world.</p>			<p>Explain clearly the link between Genesis 1 and what Christians believe about God and creation.</p> <p>Describe what Christians do because they believe God is creator.</p> <p>Ask questions and suggest answers about what might be important in the creation story</p>		<p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as creator.</p>

					<p>for Christians living today and for people who are not Christians</p> <p>Discuss what the story of Adam and Eve might show about human nature</p> <p>Describe how and why Christians might pray to god, say sorry, forgive and ask forgiveness.</p> <p>Make links between what stories in the bible say about human beings and their own ideas and about how people should behave.</p>		<p>To be able to weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Respond to the idea that humans have a great responsibility for the Earth.</p> <p>Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</p>
Key Vocabulary	God, Christian, service, church, important, harvest, Bible, Jesus, pray	Creation, Genesis, Harvest festival, caretaker			stewards, stewardship		Evolution, psalm, controversial, humanity

Key concept: People of God							
	EYFS	Y1	Y2:	Y3	Y4	Y5	Y6
Big Question:				What is it like to follow God?			
Declarative Knowledge (To know)				<p>To know that the Old Testament tells the story of a particular group of people (the children of Israel known as the People of God) and their relationship with God.</p> <p>To know that the People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>To know that the People of God believe that God promises to stay with them.</p> <p>That Bible stories show how God keeps his promises.</p>			
Procedural Knowledge (Pupils should be able to / skill)				<p>To demonstrate understanding of the links between the story of Noah and the idea of covenant.</p> <p>To explain the similarities between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>To identify links between the story of Noah and how we live in school and the wider world.</p>			
Key Vocabulary				Old Testament, Israel, relationship, promise, covenant			

Key concept: Incarnation							
	EYFS	Y1	Y2:	Y3	Y4	Y5	Y6
Big Question:	Why do Christians perform Nativity plays?		Why does Christmas matter to Christians?		What is the Trinity?	Was Jesus the Messiah?	

<p>Declarative Knowledge (To know)</p>	<p>Christians believe:</p> <p>Jesus is a special person.</p> <p>Jesus is God's son.</p> <p>Stories in the Bible teach us about Jesus.</p> <p>To know that Christians believe God came to Earth in human form as Jesus.</p> <p>Christians: Celebrate Christmas because it is the birthday of Jesus.</p>		<p>Christians celebrate Jesus's birth at Christmas.</p> <p>Christians believe that Jesus is God.</p> <p>The Bible points out that his birth was extraordinary and that he came to bring good news.</p> <p>To know that stories of Jesus' life comes from the Gospels.</p> <p>To know that advent for Christians is a time of getting ready for Jesus coming.</p>		<p>Christians believe: Christians believe in one God but they experience Him in three ways (Father, Son, Holy Spirit).</p> <p>When Jesus was baptised all three persons of the Trinity were present.</p> <p>Jesus, the son of God, is seen as revealing what God the Father is like.</p> <p>The Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>To understand that Christians find understanding God challenging.</p> <p>That people spend their whole lives learning more and more about God.</p> <p>That Christians really want to try to understand God better.</p> <p>That Christians try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p>	<p>Christians believe: God came into the world in human flesh in the person of Jesus Christ.</p> <p>Jesus's birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old testament talks about a messiah who would rescue His people.</p> <p>Jesus is the messiah and he is their saviour.</p> <p>To understand the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>To understand that Christians learn more about Jesus as the Messiah, throughout the wider story of the Bible.</p> <p>To know that Jesus was Jewish.</p>	
<p>Procedural Knowledge (Pupils should be able to / skill)</p>	<p>Recognise Jesus in a nativity scene.</p> <p>Listen to the story of Jesus' birth from the Bible.</p> <p>Retell part of the nativity story.</p> <p>Recognise some of the things Christians do at Christmas.</p>		<p>Retell the Nativity Story</p> <p>Say what Christmas means to Christians</p> <p>Give an example of why Jesus was special</p> <p>Ask questions about the meaning of Christmas to Christians and non-Christians</p> <p>Decide what they personally have to be thankful for at Christmas</p>		<p>Explain what believers might learn from stories.</p> <p>Explain what the Trinity is</p> <p>Describe how Christians show their beliefs about God, the trinity, in the way they live.</p> <p>Explore the relationship between each person of the Trinity.</p> <p>To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p>	<p>Explore what Isaiah 9:2-7 suggests the Messiah would be like.</p> <p>Explain the big story of Christianity and how Jesus' birth, death and resurrection were part of God's big to restore the relationship between humans and God.</p> <p>Understand how Christians believe Jesus fulfilled the expectations of the Messiah.</p> <p>Recognise that Christians see Jesus as their saviour. but most Jews do not think Jesus is the Messiah.</p> <p>Give their own reasoned response to the question 'Was Jesus the Messiah?'</p>	
<p>Key Vocabulary</p>	<p>God, Christian, nativity, Jesus, Bible, church</p>		<p>Christmas, incarnation, advent, nativity</p>		<p>Baptism, Trinity, Holy spirit</p>	<p>Christ, incarnation, Messiah</p>	

