

RE Overview – EYFS, Key Stage 1 and Key Stage 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Reception	F1 (God/Creation) Why is the word 'God' so important to Christians? (6 weeks)	Why do we have celebrations? Diwali Guildford Unit (2 weeks)	Why do we have assembly? Guildford Unit (3 weeks)	F3 (Salvation) Why do Christians put a cross in an Easter Garden? (6 weeks)	Who did Jesus spend time with? Guildford Unit (6 weeks)	Why do we have celebrations? Ramadan and Eid Guildford Unit (2 weeks) *
		F2 (Incarnation) Why do Christians perform nativity plays at Christmas? (4 weeks)		Why do we visit the church? Guildford Unit (3 weeks) CHURCH VISIT			Who was a friend of God? Guildford Unit (4 weeks)
Key Stage 1	Year 1	1.2 (Creation) Who made the world? (6 weeks)	Why should we look after our world? Guildford Unit (3 weeks)	1.1 (God) What do Christians believe God is like? (6 weeks) CHURCH VISIT	Who is Jesus? Guildford Unit (4 weeks)	Who is Allah, and how do Muslims worship him? Guildford Unit (6 weeks) MOSQUE VISIT	What is important to Muslim families? Guildford Unit (6 weeks)
		1.3 (Incarnation) Why does Christmas matter to Christians?			1.5 (Salvation) Why does Easter matter to Christians?		
	Year 2	Why do Christians go to church? Guildford Unit (6 weeks) CHURCH VISIT	1.3 (Incarnation) DD Why does Christmas matter to Christians?	1.4 (Gospel) What is the Good News Jesus brings?	1.5 (Salvation) DD Why does Easter matter to Christians?	What is the Torah and why is it important to Jews? Guildford Unit (6 weeks) JEWISH TEMPLE VISIT	Why do Jewish families celebrate Shabbat? Guildford Unit (6 weeks)
Lower Key Stage 2	Year 3	2a.1 (Creation/Fall) What do Christians learn from the Creation story? (6 weeks)	How do people express their beliefs through the arts? Guildford Unit (3 weeks)	How can the synagogues help us understand the Jewish faith? +What are important times for Jews? Guildford Units (6 weeks) JEWISH TEMPLE VISIT	Why do Christians share communion? Guildford Unit (3 weeks)	2a.2 (People of God) What is it like to follow God? (6 weeks)	2a.3 (Incarnation/God) What is the trinity? (6 weeks) CHURCH VISIT
			What might Jesus think of Christmas today? Guildford Unit (3 weeks)		How does Lent help Christians prepare for Easter? (3 weeks)		
	Year 4	What do Sikhs value? Guildford Unit (6 weeks) GURDWARA VISIT	How do artists help us understand Christmas? Guildford Unit (6 weeks)	2a.4 (Gospel) What kind of world did Jesus want? (6 weeks) CHURCH VISIT	2a.5 (Salvation) Why do Christians call the day Jesus died 'Good Friday'? (6 weeks)	2a.6 (Kingdom of God) When Jesus left, what was the impact of Pentecost? (6 weeks)	Is Christian worship the same all around the world? Guildford Unit (6 weeks)

Upper Key Stage 2	Year 5	2b.1 (God) What does it mean if God is holy and loving? (6 weeks) CHURCH VISIT	2b.3 (People of God) Can following God bring justice and freedom? (4 weeks) Why is light an important sign at Christmas? Guildford Unit (2 weeks)	How can a mosque help us understand the Muslim faith? Guildford Unit (6 weeks) MOSQUE VISIT	2b.6 (Salvation) What did Jesus do to save human beings?	2b.5 (Gospel) What would Jesus do?	How do the pillars of Islam help Muslims live a good life? Guildford Unit (6 weeks)
	Year 6	2b.2 (Creation/Fall) Creation and Science: Conflicting or Complementary?	2b.4 (Incarnation) Was Jesus the Messiah?	What helps Hindus to worship? HINDU TEMPLE VISIT	2b.7 (Salvation) What difference does the resurrection make to Christians?	2b.8 (Kingdom of God) What kind of a king is Jesus?	What is the Buddhist way of life? BUDDHIST TEMPLE VISIT

* This unit will be moved depending on when Ramadan and Eid occur within the particular year.

