



RE Progression of Knowledge Document

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RE is not a statutory requirement at EYFS but best practice ensures that a variety of religious experiences and concepts are covered, particularly under the Early Learning Goals relating to Understanding the World. This focuses on talking about past and present events in their own lives and in the lives of family members. They need to know that other children don't always enjoy the same things, and are sensitive to this. They consider similarities and differences between themselves and others, and among families, communities and traditions. They also share a range of stories linked to different beliefs and religious events throughout the year.

KS1 - National Curriculum

Pupils should be taught in KS1: The focus in KS1 is on Christianity and Judaism. Questions are explored linked to Believing, Behaving and Belonging. Believing: What do people believe about God, people and the natural world? Who am I? How and why are some stories and books sacred and important in religion? Behaving: What can people learn from religious leaders and teachers? Belonging: What does it mean to belong? How and why are religious celebrations important to people? How and why do symbols express religious meaning?

KS2 - National Curriculum

Pupils should be taught in KS2: The focus in KS2 is building upon previous learning about Christianity as well as learning about Hinduism and Islam. Questions are further explored linked to Believing, Behaving and Belonging. Believing: How do people's beliefs about God, the world and other impact on their lives? How do sacred texts and other sources help people to understand God? Behaving: Why and how are people influenced and inspired by other? What influences the ways people behave and what is expected of a person in following a religion and belief? How do religious families and communities practise their faith, and what contributions do they make to local life? How and why do religions and beliefs respond to global issues of human rights, fairness and social justice? Belonging: Why, where and how do people worship? Why are some occasions sacred?

Topics Overview

EYFS	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Cycle A 2022-2023	This is us Let's celebrate Baa Quack Moo Overground/ Underground	Science- I'm a Survivor History- The lady with the lamp Geography- Arctic adventures History- Life long ago History-Castles Geography- In the Jungle	History – Tomb raider Geography – mountains and rivers Science – light and dark Science – healthy me Geography – stars and stripes History – Divide and conquer	History – Great Greece Geography – Mighty Mayans Science – Space History – Bletchley park Geography- across the ocean Geography – Exciting explorers
Cycle B 2023 - 2024	To the rescue Oh I do like to be beside the seaside	Science-Marvellous Minibeasts History- The great fire of London History- Transport through time Science-Growing up Geography- Sink or swim Geography- Waste not want not	History – Rotten Romans Geography – Volcanoes History – Heads will roll Geography – It's a wonderful world History – From stone age to iron age Geography – my MK	History – Titanic Geography – Rainforests History – Vile Victorians History – Shakespeare's sagas Geography – Where land meets the sea Science – Fitness or football

Religions/concepts currently covered

Cycle	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
A	Children learn about different religious events/celebrations throughout the year <ul style="list-style-type: none"> • Diwali • Hanukkah • Christmas • Chinese New Year 	Christianity Judaism	Christianity Islam Sikh	Hinduism Christianity Buddhism
B	<ul style="list-style-type: none"> • Ramadan and Eid <p>They also explore similarities and differences in their own lives, people's lives in their community and other countries.</p>	Christianity Judaism	Christianity Islam Sikh	Hinduism Christianity Buddhism

Curriculum Knowledge Coverage – Linked to MK Agreed R.E Syllabus

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World – Talks about members of his/her immediate family and community Understands that some places are special to members of his/her community	BELIEVING Core knowledge and understanding of texts, stories and key beliefs	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity and Judaism) Recall a variety of religious stories used for different purposes.	Give a simple account of the core beliefs of the religions studied. Retell a selection of key stories, making links to the core beliefs. <i>Christianity and Judaism</i>	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).	Describe the lives of the most important religious figures and their place within the belief system. Suggest meaning for the various kinds of writing found within sacred texts. <i>Hinduism and Sikhism Christianity and Judaism</i>	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders. Use technical & religious language to identify the different writings within sacred texts.	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders. Explain the connections between sacred texts and beliefs using theological terms. <i>Budhism and Islam Hinduism and Sikhism Christianity and Judaism</i>
Recognises that people have different beliefs and celebrate special times in different ways	BELONGING Forms of expression, identity and diversity, self-realisation, participation in faith communities	Give simple examples of how the stories and beliefs influence the behaviour of believers.	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).	Identify the key practices of a faith and some of the differences between denominations or sects.	Make links between the texts studied and the practice of faith in the community.	Make clear links between the texts and concepts studied and common practice across denominations.	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).
	BEHAVING Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Identify some elements of practice that arise from these beliefs.	Give examples of how beliefs are linked to worship and prayer.	Describe how beliefs influence worship and lifestyle.	Describe the beliefs that have the greatest impact on practice.	Describe the actions of believers in their communities, locally and globally that arise from their beliefs.	Show how inspiration might play a part in how believers interpret the texts.