Key concept: Salvation							
	EYFS	Y1	Y2:	Y3	Y4	Y5	Y6
Big Question:	How can we help others when they need it?	Why does Easter matter to Christians?	Why does Easter matter to Christians? (Digging Deeper)		Why do Christians call the day Jesus died 'Good Friday'?	What did Jesus do to save human beings?	What difference does the resurrection make to Christians?
Declarative Knowledge (To know)	<p>Christians believe:</p> <p>They can talk to God through prayer.</p> <p>God answers prayers.</p> <p>Jesus told them to help others.</p> <p>Christians: Ask God to help them and help others.</p> <p>Light candles when saying prayers.</p> <p>Listen to stories like the Good Samaritan that Jesus told.</p>	<p>To know that Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Easter is very important in the 'big story' of the bible and is a time of celebration.</p> <p>To know that Salvation is part of a 'big story' of the Bible.</p>	<p>To know that that incarnation and salvation are part of a 'big story' of the bible</p> <p>To know that Jesus gives instructions about how to behave.</p> <p>Christians believe:</p> <p>Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>		<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>To know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>To know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>To know that Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>To know that Christians read the 'big story' of the Bible as pointing out the need for God to save people.</p> <p>To know that salvation includes the ongoing restoration of humans' relationship with God.</p> <p>To know that the Gospels give accounts of Jesus' death and resurrection.</p> <p>To know that the New Testament says that Jesus' death was somehow 'for us'.</p> <p>To know that Christians remember Jesus' sacrifice through the service of Holy Communion.</p> <p>To know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others.</p> <p>-That some are prepared to die for others and for their faith.</p>	<p>To outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>To explore the Gospel accounts of Jesus' death and resurrection.</p> <p>To know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p>To know that Christians remember Jesus' sacrifice through the service of Holy Communion.</p>
Procedural Knowledge (Pupils should be able to / skill)	<p>Recognise some images of a Christian praying.</p> <p>Listen to a praying song.</p> <p>Act out the story of the Good Samaritan.</p> <p>Remember prayer is talking to God.</p>	<p>Retell stories of the Holy Week and Easter from the bible.</p> <p>Give an example of how Christians show their beliefs about Jesus's death and resurrection</p> <p>Describe different symbols used at Easter</p>	<p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important)</p>		<p>-To make links between some of the stories and teachings in the Bible and life in the world today.</p> <p>-To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>To show understand of what texts studied mean to some Christians.</p>	<p>To recognise how incarnation and Salvation fit within the 'big story' of the Bible.</p> <p>To explain that Christians interpret that Jesus' death was fo'for us' in variety of ways, e.g. as a sacrifice for sin, leading from darkness to light.</p> <p>To describe the connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion.</p>	<p>Suggest meanings for the resurrection accounts, and compare their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday.</p> <p>Explain why some people find belief in the resurrection makes sense and inspires them.</p>
Key Vocabulary	God, Christian, prayer, bible, help, Jesus	Easter Incarnation Salvation	Incarnation Salvation		Palm Sunday, Good Friday, Easter Sunday	Gospel, Lord's supper, Holy communion, sacrifice	Gospel, Lord's supper, Holy communion, sacrifice, resurrection, crucifixion

