

## Religious Education Progression Map

### End of EYFS

Preschool	<ul style="list-style-type: none"> <li><i>Talk about how Christians describe God eg as creator. Talk about who Christians say Jesus is eg say why they think he might be special.</i></li> <li><i>Explain the Bible is the Christian's holy book.</i></li> <li><i>Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.</i></li> <li><i>Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.</i></li> <li><i>Understand that the Bible tells stories that help Christians think about God and Jesus.</i></li> <li><i>Talk about things some Christians do in church.</i></li> <li><i>Begin to show curiosity and ask questions about Christian stories.</i></li> <li><i>ELG: Understanding the World: Past and Present</i></li> <li><i>Talk about the lives of the people around them and their roles in society.</i></li> <li><i>ELG: Understanding the World: People Culture and Communities</i></li> <li><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</i></li> </ul>
Reception	<ul style="list-style-type: none"> <li><i>Talk about how Christians describe God eg as creator. Talk about who Christians say Jesus is eg say why they think he might be special.</i></li> <li><i>Explain the Bible is the Christian's holy book.</i></li> <li><i>Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.</i></li> <li><i>Retell a few key aspects of the Easter story eg Jesus came into Jerusalem on a donkey he died and came back alive.</i></li> <li><i>Understand that the Bible tells stories that help Christians think about God and Jesus.</i></li> <li><i>Talk about things some Christians do in church.</i></li> <li><i>Begin to show curiosity and ask questions about Christian stories.</i></li> </ul>

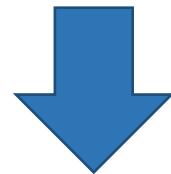
	<ul style="list-style-type: none"> <li>• <i>ELG: Understanding the World: Past and Present</i></li> <li>• <i>Talk about the lives of the people around them and their roles in society.</i></li> <li>• <i>ELG: Understanding the World: People Culture and Communities</i></li> <li>• <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</i></li> </ul>
ELG	<ul style="list-style-type: none"> <li>• <i>ELG: Understanding the World: Past and Present</i></li> <li>• <i>ELG: Understanding the World: People Culture and Communities</i></li> </ul>

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education will provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It will develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE will also contribute to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It will offer opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.</p>	

## Intent

Pupils will:

- Acquire knowledge of religious beliefs, practices and values (Gain an understanding) of the 6 main world religions: Christianity, Islam, Jewish Faith, Hindu Faith, Sikh Faith and the Buddhist Faith, through - a) visiting different places of worships and b) visitors into school from differing faiths.
- Visit a place of worship.
- Compare and contrast the communities around them (Understand the community around them) and factors that influence their lives, enabling them to participate positively in society.
- Explain the difference between what it means to be religious and/as well as a world view e.g. how do we know what is right and what is wrong? And start to develop their own ideas, identities and values.
- Be skilled to understand, interpret, and evaluate texts and other sources of wisdom.
- Articulate their own beliefs and experiences whilst also respecting others' rights to differ. (the views and opinions of others)



## Implementation

As a school, and in accordance with the Cheshire East expectations, we aim to ensure that all pupils:

Know about and understand a range of religions and non-religious worldviews, so that they can:

Describe, explain, evaluate, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;

- identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of a religion or a non-religious worldview.

Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values, and commitments clearly in order to explain why they may be important in their own and other people's lives.

Year Group	Christianity
1	<p>1. Recall the main events from the Christmas Bible stories linking these stories with Christianity.</p> <p>3. Identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them</p> <p>4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man.</p> <p>13. (Link) Begin to show curiosity and ask questions about at least 3 Christian stories (Christmas)</p> <p>11. Talk about stories in the Bible that describe what God is like for Christians &amp; Jews eg Jews &amp; Christians believe God is the creator who cares for all people.</p> <p>16. Begin to talk thoughtfully with respect to a range of spiritual questions ie How do people decide what is right and wrong?</p> <p>2. Recall and order the 5 key events that happened during Jesus' last week on earth; entry into Jerusalem, last supper, arrest, crucifixion and resurrection.</p> <p>3. Explain at least 4 aspects of how Christians celebrate Easter and why they are important to them.</p> <p>6: Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</p> <p>7: Describe at least three things a minister/church leader might do.</p>
2	<p>5. Explain the Bible is a Christian's holy book and identify different kinds of genre /writing.</p> <p>1. Recall the main events from the Christmas Bible stories linking these stories with Christianity.</p> <p>3. Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</p> <p>4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man</p> <p>12. Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims), eg Christians and Jews both believe Abraham was the beginning of the promises from God to his people (covenant)</p> <p>13. Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p>2. Recall the main events from the Easter Bible stories linking these stories with Christianity.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning</p> <p>14. Explain three reasons why Moses found it difficult to obey God.</p>
3	<p>17. In brief explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).</p> <p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation &amp; Christmas</p> <p>38. Contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives.</p> <p>22. Compare &amp; contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.</p>