Autumn 1

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	<p>This is Us</p> <p>Development Matters: Talk about members of their immediate family and community. Understands that some places are special to members of his/her community</p> <ul style="list-style-type: none"> • L.I: To be able to discuss their own lives and families • L.I: To be able to ask appropriate questions about the lives of others • L.I: To be able to recognise important community buildings in our local area 	Cycle A	RE not taught during Autumn 1	Cycle A	<p>Believing - Christianity</p> <ul style="list-style-type: none"> • L.I: To be able to understand how to use the bible. • L.I: To be able to understand what Jesus was like according to the gospels. • L.I: To be able to explore other people's views of Jesus in his life using the bible. • L.I: To know what the story of the lost sheep teaches us about god. • L.I: To be able to understand what the story of Zacchaeus teaches Christians about people. • L.I: To be able to understand what the bible teaches Christians about what god wants them to do? (prodigal son) 	Cycle A	RE not taught during Autumn 1

	<p><u>Key Knowledge:</u></p> <p>Children learn to understand about how their own lives are similar/different to their peers and others around them</p> <ul style="list-style-type: none"> • Beliefs, traditions etc. <p>Children will learn about key community buildings which are important to different community groups</p> <p><u>Key Vocabulary:</u> Belief Respect Community Similar Different</p>				<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • The Christian Bible is described: made up of 66 books, two 'Testaments' (39 books in the Old Testament and 27 books in the New Testament). After the name of the book, there are two numbers. The first one identifies the chapter, which in our example is chapter three; it is followed by a colon. The second number identifies the verse or verses, which in our example are verses one to four. • Gospels means 'good news' • Important opinions of Jesus from the bible include: John 3:16 states, "For God so loved the world that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." • Gospel of John discusses positive qualities of Jesus the four Gospels teach us that, during the final week of His life, Jesus Christ suffered and died to pay the price for our sins. • Jesus was criticised for not following mosaic laws as he let people eat meat, he also broke the cleanliness law of touching a leper and not washing his hands before eating • This parable of the lost sheep reminds us that God's love for each of us is so strong that He will go to great lengths to bring us back to Him when we wander away or get lost. 		
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					<ul style="list-style-type: none"> • Story of Zacchaeus showed that if you fully invest in the word of Jesus and Christianity, then you are rewarded. This central focus on the tax collector demonstrates that even a bad person can be forgiven and enter the Kingdom of God. • Story of the lost son teaches us about a son who, impatient and greedy, asks his father for his inheritance. The father agrees, but the son wastes his money, eventually becoming homeless and destitute. In the end, to the son's great surprise, he is welcomed back into the family by his father and brother. This shows us Jesus views on forgiveness <p><u>Key Vocabulary:</u> Parable, verses, gospels, testament, kingdom</p>		
Cycle B	This is Us Development Matters: Talk about members of their immediate family and community. Understands that some places are special to members of his/her community <ul style="list-style-type: none"> • L.I: To be able to discuss their 	Cycle B	RE not taught during Autumn 1	Cycle B	RE not taught during Autumn 1	Cycle B	RE not taught during Autumn 1

	<p>own lives and families</p> <ul style="list-style-type: none"> • L.I: To be able to ask appropriate questions about the lives of others • L.I: To be able to recognise important community buildings in our local area 						
	<p><u>Key Knowledge:</u></p> <p>Children learn to understand about how their own lives are similar/different to their peers and others around them</p> <ul style="list-style-type: none"> • Beliefs, traditions etc. <p>Children will learn about key community buildings which are important to different community groups</p> <p><u>Key Vocabulary:</u> Belief Respect Community Similar</p>						



	Different						
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Autumn 2

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	<p>Let's Celebrate</p> <p>Development Matters: Recognises that people have different beliefs and celebrate special times in different ways</p> <p>L.I: To be able to recognise that people celebrate different events depending on their beliefs</p> <p>L.I: To be able to describe how people celebrate their special times</p> <p>L.I: To know how wedding ceremonies compare in different faiths</p>	Cycle A	<p><u>Belonging- Christianity</u></p> <ul style="list-style-type: none"> L.I: To be able to understand what belonging means. L.I: To be able to identify what symbols belong to Christianity. L.I: To know why Christians celebrate harvest. L.I: To know what the story of the lost coin teaches us about being Christian. L.I: To know the Christmas story and what it teaches us about belonging. 	Cycle A	<p>RE not taught during Autumn 2</p>	Cycle A	<p><u>Belonging – Buddhism</u></p> <ul style="list-style-type: none"> To know how the Buddhist community is structured. To understand why the 3 gems are important to Buddhists. To understand the importance of meditation to Buddhists. To know the importance of the shrine to the Buddhist community. To know why Bodhgaya is important to Buddhists. To understand some of the important teachings of Buddha.
	<p><u>Key Knowledge:</u></p> <p>Children learn about the customs and traditions of different celebrations as part of different faiths Diwali Christmas Hanukkah</p>		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> Belonging is when you have a relationship or connection with something. It is when children fit into a group this could be their family, school, church or other religious group. Belonging 				<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> In the Buddhist community there are ordained monks, nuns, priests and lay people. A lay person is somebody who is not trained in the practices of Buddhism. The ideals at the heart of Buddhism are collectively known as the 'Three gems', or the 'Three