Key concept: Kingdom of God							
	EYFS	Y1	Y2:	Y3	Y4	Y5	Y6
Big Question:				When Jesus left, what was the impact of Pentecost?			What Kind of King is Jesus?
Declarative Knowledge (To know)				<p>Christians believe:</p> <p>Jesus inaugurated the 'Kingdom of God', i.e. Jesus' whole life was a demonstration of his belief that God is King.</p> <p>Jesus is still alive, and rules in their hearts and lives by the Holy Spirit.</p> <p>After Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost.</p> <p>-That this was to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>To know that Christians celebrate Pentecost as the beginning of the Church.</p>			<p>Christians believe:</p> <p>The Kingdom of God is not a place – it is present whenever people live God's way.</p> <p>Jesus told many parables about the Kingdom of God that teach us the right way to live, including challenging unjust social structures.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and their world.</p> <p>The Lord's Prayer is an important prayer because it is about wanting God's kingdom to come. Christians want to be part of spreading God's kingdom on earth.</p> <p>The kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p>
Procedural Knowledge (Pupils should be able to / skill)				<p>To retell the story of the Day of Pentecost , which tells us Christian beliefs about the Kingdom of God on Earth.</p> <p>To describe how ideas about the Kingdom of God explored in the Bible influence what people believe about following God, today.</p>			<p>Be familiar with the Lord's Prayer and understand it was a prayer Jesus taught.</p> <p>Describe how Christians believe Jesus is king and want to follow his way of life.</p> <p>Recall at least one parable Jesus taught about God's Kingdom.</p> <p>Identify ideas arising from their study of the Kingdom of God and comment on how these are helpful or inspiring for the world today.</p>
Key Vocabulary				Pentecost, Holy Spirit, Kingdom of God, church			Parable, The Lord's Prayer

Judaism: Key concepts- Mitvot, Creation, Repentance, Joy (in relation to the Torah), ,Covenant

	EYFS FIRST ENCOUNTER: Tu be Shevat: the JEWISH ‘Birthday of Trees.’	Y1 Big Questions: Mitzvot/ Tzedakah. Why is learning to do good deeds important to Jewish people? Creation/Blessings Why do Jewish families say so many prayers and blessings?	Y2 Big Questions: Teshuvah. Why do Jewish families talk about repentance at New Year? Torah/Rabbi Why is the Torah such a joy for the Jewish community?	Y3 Big Question: Covenant What symbols and stories help people remember their covenant with God?	Y4	Y5	Y6
Declarative Knowledge (To know)	<p>Some families are Jewish.</p> <p>Every year Jewish children celebrate a special ‘birthday’ of the trees by planting new trees.</p>	<p>Jewish people believe that God gave them commandments – Mitzvah</p> <p>Performing Mitzvot brings Jewish people closer to God and creates a sense of community.</p> <p>Tzedakah (charity) is important to Jewish families</p> <p>Tikkum Olam (repairing the world) is an important part of performing Mitzvot</p> <p>Jewish people: Say prayers and blessings to God because it reminds them how great God is.</p> <p>Say thank you to God for all he provides.</p> <p>Have a day of rest each week called Shabbat.</p> <p>Pray at both home and the synagogue.</p> <p>Sometimes wear special clothes.</p>	<p>The Torah is an important book for Jews.</p> <p>Jewish people believe:</p> <p>The Torah is a very important book, so important, that when they get to the end, they start to read it all over again.</p> <p>The Torah was given to the Jewish people from God.</p> <p>The Torah contains rules from God on how we should live.</p> <p>The Torah should be treated with respect.</p> <p>Repentance means saying sorry to God for bad deeds and making sure they don’t happen again.</p> <p>Jewish people believe: God weighs the good and bad things we have done at New Year and gives people a chance to put things right.</p> <p>God forgives those who repent.</p>	<p>Covenant means promise.</p> <p>Jewish people believe:</p> <p>The rainbow is a sign of the first covenant with God. Abraham was called into a covenant with God.</p> <p>The Exodus was God’s rescue of the Jewish nation from Egyptian slavery.</p> <p>God’s covenant is remembered at Passover.</p>			
Procedural Knowledge Pupils should be able to/skill		<p>Enquire into how Mitzvot make Jewish people feel they belong to God</p> <p>Explore mitzvot in a Bible Story</p> <p>Recall key points from the story of Ruth that help Jewish people to learn about the importance of Mitzvah</p> <p>Ask questions about the story and explore different ideas it raises.</p>	<p>Describe how the Torah is used in the synagogue.</p> <p>Recall some of the stories of Moses e.g. 10 commandments or the birth of Moses.</p> <p>Explain that the Torah is kept in a synagogue or in a special ark.</p> <p>Demonstrate how a mezuzah is used by Jewish people.</p>	<p>Use religious words to describe how a rainbow in the Noah story is a reminder of God’s promises.</p> <p>Explain how a mezuzah links with remembering God’s covenant.</p> <p>Describe what Jewish people might learn from the stories of</p>			