	<p>35. Explain how Jews, Muslims &amp; Christians welcome babies, suggesting differences &amp; similarities between them. Compare &amp; contrast non-religious ceremonies.</p> <p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus.</p> <p>20. Explain with reference to the creative arts how God has a salvation plan for humans.</p> <p>23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg Jesus' baptism. John the Baptist, BAPTISM with fire on day of Pentecost)</p> <p>37. Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer &amp; rescuer.</p>
<b>4</b>	<p>21. Explain how the bible is used in the local church by Christians for guidance, devotion &amp; inspiration.</p> <p>23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love &amp; forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer').</p> <p>Extra: look at other approaches to sacred texts.</p> <p>18. Explain what Christians can learn about Jesus from the nativity stories, eg. 'God with us 'Emmanuel' messiah. The concept and roles of the Trinity in Christianity.</p> <p>17. Explain Christians see God as 'three in one' (Father, Son and Holy Spirit known as the Trinity).</p> <p>38. Contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives</p> <p>36. Explain why the 10 commandments are important to both Jews &amp; Christians. Link ideas to other sacred texts/non-religious teachings.</p> <p>37. Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide &amp; protector.</p>
<b>5</b>	<p>41. Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. (Use egs from different traditions).</p> <p>44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation).</p> <p>49. Identify diverse expressions of Christian worship can reinforce faith &amp; belief.</p> <p>Builds on from: Yr.3/4 -35,38</p>

	<p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on from: Yr.3/4 – 39, 40</p> <p>66. Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <p>67. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</p> <p>Builds on from: Yr.3/4 - 27,30,33,39,40</p>
<b>6</b>	<p>69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on: Y3/4:17,18</p> <p>Working towards END of KEY STAGE Assessment Progression Statements Y5/6- 45, 48,</p> <p>45. Suggest answers to questions that the resurrection of Jesus might raise.</p> <p>48. Describe how signs of salvation in a church reinforce the Christian idea of forgiveness.</p> <p>Builds on Y3/4 29</p> <p>68. Compare &amp; contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) &amp; a non-religious belief to work together to impact UK &amp;</p> <p>the wider world through environmental &amp; global charities, eg Islamic Aid, Christian Aid.</p> <p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>



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Year Group	Jewish Faith
1	<p>11. Talk about stories in the Bible that describe what God is like for Christians &amp; Jews eg Jews &amp; Christians believe God is the creator who cares for all people.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p> <p>16. Begin to talk thoughtfully with respect to a range of spiritual questions ie How do people decide what is right and wrong?</p> <p>8. Identify the Torah is a holy book for Jews &amp; how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal.</p> <p>9. Describe some of what happens at the synagogue.</p> <p>10. Describe at least 3 things a rabbi might do.</p>
2	<p>12. Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims), eg Christians and Jews both believe Abraham was the beginning of the promises from God to his people (covenant)</p> <p>13. Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning</p> <p>8. Identify the Torah is a holy book for Jews &amp; how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal.</p> <p>13. Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p>14. Explain three reasons why Moses found it difficult to obey God.</p>
3	<p>38. Contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives.</p> <p>35. Explain how Jews, Muslims &amp; Christians welcome babies, suggesting differences &amp; similarities between them. Compare &amp; contrast non-religious ceremonies.</p> <p>30. Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.</p> <p>31. Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews.</p> <p>37. Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer &amp; rescuer.</p>
4	<p>38. Contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives.</p> <p>32. Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.</p> <p>33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.</p> <p>34. Identify ways in which many Jews show respect for the Torah.</p>

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	36. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings. 37. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector.
<b>5</b>	69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. Builds on from: Yr.3/4 – 39, 40
<b>6</b>	69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. Builds on: Y3/4:17,18

<b>Year Group</b>	<b>Islam</b>
<b>1</b>	None
<b>2</b>	None
<b>3</b>	38. Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. 35. Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies. 24. Explain how Muslims describe Allah, eg using 99 names. 25. Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). 26. Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.
<b>4</b>	38. Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. 27. Recognise the Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). 28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. 29. Explain how some Muslim organisations help people in need.