	<p>They explore stories where children and families engage in celebrations and compare them to their own experiences</p> <p><u>Key Vocabulary:</u> Celebration Christmas Nativity Jesus Miracle Festival of Light Diva lamp Rangoli pattern Decorations Menorah Dreidel</p>		<p>makes us feel loved and important.</p> <ul style="list-style-type: none"> • Symbols children need to know are • Crucifix/cross/Dove/Fish/Candle/Jesus • Harvest Festival celebrates the time of year when crops have been gathered from the field and people can reflect and show they are thankful for the food that they have. • At school we collect food tins so that can be shared at the food bank. • The moral of the lost coin is that every one of us are important to god, we should forgive others and never give up on one another. • People who belong to the Christian faith celebrate Christmas. It is a time for families to come together. • We exchange gifts because god sent the precious gift of Jesus. The story of Christmas is to remind us that family is important. It teaches us that we should always have love and hope. 		<p>Treasures'. These are the Buddha (the yellow jewel), the Dharma (the blue jewel), and the Sangha (the red jewel).</p> <ul style="list-style-type: none"> • Meditation is a mental and physical course of action that a person uses to separate themselves from their thoughts and feelings in order to become fully aware. It is a way of taking control of the mind so that it is peaceful and focused. • Shrines are to show their appreciations to Buddha's and to remind Buddhists of their own practices. They contain images and statues of Buddha's. • Bodhgaya is one of the most sacred Buddhist pilgrimage places in the world. It was here under a banyan tree, the Bodhi Tree, Gautama attained supreme knowledge to become Buddha. Buddhists believe that the Buddha teaches that the most important things in life are: Being kind, being compassionate, being wise, striving to always be better, living peacefully, living a simple life, being enlightened. <p><u>Key Vocabulary:</u> Buddha, Buddhists, Bodhgaya, shrine, 3 gems, compassionate, meditation</p>
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			<p><u>Key Vocabulary:</u> Harvest, belonging, dove, fish, candle, Jesus, symbol</p>				
<p>Cycle B</p>	<p>Let's Celebrate</p> <p>Development Matters: Recognises that people have different beliefs and celebrate special times in different ways</p> <p>L.I: To be able to recognise that people celebrate different events depending on their beliefs</p> <p>L.I: To be able to describe how people celebrate their special times</p> <p>L.I: To know how wedding ceremonies compare in different faiths</p>	<p>Cycle B</p>	<p><u>Belonging: The importance of light and the Christmas story</u></p> <ul style="list-style-type: none"> ● L.I: To be able to identify sources of light. ● L.I: To be able to understand the different emotions connected with light and darkness. ● L.I: To be able to understand why light is important in advent. ● L.I: To know why Christians celebrate Christmas? (Christmas story) ● L.I: To be able to understand how Christians celebrate Christmas. ● L.I: To be able to understand what is meant by being a light in the world. 	<p>Cycle B</p>	<p><u>Believing - Islam</u></p> <ul style="list-style-type: none"> ● L.I: To be able to understand why Allah is important to Muslims. ● L.I: To be able to know the different qualities that Allah has and how this links to his different names. ● L.I: To be able to identify what the Quran is and why it is important. ● L.I: To know what the Quran teaches us about Allah. (quotes from the Quran to support) ● L.I: To know who Mohammed is and why he is important to Muslims. ● L.I: To know what the importance of Sunnah and the Hadith is on everyday life. 	<p>Cycle B</p>	<p><u>Believing - Buddhism</u></p> <ul style="list-style-type: none"> ● L.I: To be able to recount the main events in the life of Siddhartha Gautama and how he became a Buddha. ● L.I: To know the four noble truths that Buddhists believe in. ● L.I: To know why the eightfold path is important to Buddhists. ● L.I: To know that the 8 symbols associated with Buddhism. ● L.I: To be able to understand what the story of Angulimala, the Bandit teaches about being a good person. ● L.I: To know how Buddhists worship.
	<p><u>Key Knowledge:</u></p> <p>Children learn about the customs and traditions of different celebrations as part of different faiths Diwali</p>		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> ● Candles, torches, lamps, lights and the sun are sources of light. 		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> ● Muslims believe that Allah is the one and only true God. He is the creator of the world and heavens. 		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> ● Siddhartha was born in 563 BCE. ● He is known as Buddha ● The religion began when Siddhartha, who'd lived a life of

	<p>Christmas Hanukkah</p> <p>They explore stories where children and families engage in celebrations and compare them to their own experiences</p> <p><u>Key Vocabulary:</u> Celebration Christmas Nativity Jesus Miracle Festival of Light Diva lamp Rangoli pattern Decorations Menorah Dreidel</p>	<ul style="list-style-type: none"> • Darkness can sometimes make people feel afraid. • Candles are sometimes lit to remember those who are no longer with us • Advent starts the fourth Sunday before Christmas. Advent is when Christians reflect on the birth of Jesus • An advent reef is used to show that god is everlasting. • Advent is celebrated by the lighting of 3 purple and a pink coloured candles. • Each candle symbolising something different. Hope, peace, joy and love. • Christmas is the celebration of when Jesus is born. • Jesus was born in Bethlehem. • His mother was called Mary and his father was called Joseph. • Some Christians go to church to celebrate Jesus' birth. • Christians sing carols to remember Jesus. • Christmas is a time for families 	<ul style="list-style-type: none"> • Allah has 99 different names linked to his qualities. • The Quran is the holy book of Islam, it is seen to be the word of God. • The Quran teaches us to follow Allah, be honest, kindness, respect others especially parents, • Muslims should perform Wudhu (ablution) before touching the Quran – this is when a process is followed. You have to wash hands, mouth, nostrils, arms, face, ears, hair and feet. • The Quran has to be kept at height, it has to be in a clean place. • Recite Istiaazah and Bismillah • Mohammed is the messenger of Allah, he is the final prophet and messenger. We say peace be upon him (pbuh) after saying his name • Adam was the first prophet, Jesus was also an important prophet. • Sunnah is the word of the prophet Muhammad (pbuh). These words are optional to follow. • There are two types of Hadith: The sacred - these are sacred sayings in which Muhammad quotes words from Allah which are not included in the Qur'an. • The prophetic - these are wise sayings which the Prophet himself gave. <p><u>Key Vocabulary:</u></p>	<p>luxury as an Indian Prince, realised there was suffering in the world and wanted to understand why. He dedicated his life to finding the answer and teaching others what he discovered.</p> <ul style="list-style-type: none"> • There are four noble truths. They are the truth of suffering, the truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering. More simply put, suffering exists; it has a cause; it has an end; and it has a cause to bring about its end. • There are 8 viewpoints, these are • Right viewpoint (looking at life the right way and accepting the Buddha's teachings) • Right values / thought (using the power of the mind in the right way and thinking about other people without being selfish) • Right speech (making sure that your words are kind and helpful and not lying) • Right actions (treating yourself and other people well and not doing anything that harms your body, like smoking) • Right livelihood (having a job that does not harm other people) • Right effort (doing good things and avoiding bad things)
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		<ul style="list-style-type: none">Christians believe Jesus is the light of the world because he helps guide them through darkness in difficult times. <p><u>Key Vocabulary:</u> light source advent reef Jesus Christmas</p>		Allah, Quran, Wudu, Sunnah, Mohammed, prophet, hadith		<ul style="list-style-type: none">Right mindfulness (training the mind to see things in the right way)Right meditation (learning to concentrate and calm the mind by using meditation)The 8 symbols of Buddhism are: the endless knot, treasure vase, the lotus flower, two golden fish, the parasol, the conch shell, dharma wheel and the banner of victory. <p><u>Key Vocabulary:</u> Siddhartha, Buddha, 8 view points, 4 noble truths</p>
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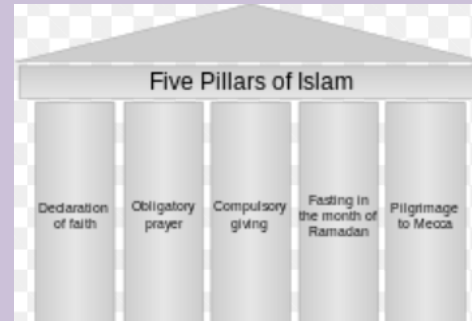
Spring 1