		<p>Recognise a Jewish sukkah.</p> <p>Recall when a Jewish person might say a special blessing.</p> <p>Describe what is special about Shabbat.</p> <p>Describe what some Jewish people wear when they pray.</p>	<p>Retell the story of Jonah.</p> <p>Explain that for Jewish people new year is about saying sorry and making changes.</p> <p>Describe what happens in a synagogue at Yom Kippur.</p>	<p>Abraham about a covenant with God.</p> <p>Describe some different customs and practices Jewish people have as part of their Passover celebrations.</p>			
Key vocabulary:		<p>Jewish</p> <p>Mitzvah</p> <p>Tikkun Olam</p> <p>Tzedakah box</p>	<p>Simchat Torah</p> <p>Torah</p> <p>Hebrew</p> <p>Synagogue</p> <p>Rosh Hashanah</p> <p>Shofar</p> <p>Yom Kippur</p>	<p>Exodus</p> <p>Passover</p> <p>Shavuot</p> <p>Seder</p>			

Islam: Key Concepts – Mercy, Compassion, Submission, Prophet-hood, Revelation, Tawhid

	EYFS FIRST ENCOUNTERS: A Muslim whispering 'Allah' in baby's ear. Muhammad and the Ants.	Y1	Y2 Big Question: Mercy/Compassion <i>How do some Muslims show Allah is Compassionate and Merciful?</i>	Y3 Big Question <i>Submission</i> <i>How does a Muslim show their submission and obedience to Allah?</i>	Y4 Big Question Prophet-hood <i>Why do Muslims call Muhammad 'the seal of the prophets?'</i>	Y5 Big Question Revelation: <i>What does the Qur'an reveal about Allah and his guidance?</i>	Y6 Big Question: Tawhid <i>How does Tawhid create a sense of belonging to the Muslim community?</i>
Declarative Knowledge	Muslim families think 'God' is very important Muslims believe Muhammad is God's messenger in the world.		<p>That Muslims believe in Allah – the one true God.</p> <p>Muslims believe: That Allah is a compassionate God.</p> <p>That if Allah is compassionate, Muslims should be too.</p> <p>Allah wants Muslims to look after all living creatures.</p> <p>That Muhammad is an example for all Muslims to follow.</p>	<p>To know that saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>That submission is about recognising that Allah is to be obeyed at all times.</p> <p>That Muslims believe:</p> <p>That Allah is the one true God; the most important being in the universe.</p> <p>That Allah should be obeyed in every way and Muslims trust him to tell them the right thing to do.</p> <p>That praying five times a day helps them to remember to submit to Allah in all they do.</p>	<p>A prophet is chosen by God and provides guidance in the form of a good example to follow.</p> <p>Muslims believe: Allah has sent many messengers into the world to call people back to him when they have behaved badly.</p> <p>Muhammad was chosen by Allah to be his final prophet.</p> <p>Muhammad is greatly respected by Muslims but he is not to be worshipped.</p> <p>Muhammad told people to submit to Allah and to worship no-one else.</p>	<p>Revelation is how Allah imparts whatever he wishes to those he chooses.</p> <p>Muslims believe: The greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an.</p> <p>The Qur'an reveals what God is like, provides guidance for living and the key to preparation for the life to come.</p> <p>The words of the Qur'an are the actual words of Allah received over a period of time by the Prophet Muhammad through the Angel Jibreel (Gabriel).</p>	<p>Tawhid is the central Muslim belief that there is only one God and that God is unique.</p> <p>Muslims believe: There is only one true God.</p> <p>Everything comes from Allah. He is eternal and infinite.</p> <p>Muslims believe all humans come from God and will go to God when they die.</p> <p>Muslims believe all humans exist to serve Allah and obey him.</p> <p>All Muslims belong to the ummah, the worldwide Islamic community.</p>
Procedural Knowledge Pupils should be able to/skill			<p>Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</p> <p>Tell a story about Muhammad and an animal and say that it teaches a Muslim about compassion.</p> <p>Recall some of the different names of Allah e.g. the doer of good, the generous.</p> <p>Talk about what Muslims do during Ramadan. Use the words 'fasting' and 'sharing.'</p> <p>Talk about how some Muslims show compassion at Eid with examples like giving gifts to those in need.</p>	<p>Explain how a Muslim responds when hearing the Adhan.</p> <p>Explain that Muslim means 'one who 'submits' or who willingly does what God wants them to do.</p> <p>Explain a Muslim learns from the story of Bilal and the first call to prayer to submit to Allah.</p> <p>Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah.</p>	<p>Explain that Muslims believe Muhammad was a messenger of God and the last prophet and recall something about his life.</p> <p>Describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Describe what Muslims might learn from a story about Muhammad's life.</p> <p>Describe some different ways Muslims show their beliefs about Muhammad such as in art, calligraphy or design.</p>	<p>Explain how Muslims show respect for the Qur'an.</p> <p>Retell the story of how the Qur'an was revealed to Muhammad.</p> <p>Describe some practices and experiences of Muslim children at a madrassah.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p>	<p>Explain some key Muslim teachings about Tawheed or the one-ness of Allah.</p> <p>Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.</p> <p>Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'</p> <p>Describe the impact of Hajj on a Muslim.</p>
Key vocabulary:			Qur'an Muhammad Allah Islam	Salat Bismillah Adhan	Prophet Muhammad Mosque Shahadah	Revelation Cave Hira Madrassah Hafiz	Tawhid Ummah Kaaba Hajj