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	<p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</p>
<b>5</b>	<p>50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.</p> <p>51. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</p> <p>52. Understand Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will.</p> <p>55. Describe three ways in which Muslim worship shows devotion to Allah referring to life at home and in the mosque.</p> <p>56. Explain why the Qur'an is so important to Muslims.</p> <p>Builds on from: Yr.3/4 - 25,26</p> <p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on from: Yr.3/4 – 39, 40</p> <p>66. Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <p>67. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</p> <p>Builds on from: Yr.3/4 - 27,30,33,39,40</p>
<b>6</b>	<p>69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on: Y3/4:17,18</p> <p>53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death;</p> <p>55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</p> <p>57. Analyse how the main features of a mosque explain Islamic key beliefs.</p> <p>68. Compare &amp; contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) &amp; a non-religious belief to work together to impact UK &amp;</p> <p>the wider world through environmental &amp; global charities, eg Islamic Aid, Christian Aid.</p>

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<b>Year Group</b>	<b>Hindu Faith</b>
<b>1</b>	None
<b>2</b>	None
<b>3</b>	38. Contrast the Christian Jewish & Muslim and Hindu ideas of God.
<b>4</b>	<p>(Cross Religious Enquiries)</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</p> <p>Builds on from: Yr.1/2: 8,15,16,</p>
<b>5</b>	<p>58. Describe various forms of worship that happen in the Hindu Temple.</p> <p>59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</p> <p>60. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika.</p> <p>61. Describe how and suggest why Hindus celebrate Diwali and Holi. Builds on from: Yr.3/4 -35,38</p> <p>69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on from: Yr.3/4 – 39, 40</p> <p>66. Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <p>67. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers. Builds on from: Yr.3/4 - 27,30,33,39,40</p>
<b>6</b>	<p>63. Analyse &amp; evaluate Hindu beliefs about reincarnation, vegetarianism &amp; caring for the environment</p> <p>65. Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied</p>

	<p>Builds on from: Yr.3/4 -35,39,40</p> <p>69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on: Y3/4:17,18</p> <p>62. Compare &amp; contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.</p> <p>64. Compare &amp; contrast some Hindu ways of understanding family with other religious/non-religious views about family. (Use examples from different traditions).</p> <p>68. Compare &amp; contrast what motivates people of a religious faith (eg Christian, Hindu, and Muslim) &amp; a non-religious belief to work together to impact UK &amp; the wider world through environmental &amp; global charities, eg Islamic Aid, Christian Aid.</p>
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<b>Year Group</b>	<b>Sikhi Faith (All studied through cross religious enquiry – No specific unit)</b>
<b>1</b>	None
<b>2</b>	None
<b>3</b>	None
<b>4</b>	None
<b>5</b>	<p>69 Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on from: Yr.3/4 – 39, 40</p>
<b>6</b>	<p>69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p> <p>Builds on: Y3/4:17,18</p>

<b>Year Group</b>	Buddhist Faith (All studied through cross religious enquiry – No specific unit)
<b>1</b>	None
<b>2</b>	None
<b>3</b>	None
<b>4</b>	None
<b>5</b>	69. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. Builds on from: Yr.3/4 – 39, 40
<b>6</b>	69. Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. Builds on: Y3/4:17,18



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## Long Term Overview

Please be aware that with this new curriculum, there is only 1 specific Hindu unit (Y6) and no specific units for the Sikhi or Buddhist faiths so these **must** be covered during mixed units.

		TERM					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key stage 1	Year 1	<b>Autumn 1: Mixed</b> What do people believe about god? (PSHE)  9. Describe some of what happens at the synagogue & why Shabbat is important to Jews.  11. Talk about stories in the Bible that describe what God is like for Christians & Jews eg Jews & Christians believe God is the creator who cares for all people.	<b>Spring 1: Mixed</b> How do people decide what is right and wrong? (PSHE)  <b>Spring 2: Christianity</b> do people mark Easter in different ways? (Art)	<b>Summer 1: Christianity</b> What does it mean to belong?  <b>Summer 2: Jewish</b> Why are some places more important to people than others?	<b>Spring 2: Christianity</b> Why do people mark Easter in different ways? (Art)	<b>Summer 1: Christianity</b> What does it mean to belong?	<b>Summer 2: Jewish</b> Why are some places more important to people than others?
	Year 2	<b>Autumn 1 &amp; 2: Christianity</b>		<b>Spring 1: Christianity/Jewish</b>	<b>Spring 2 (i): Christianity/Jewish</b>	<b>Summer 1: Christianity/Jewish</b>	<b>Summer 2: Mixed</b>