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	<p>Baa! Quack! Moo!</p> <p>Development Matters: Recognises that people have different beliefs and celebrate special times in different ways</p> <p>L.I: To be able to recognise that people celebrate different events depending on their beliefs</p> <p>L.I: To be able to describe how people celebrate their special times</p>	Cycle A	RE not taught during Spring 1	Cycle A	<p>Believing – Islam</p> <ul style="list-style-type: none"> L.I: To be able to understand the features of a mosque. L.I: To know how Muslims worship in a mosque. L.I: To know what the five pillars of Islam are and why they are important. L.I: To be able to understand why people go on pilgrimages. L.I: To know why Muslims go to Mecca. L.I: To know why Eid is important for Muslims. L.I: To know the importance of Ramadan for Muslims. 	Cycle A	<p>Behaving – Hinduism</p> <ul style="list-style-type: none"> L.I: To be able to understand what the veda is and why it is important to Hindus. L.I: To know what the veda teaches Hindus about how they should live their lives. L.I: To know how Dharma effects how Hindus live. L.I: To recount the story of Shiva and the Ganges. L.I: To know what Hindus believe karma, samsara and moksha.
	<p><u>Key Knowledge:</u></p> <p>Children learn about the customs and traditions of different celebrations as part of different faiths Chinese New Year Shrove Tuesday – Pancake Day</p> <p><u>Key Vocabulary:</u> Chinese New Year Year of the ... Envelope Red Lent</p>				<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> Prayer hall – where Muslims go to pray Dome – usually above the main prayer hall and is a symbol of the vault of heaven and the sky. Mihrab – a semi circle indent in the wall of the mosque that shows the direction of Mecca. Ablutions area – where Muslims perform Wudu Minaret – Where the Muslim carrier goes to call Muslims to pray. At the Mosque Muslim people go to pray, celebrate different festivals or go 		<ul style="list-style-type: none"> Vedas are the holy book of the Hindus, there are four of them, these are called: Rig veda – the book of mantra – hymns is the most important. Sama veda – is the book of songs, Yajur veda – book of religious festivals and atharva veda- book of living daily life as a Hindu.They are spiritual guides of how to live as a Hindu and are believed to have been dictated by the creator brahman.

Pancake

to study the Quran. An Iman leads worship in a mosque.

- The five pillars of Islam are:



- A pilgrimage is a religious journey which is the 5th pillar of Islam. If people can afford to they should make this journey once in their life.
- Mecca is said to be the birth place of the Prophet Mohammed. Muslims consider this to be the most sacred place on earth.
- Ramadan is on the 9th month of the Muslim calendar, it is a month of fasting and worship. Muslims do not eat or drink water between sunrise and sun set. The meal they break their fast with is called iftar. Ramadan It starts and ends with the appearance of the crescent moon. This is to celebrate when God presented the prophet Mohammed.
- Eid al Fitr marks the end of Eid. Eid is 3 days of celebrations where Muslims prayer and spend time with their families. It is a time for sweet foods and

- According to the vedas there are four main values. These are Dharma, karma, samsara and Mosksha.
- Dharma is the moral law of what is right of wrong to live as Hindu's. Hindus believe that this brings stability to their lives. Dharma is different for everybody depending on their age for example the Dharma of a child is that they respect their parents and study hard at school. Dharma is also an important concept in Sikhism, Jainism and Buddhism. Not acting in relation to your Dharma is called adharma.
- Karma - Karma – good and bad actions committed during one's life – affects which living thing the soul will be reborn into. For example, it is possible for a human soul to be reborn as a cat!
- Reincarnation (samsara) Hindus believe that all living things have a soul (athma). They believe that a soul can not be destroyed. Instead they believe in reincarnation, which means the soul exists in the body. When a living thing dies, it enters new living thing.