Sanatana Dharma/Hinduism: Key Concepts- Karma, Dharma, Moksha, Brahman

	EYFS FIRST ENCOUNTER: Celebrating Raksha Bandhan	Y1	Y2	Y3 Big Question: Karma. Why does a Hindu want to collect good Karma?	Y4 Big Question: Dharma. How does the story of Rama and Sita inspire Hindus to follow their dharma?	Y5 Big Question: Moksha What spiritual pathways to Moksha are written about in Hindu scriptures?	Y6 Big Question: Brahman How do questions about Brahman and atman influence the way a Hindu lives?
Declarative Knowledge	Raksha Bandhan is a Hindu festival that celebrates the bond between brothers and sisters.			<p>Karma means actions. Whatever we do produces a result.</p> <p>Hindus believe we all have a soul.</p> <p>The soul is reincarnated when we die, it lives on and moves into a new body.</p> <p>We collect good and bad karma through our actions which always have consequences.</p> <p>Hindus are encouraged in their holy books to perform acts of selfless kindness.</p>	<p>Dharma is about duty.</p> <p>Hindus believe: Everyone has their own duty or Dharma to fulfil in life.</p> <p>Dharma should be taken seriously -like playing a role in a team.</p> <p>Many Hindu stories are about those who follow their duty, no matter what.</p> <p>The Hindu community celebrate the example of Rama and Sita with the festival of Diwali</p>	<p>Moksha is freedom from the cycle of birth-death-rebirth (samsara).</p> <p>That Hindus believe:</p> <p>Life is a journey towards re-union with God and there are different pathways to achieve this.</p> <p>Hindus read from the Gita for guidance, comfort and advice.</p> <p>Many Hindus direct their devotion to Krishna; they believe that if they focus their love on him he will be their route to moksha.</p>	<p>At the heart of Hindu tradition is the concept of Brahman – the Supreme Being.</p> <p>Hindus believe:</p> <p>Different things about God. Views vary greatly. It is our human nature which limits our understanding.</p> <p>Some Hindus would say Brahman is God, others would describe Brahman differently, as a force or soul of the universe.</p> <p>Brahman is the world and everything in it, a Supreme Being who joins all things together.</p> <p>Deities, like Krishna or Ganesh, reveal aspects of Brahman in human form.</p> <p>There is a spark of Brahman within each person called the Atman.</p>
Procedural Knowledge Skill (Pupils should be able to)				<p>Explain how snakes and ladders links with the idea of karma. That good choices have good results.</p> <p>Begin to describe what Hindus might learn from one of their stories about living the right way.</p> <p>Talk about how karma influenced Ghandi.</p> <p>Recognise that even Hindu children must learn to take responsibility for gathering good karma.</p>	<p>Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Describe some things Hindus do to celebrate Rama and Sita’s commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Explain why Hindu children are encouraged to ‘Be as Rama’ or ‘as Sita.</p>	<p>Use the right religious terms to describe that Hindus believe there are different pathways to moksha.</p> <p>Express the importance of devotion to Krishna for those who follow the Bhakti pathway.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p>	<p>Explain some of the key teachings Hindus hold about Brahman and Atman linking these to religious texts.</p> <p>Explain some of the different ways Hindus explain their ideas of God.</p> <p>Understand how belief that all life is sacred affects a Hindu’s diet and their attitude to animals.</p>
Key vocabulary:				Hinduism Hindu Karma Moksha Samsara Reincarnation Soul	Dharma Murti Diwali Divas	Moksha Samsara Krishna Gita	Brahman Atman Deities Ahimsa