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		Why are stories important in different ways? (Art, Writing, Drama, Craft)		What might people earn from the story of Abraham? (Drama, Art, CDT)	How do people choose what is right and wrong? (Art)	Why are leaders, symbols and artefacts important to people? (PSHE)	How do religious and non religious families show they belong? (Drama)
Lower key stage 2	Year 3	<b>Autumn 1: Mixed</b> How do religious and non religious people talk about God? (PSHE)	<b>Autumn 2: Christianity</b> How do people decide what they believe is right or wrong? (Art)	<b>Spring 1: Islam</b> Why is there diversity within beliefs? (PSHE, Hist)	<b>Spring 2: Christianity</b> How do people talk about life after death? (PSHE, Lit, Art)	<b>Summer 1: Christianity</b> How do beliefs shape identity? (PSHE, Art)	<b>Summer 2: Jewish</b> What does it mean to be a part of religion or world view? (PSHE Lit)
	Year 4	<b>Autumn 1: Christianity</b> How do beliefs shape peoples lives? (PSHE)	<b>Autumn 2: Christianity</b> What do different Christians believe God is like? (Art, Writing, Drama)	<b>Spring 1: Islam</b> How have muslims contributed to our local and global society? (PSHE, Geog)	<b>Spring 2: Jewish/Christianity</b> Where do religious ideas come from? (PSHE, Hist)	<b>Summer 1&amp;2: Mixed</b> What kind of world do we want to live in? What impact can I have?  (PSHE, British Values, charity/poverty & Climate change/eco focus)	
Upper key stage 2	Year 5	<b>Autumn 1: Hindu</b> How do Hindus make sense of their world? (Lit, Sci, Drama)	<b>Autumn 2: Christianity/Hindu</b> How do people use sources of authority to determine beliefs? (Art, Lit, Hist, Sci, Craft)	<b>Autumn 1: Hindu</b> How do Hindus make sense of their world? (Lit, Sci, Drama)	<b>Autumn 2: Christianity/Hindu</b> How do people use sources of authority to determine beliefs? (Art, Lit, Hist, Sci, Craft)	<b>Summer 1: Mixed</b> What do people believe about the origins of the world? (Art, Sci, Lit)	<b>Summer 2: Mixed</b> Are pilgrimage journeys important? (Geog, PSHE)

Year 6	<b>Autumn 1: Hindu</b> How does a Hindu belief influence their life? (PSHE, Hist)	<b>Autumn 2: Christianity</b> How do religious and non-religious people explain suffering? (Art, writing, drama, craft)	<b>Spring 1&amp;2: Islam/Christianity</b> How do my personal beliefs affect the way life is lived? (PSHE, Hist, Sci Lit)	<b>Summer 1&amp;2: Mixed</b> What does it mean to be human? (Geog, Hist, PSHE, Lit)
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## Progression of Vocabulary to be Mastered

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
God, Earth, world, made wonderful, Jesus, precious, special, Easter, love, 'He Saves', family, friends, Christmas.	God, Earth, world, universe, creation, relationship, belongs, Christians, Bible, Lord, worship, story, King, parable, celebrate, Christmas, birth, advent, forgiveness, sins, friend, living, teachings, big story, forgive, cross, Easter story, new life, salvation, Hope, Jews, Jewish, Judaism, Shabbat, Sabbath, prayer shawl, Synagogue, Torah, Passover, Moses, 10 Commandments, cedar meal, special covenant Abraham.	Human beings, friendship, relationship guidelines, Father son and Holy Spirit, Trinity, Old Testament, Israel, promises, benefits, people of god, holy spirit, challenges, love, neighbour, worship, hypocrisy, social justice, holy week, resurrection, disciples, celebration, belief, Jews/Jewish agreement, covenant, Judaism, Abraham, descendants, promise, synagogue, Torah, Hindu, Hinduism, Diwali, Rama, Sita, Lakshami, temple, Brahman, God, Diety, Vishnu, Shiva, Ganesh.	Debates, controversy, genesis, accounts, discoveries, interpretation, almighty, sin, injustice, confession, Moses, Exodus, slavery, resurrection, serve, beliefs, justice, Jewish, birth, life, death, relationship, saviour, restore, rescuer, anointed, messiah, behaviour, heal, sermon, transforms community, local community, national community, global community,

## Cultural Capital

Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Church Celebrations	Local Church Visit Jewish Clothing	Synagogue Visit	Mosque Visit Visit from the local Reverend	Visit from the local Reverend	Hindu Clothing with a visitor	Hindu visit to discuss reincarnation