					<p>people share food with those in need. Muslims exchange gifts.</p> <p><u>Key Vocabulary:</u> Eid, Ramadan, pillars of Islam, fasting, mihrab,minaret, Mecca</p>		<ul style="list-style-type: none"> ● Hindus believe that the ultimate goal for all Hindus is Moksha. Moksha means liberation of the soul from the cycle of death and rebirth. ● It occurs when the soul reunites with the god Brahma. ● Hindus believe the Ganges to be sacred. Ganges is a river in India <p><u>Key Vocabulary:</u> reincarnation, samsara, athma,dharma, veda, Moksha,</p>
Cycle B	<p>Baa! Quack! Moo!</p> <p>Development Matters: Recognises that people have different beliefs and celebrate special times in different ways</p> <p>L.I: To be able to recognise that people celebrate different events depending on their beliefs</p> <p>L.I: To be able to describe how people celebrate their special times</p>	Cycle B	<p>Believing – Christianity Holy books and stories</p> <ul style="list-style-type: none"> ● L.I: To be able to understand what the bible is. ● L.I: To be able to explore the word of god through stories told in the bible. ● L.I: To be able to understand why the story of Jesus is important to Christians. ● L.I: To be able to understand how Christians follow the word of god. (charity work/community events) 	Cycle B	RE not taught during Spring 1	Cycle B	RE not taught during Spring 1

		<ul style="list-style-type: none"> ● L.I: To know what the celebration of Easter teaches us about Jesus 				
	<p><u>Key Knowledge:</u></p> <p>Children learn about the customs and traditions of different celebrations as part of different faiths Chinese New Year Shrove Tuesday – Pancake Day</p> <p><u>Key Vocabulary:</u> Chinese New Year Year of the ... Envelope Red Lent Pancake</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> ● The bible is the holy book for Christians ● Christians believe that the bible is gods messages to us ● The bible is divided into two sections the old testament and the new testament ● The Old Testament talks about how the earth was created, it was written before Jesus was born. ● The Old Testament is the same as the Jewish holy book. ● The New Testament was written after Jesus was born, it teaches us about his life and miracles he performed. It shows us how god expects us to live. ● The feeding of the 5000 was a story from the bible. It teaches us that Jesus was compassionate, kind and caring. The story also teaches us about making 				

the best of everything we have.

- Christians offer support to their communities in many ways, they help to fight poverty, support people when they are in need, provide children with places to go to carry out opportunities, visiting elderly people to provide company as well as helping to raise money for different charities.
- Easter is the celebration of Jesus dying then being resurrected from death (coming back to life)
Christians believe that he died to take away the wrong that everybody had done (sin)
- This shows that he was the true son of god.
- Easter marks the end of the 40-day period of Lent, which is a traditional time of fasting that begins on Ash Wednesday.
- The week before Easter is known as Holy Week.

Key Vocabulary:

		Resurrection, Ash Wednesday , bible, old and new testament, Jesus, kind, compassionate and caring					
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Spring 2

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	<p>Overground/Underground</p> <p>Development Matters: Recognises that people have different beliefs and celebrate special times in different ways</p> <p>L.I: To be able to recognise that people celebrate different events depending on their beliefs</p> <p>L.I: To be able to describe how people celebrate their special times</p>	Cycle A	<p><u>Believing - Judaism</u></p> <ul style="list-style-type: none"> L.I: To be able to understand the story of Moses. L.I: To know the Ten Commandments and what they teach us about being a good person. L.I: To be able to understand what happens at a synagogue L.I: To be able to understand what Sabbath is and why it is important. L.I: To be able to understand how Jewish people celebrate Passover. 	Cycle A	RE not taught during Spring 2	Cycle A	RE not taught during Spring 2
	<p><u>Key Knowledge:</u></p> <p>Children learn about the customs and traditions of different celebrations as part of different faiths Ramadan Eid Easter</p> <p><u>Key Vocabulary:</u> Ramadan Fasting</p>		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> Moses is a key figure in Judaism. He was the prophet who led the Hebrew slaves out of Egypt. He also helped them form a special relationship with God. He did this because god shared the Ten Commandments with him. These are rules for 				

	<p>Eid Mehndi patterns Fanous lanterns Easter Jesus Cross Sacrifice</p>		<p>how Jewish people should live their lives. Moses is important to Christianity and Islam too because of his role in communicating God's laws.</p> <ul style="list-style-type: none"> ● The ten commandments are: <ol style="list-style-type: none"> 1. Do not have any other gods. 2. Do not make or worship idols. 3. Do not disrespect or misuse God's name. 4. Remember the Sabbath and keep it holy. 5. Honour your mother and father. 6. Do not commit murder. 7. Do not cheat. 8. Do not steal. 9. Chavout is a celebration of the Ten Commandments. The Ten Commandments are important for Christians too. 10. Sabbath is a day that is kept to worship and rest. On Sabbath people may attend a religious place of worship, they may spend time with their family. Jewish Sabbath starts at sunset on Friday and ends 				
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			<p>at sunset on Saturday. During sabbath Jewish people may eat and drink nice foods, they will also light candles.</p> <ul style="list-style-type: none"> • What is Passover and why is it celebrated? • History Behind 7 Passover Traditions: Seder, No Bread, More ... • Passover commemorates the Biblical story of Exodus — where God freed the Israelites from slavery in Egypt. The celebrations start with a family meal called seder. Significant foods are eaten at this time • <u>Key Vocabulary:</u> • Passover, Moses, Sabbath, seder, worship, commandment, 				
Cycle B	<p>Overground/ Underground</p> <p>Development Matters: Recognises that people have different beliefs and celebrate special times in different ways</p> <p>L.I: To be able to recognise that people celebrate different</p>	Cycle B	RE not taught during Spring 2	Cycle B	<p><u>Believing - Sikhism</u></p> <ul style="list-style-type: none"> • L.I: To be able to understand the story of Guru Nanak. • L.I: To be able to identify how the 5ks are important to Sikhs • L.I: To be able to understand what the Guru Granth Sahib teaches about being Sikh. • To know what different types of texts can be found in the Guru Granth Sahib. 	Cycle B	<p><u>Behaving - Hinduism</u></p> <ul style="list-style-type: none"> • L.I: To be able to understand that Hindus believe that god takes different forms. • L.I: To be able to identify the different deities and symbols of Hinduism. • L.I: To be able to recount the story of Durga and understand why this is important to Hindus.