Sikhism: Key Concepts – Sewa (service) and Equality

	EYFS FIRST ENCOUNTER: Guru Har Gobind and the 52 Princes	Y1 Why is Sewa so important to Sikh people?	Y2 Big Question	Y3	Y4 Big Question Equality How do Sikhs put their beliefs about equality into practice?	Y5	Y6
Declarative Knowledge	To know that Guru Har Gobind was a compassionate man.	<p>Sikhs believe in one God 'Waheguru.'</p> <p>We are all children of God. Guru Nanak was the first Guru. The Guru Granth Sahib the last. Sikhs are encouraged to listen and meditate on its words to know God better.</p> <p>The Sikh word for service is Sewa.</p> <p>Guru Nanak was the first Guru.</p> <p>Guru Nanak taught Sikhs the importance of service to others.</p>			<p>Sikhs believe everyone is equal.</p> <p>That Sikhs believe: Guru Nanak taught that God was present in everyone.</p> <p>Everybody is equal because God is in each heart.</p> <p>All Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God.</p> <p>Eating together in the langar helps put equality in practice. No one is more important than anyone else.</p> <p>In the Gurdwara, worshipping together reminds Sikhs they are all equal.</p>		
Procedural Knowledge Pupils should be able to/skill		<p>Enquire into the importance of Sewa to Sikhs</p> <p>Explore Sikh living with a focus on service.</p> <p>Recall key points from the story of Guru Nanak and the men in Forest</p> <p>Ask questions about the story and explore different ideas it raises.</p>			<p>Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.</p> <p>Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united.</p> <p>Explain and describe the practice of the langar</p>		
Key vocabulary:		<p>Sikh</p> <p>Sewa</p> <p>Guru</p> <p>Guru Nanak</p>			<p>Singh</p> <p>Kaur</p> <p>Langar</p> <p>Patka</p> <p>Gurdwara</p>		

Humanism: Key Concepts- Happiness

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
							Big Question: Why do Humanists say happiness is the goal of life?
Declarative Knowledge							<p>Humanism is a non-religious world view</p> <p>Humanists believe:</p> <p>Every human has only one life to live.</p> <p>That what is right and wrong should be based on reason and respect for others.</p> <p>Happiness is a key purpose of this one life and that the time to be happy is now.</p> <p>That happiness is found in treating others as you would like to be treated.</p> <p>Do not believe in God or an afterlife.</p> <p>Look to science instead of religion as the best way to discover and understand the world.</p> <p>In the importance of providing meaningful non-religious ceremonies like weddings and funerals</p>
Procedural Knowledge Pupils should be able to/skill							<p>Explain why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so.</p> <p>Show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why</p> <p>Explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live.</p> <p>Understand why Humanists choose non-religious ceremonies and some of the features of these.</p>
Key vocab:							Humanist, Agnostic, Atheist, Secularist