<p>events depending on their beliefs</p> <p>L.I: To be able to describe how people celebrate their special times</p>				<ul style="list-style-type: none"> To understand what the story of the sweet labour of lalo teaches us. 	<ul style="list-style-type: none"> L.I: To be able to understand where Hindus go to worship. L.I: To know why Hindus worship Ganesha.
<p><u>Key Knowledge:</u></p> <p>Children learn about the customs and traditions of different celebrations as part of different faiths</p> <p>Ramadan Eid Easter</p> <p><u>Key Vocabulary:</u></p> <p>Ramadan Fasting Eid Mehndi patterns Fanous lanterns Easter Jesus Cross Sacrifice</p>				<p><u>Key Knowledge:</u></p> <p>The sikh faith was founded by a man called Guru Nanak. The religion takes ideas from both the hindu and muslim faith. The most famous teachings attributed to Guru Nanak are that there is only one God, and that all human beings can have direct access to God. The 5k's are items that all Sikhs should wear at all times. They are: kesh (unshorn hair and beard since the Sikh decided to keep it), kangha (a comb for the kesh, usually wooden), kara (a bracelet, usually made of iron or steel), kachera (an undergarment), and kirpan (a small curved sword or knife made of iron or steel).</p> <p>Guru Granth Sahib is the holy book of the sikhs people. The Guru Granth Sahib is a collection of many hymns, poems, shabads and other writings from many different scholars, including the Gurus and Hindu and Muslim writers. Every Guru Granth Sahib has 1,430 pages, and every copy is identical. The Guru Granth Sahib was written by six Sikh gurus: Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan and Guru Tegh Bahadur.</p> <p>The sweet labour or lalo teaches us that Malik Bhago learned a great lesson that day and became a student of Guru Nanak's. He realized being mean to people all year and then making a feast just once, doesn't make</p>	<p><u>Key Knowledge:</u></p> <p>Hindus believe in one god, Brahman. Brahman has many aspects and takes on many forms. Brahman has three main forms, the Trimurti: Brahma, Vishnu and Shiva. Brahma is the creator. Vishnu is the preserver/protector. Shiva is the destroyer.</p> <p>Each Hindu god is a form of Brahman.</p> <p>Each Hindu god has different characteristics and qualities. Hindus pray to different gods for different reasons.</p> <p>Ganesha = one of the many Hindu gods that are forms of Brahman, prayed to for success</p> <p>Krishna = one of the many Hindu gods that are forms of Brahman, prayed to for protection and love.</p> <p>The main symbol of Hinduism is the om and the Sri Chakra Yantra.</p> <p>Story of Durga is that good wins over evil.</p> <p>Goddess Durga is also known as the Daughter of the Mountain. In this form, she is depicted riding a bull and carrying a trident.</p>

				<p>God happy. He became a fair man who treated others lovingly. And from then on he was devoted to his holy saint and teacher</p> <p><u>Key Vocabulary:</u> kesh, kara, kacheri, kirpan, kangha, guru nanak</p>	<p>The story of Durga celebrates the victory of the goddess Durga over the demon king Mahishasura. Hindus go to the mandir to worship the different deities of god. It is known as gods home on earth. On entrance a bell is rang to awaken god. Each mandir has one main god that it is dedicated to. Inside the mandir is a shrine with an image of its main god, this is normally placed inside a special alcove – this shrine is called the murti. People leave offerings such as flowers, fruit, water, milk, nuts or incense by the murti as a sign of respect for the God which the temple is dedicated to. Worship is called puja which is</p> <p><u>Key Vocabulary:</u> Hinduism, Brahman, trimurti, Ganehsa, protector</p>
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Summer 1

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	<p>To the Rescue!</p> <p>ELG: People, Culture and Communities</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class</p> <p>L.I: To know that there are key people linked to different faiths</p>	Cycle A	RE not taught during Summer 1	Cycle A	<p><u>Belonging - Sikhism</u></p> <ul style="list-style-type: none"> L.I: To be able to understand who Guru Nanak was and why he was important. L.I: To be able to understand who the other important Gurus were. L.I: To be able to understand how people are welcomed into the Sikh faith. L.I: To know why a Gurdwara is important to Sikhs. L.I: To be able to understand how Sikhs worship god. L.I: To know the Sikh practice of sewa. 	Cycle A	<p><u>Believing - Christianity</u></p> <ul style="list-style-type: none"> L.I: To be able to understand the difference between belief and fact. L.I: To be able to identify the beliefs of the Christian faith. L.I: To know how the word of god makes a difference to the lives of Christians. L.I: To be able to identify how Christians feel about life after death and how this impacts their daily lives. L.I: To be able to compare the beliefs of Christians and Hindus.
	<p><u>Key Knowledge:</u></p> <p><i>No key celebrations to focus on this half term</i></p> <p>Children will revisit concepts from previous units of learning</p> <p>Children will learn about key people linked to different faiths and discuss their experiences of them</p>				<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> The founder of the Sikh tradition, Guru Nanak, was born in the region of Punjab, South Asia, in 1469 CE. He was born into a Hindu family. As he grew up he became a non-practicing Hindu. When he turned 30 he disappeared for 3 days. On his return he started preaching the Sikh faith. He spent the rest of his life preaching about the religion. There are ten Sikh Gurus who established the religion of Sikhism. The first and tenth Guru were considered to 		<p><u>Key Knowledge:</u></p> <p>Fact – something that is proven to be true</p> <p>Belief – accepting that something exists without proof. The beliefs of the Christian faith are that you should:</p> <p>Love God.</p> <p>Love your neighbour as yourself.</p> <p>Forgive others who have wronged you.</p> <p>Love your enemies.</p> <p>Ask God for forgiveness of your sins.</p> <p>Jesus is the Messiah and was given the authority to forgive others.</p>

	<p><u>Key Vocabulary:</u></p> <p>Vicar Priest Imam Rabbi Guru</p>				<p>be the most important. The 10th Guru was called Guru Gobind Singh, he passed everything he knew to the holy book of the Sikhs.</p> <ul style="list-style-type: none"> • Sikhs celebrate the birth of a child through a naming ceremony called Naam Karan close naam Karan, a Sikh ceremony for naming a new born child. • A Sikh baptism ceremony is called the Amrit Sanskar. • Anyone being initiated must take a bath and wash their hair before the ceremony. • During the ceremony, the Amrit is prepared – a mixture of sugar and water, stirred by a double-edged sword. • The person being initiated drinks some of the Amrit, and has it sprinkled on their eyes and hair. <p>Sewa means selfless service where people do kind deeds for others without expecting anything in return.</p> <p><u>Key Vocabulary:</u> Sewa, Guru Nanak, Guru, amrit sanskar</p>	<p>Think about things you have done wrong and be sorry for it. Christians believe by following god that they have faith, produces change, causes miracles, heals hurts, builds character, transforms circumstances and makes people happy.</p> <p>The Christian faith teaches that the death of the physical body is not the end and that after their time on Earth, humans will have eternal life in the afterlife.</p> <p>The belief is that all humans have a soul which is a non-physical part of humans that lives on after the death of the physical body. Many believe that it is the soul that will live on in the afterlife.</p> <p>People's time on Earth will be judged by God and this will determine what happens to the soul in the afterlife. Many Christians believe that they will either go to Heaven or to Hell</p> <p><u>Key Vocabulary:</u> Afterlife, judgement, belief, soul, belief, fact, messiah</p>	
Cycle B	<p>To the Rescue!</p> <p>ELG: People, Culture and Communities Knows some similarities and differences between different religious and cultural communities</p>	Cycle B	<p><u>Behaving - What can people learn from leaders and their teachings.</u></p> <ul style="list-style-type: none"> • L.I: To be able to understand what makes a good person. To be able to 	Cycle B	RE not taught during Summer 1	Cycle B	RE not taught during Summer 1

	<p>in this country, drawing on his/her experiences and what has been read in class</p> <p>L.I: To know that there are key people linked to different faiths</p>		<p>retell the story of Abraham.</p> <ul style="list-style-type: none"> ● L.I: To be able to identify why Abraham is important in the Jewish faith ● L.I: To be able to understand why the rabbi is important to Jewish people. ● L.I: To know how a rabbi supports the community. ● L.I: To be able to identify the key meanings of the story of Noah. 				
	<p><u>Key Knowledge:</u></p> <p><i>No key celebrations to focus on this half term</i></p> <p>Children will revisit concepts from previous units of learning</p> <p>Children will learn about key people linked to different faiths and discuss their experiences of them</p> <p><u>Key Vocabulary:</u></p> <p>Vicar Priest Imam</p>		<p><u>Key Knowledge:</u></p> <p>Qualities are traits that a person has that makes them a good person.</p> <p>There are a range of different traits this can include kindness, being helpful, considerate and caring. Children should be able to identify which traits they have and good qualities of others.</p> <p>The story of Abraham is important to Jews because it is believed he was the founder of the Jewish faith</p> <p>A rabbi is a religious leader in the Jewish faith they share the word of the religious book of the Jews – the Torah and they lead people in prayer. Rabbis</p>				

	Rabbi Guru	<p>are important to the community because:</p> <ul style="list-style-type: none">• They help the community to understand Jewish laws and practices.• They help to set up charitable organisations to support the poorer members of the community.• They host events such as births, weddings, birthdays and bar mitzvas• Support community projects that are important to their local area. <p>Noah and the Ark – is the story of one good man, Noah, (and his family too) to make a big boat called an ark because he was going to flood the world. He said his family and two of every animal could board. Noah did what God told him to do, and when the huge flow came, it saved his family and the animals from dying in a flood. The moral of the story is that you should not follow a crowd as Noah decided not to do bad things. It teaches us that we should always be faithful to god.</p> <p><u>Key Vocabulary:</u></p>				
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			Founder, creator, community, Rabbi, ark, faithful and follower.				
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Summer 2

EYFS		Years 1 & 2		Years 3 & 4		Years 5 & 6	
Cycle A	<p>Oh I do like to be beside the seaside</p> <p>ELG: People, Culture and Communities Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class</p> <p>L.I: To be able to understand religious beliefs about caring for the environment</p>	Cycle A	<p><u>Behaving –Christianity:</u></p> <ul style="list-style-type: none"> ● L.I: To be able to know the key points in Jesus’ life. ● L.I: To be able to understand how the church helps spreads the word of Jesus. ● L.I: To be able to recount the story of the lost son. ● L.I: To be able to understand what the story of the good Samaritan teaches us about being Christian. ● L.I: To know what the story of feeding of the five thousand teaches about being a good person. ● L.I: To know what Jesus taught at the Sermon on the Mount. ● L.I: To be able to understand what we can learn from the actions of Jesus. 	Cycle A	RE not taught during Summer 2	Cycle A	RE not taught during Summer 2
	<p><u>Key Knowledge:</u></p> <p><i>No key celebrations to focus on this half term</i></p>		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> ● The main points in Jesus’ life were his birthday, death and resurrection. Between these times he 				

	<p>Children will revisit concepts from previous units of learning</p> <p>Children will consider religious beliefs about respecting the planet and animals</p> <p>Children will learn through stories from different faiths e.g. Noah and the rainbow; Gotama Buddha and the Bodhi tree</p> <p><u>Key Vocabulary:</u> Respect Care Environment Belief</p>		<p>performed miracles and preached the word of god.</p> <ul style="list-style-type: none"> ● Church services are led by a vicar/priest. It is their job to share bible readings and the word of god through speeches. They also help the community and people in need. Vicars and priests have to be good role models for how to live life the Christian way. ● The lost son moral is that people should forgive others mistakes, it also teaches us that people should be honest when they have made mistakes. ● The story of the good Samaritan teaches us that we should love everybody. It shows that we should care for friends and others. We should help others when they are in need. ● Feeding of the five thousand teaches us that we should share and not be greedy. ● Jesus gave us the Lord's prayer on the mount this is very important to Christians. This prayer is used in church. Jesus also 				
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			<p>taught Christians about praying in a quiet place.</p> <p><u>Key Vocabulary:</u> Resurrection, priest, vicar, good Samaritan, mistakes, prayers, praying</p>				
Cycle B	<p>Oh I do like to be beside the seaside</p> <p>ELG: People, Culture and Communities Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class</p> <p>L.I: To be able to understand religious beliefs about caring for the environment</p>	Cycle B	RE not taught during Summer 2	Cycle B	<p><u>Belonging Christianity</u></p> <ul style="list-style-type: none"> L.I: To be able to identify the features of a church. L.I: To be able to understand what happens during a church service. L.I: To be able to understand why community is an important part of belonging to the Christian faith. L.I: To be able to understand the importance of a christening and what it teaches us about belonging. L.I: Tobe able to understand what a pilgrimage is. L.I: To know why Bethlehem is important to Christians. L.I: To know why Christians travel to the holy land for pilgrimage 	Cycle B	<p><u>Belonging – Christianity</u></p> <ul style="list-style-type: none"> L.I: To be able to understand how Christians show their commitment to god. L.I: To know how Christians belong to a community. L.I: To be able to understand how Christians celebrate marriages. L.I: To know what Christians believe about life after death. L.I: To know how Christians mark a persons death. L.I: To be able to understand the different ways in which Christians celebrate their faiths throughout the year.
	<p><u>Key Knowledge:</u></p> <p><i>No key celebrations to focus on this half term</i></p> <p>Children will revisit concepts from previous units of learning</p> <p>Children will consider religious beliefs about</p>				<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> The important features of a church are: <ul style="list-style-type: none"> the altar – a table where the bread and wine are blessed. lectern– a stand where the Bible is read from the pulpit where the priest delivers sermons a crucifix– a cross with Jesus on 		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> Christians show their commitment by attending church, praying and taking part in community events such as charity work and supporting the less fortunate. Christians also show their commitment by following the ten

	<p>respecting the planet and animals</p> <p>Children will learn through stories from different faiths e.g. Noah and the rainbow; Gotama Buddha and the Bodhi tree</p> <p><u>Key Vocabulary:</u> Respect Care Environment Belief</p>			<ul style="list-style-type: none"> • a font – large bowl containing blessed water • Candles – that are lit when praying. • Church services are usually led by a priest/vicar. They contain – hymns songs about Jesus, services may include readings from the bible Priests may conduct a sermon which is a speech with key messages. People take communion which is used to represent the body and blood of Christ – linked to his sacrifice at Easter. • Christenings are religious services held in churches, they welcome somebody into the Christian faith. Baptism involves water being sprinkled or poured over the baby's head and the act is the initiation into the church. • Pilgrimages are when people go on journeys to different places to feel closer to god. These take place in other faiths too. • Bethlehem is the place that Christians consider Jesus to have lived, died and been born. Church of the Holy Sepulchre is said to be built on the place where Jesus was hung on the cross. Mount Sinai is important because this is believed to be the place where god told of the ten commandments. 	<p>commandments and spreading the word of god.</p> <ul style="list-style-type: none"> • Christians show they belong to a community by gathering in small groups to discuss god, they also attend church services which are community events, some Christians attend bible study groups and children attend Sunday schools. Church communities also provide help for people need through charity work and church events. • Christians engage in rites of passage these are practices to help them live by their faith. These include marriages, christenings and funerals. • Weddings in the Christian faith take place in a church, they usually contain: <ul style="list-style-type: none"> • The congregation sing hymns and say prayers to thank and praise God and ask for his blessing on the couple. • The priest gives a sermon on the theme of love and self-sacrifice. • Rings are exchanged, symbolising • Eternal love and that marriage is a lifelong commitment.
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