Skills and Processes to be developed through RE

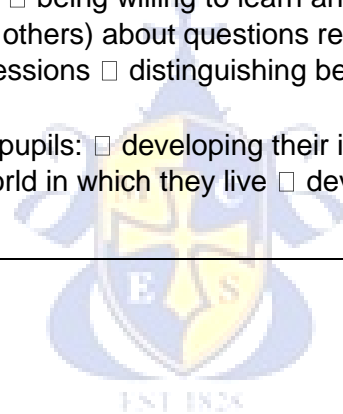
Progress in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

- Reflection – this includes: □ Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices □
- Empathy – this includes: □ Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others □ □ Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow □ Seeing the world through the eyes of others, and seeing issues from their point of view □
- Investigation – this includes: □ Asking relevant questions □ □ Knowing how to gather information from a variety of sources □ □ Knowing what may constitute evidence for justifying beliefs in religion □
- Interpretation – this includes: □ Drawing meaning from artefacts, works of art, music, poetry and symbolism □ □ Interpreting religious language □ □ Suggesting meanings of religious texts □
- Evaluation – this includes: □ Debating issues of religious significance with reference to evidence and argument □
- Analysis – this includes: □ Distinguishing between opinion and fact □ □ Distinguishing between the features of different religions and beliefs □
- Synthesis – this includes: □ Linking significant features of religion and belief together in a coherent pattern □ □ Connecting different aspects of life into a meaningful whole □
- Application – this includes: □ Making the association between religion / belief and individual, community, national and international life □
- Expression – this includes: □ Explaining concepts, rituals and practices □ □ Expressing views, and responding to questions of religion and belief through a variety of media □

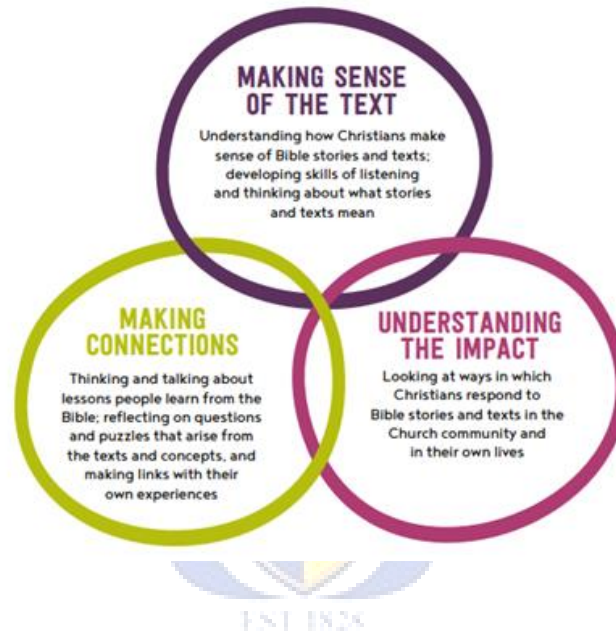
Attitudes for RE

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in RE: □ self-awareness □ respect for all □ open-mindedness □ appreciation and wonder

- Self-awareness in religious education includes pupils: □ feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule □ developing a realistic and positive sense of their own beliefs, morals and spiritual ideas □ recognising their own uniqueness as human beings and affirming their self-worth □ becoming increasingly sensitive to the impact of their ideas and behaviour on other people
- Respect for all in religious education includes pupils: □ developing skills of listening and a willingness to learn from others, even when others' views are different from their own □ being ready to value difference and diversity for the common good □ appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society □ being prepared to recognise and acknowledge their own bias □ being sensitive to the feelings and ideas of others
- Open-mindedness in religious education includes pupils: □ being willing to learn and gain new understanding □ engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about questions relating to beliefs, (whether religious or non-religious), morals and spiritual ideas □ being willing to go beyond surface impressions □ distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
- Appreciation and wonder in religious education includes pupils: □ developing their imagination and curiosity □ recognising that knowledge is bounded by mystery □ appreciating the sense of wonder at the world in which they live □ developing their capacity to respond to questions of meaning and purpose



Units are taught through a variety of methods but each involves three approaches. The units focussed on Christianity start with exploring what the Bible says, placing these ideas within the wider Bible story. Each unit addresses a concept – God, Creation and Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God - through some key questions. It looks at some important teachings found in key Bible texts, and then explores their impact for Christians. Pupils have the opportunity to learn from the ideas explored. Each unit incorporates the three elements below:



<p>Making sense of the text Exploring the context: Where does this fit in the 'big story'?</p> <p>Exploring interpretations: Pupils' views and a variety of Christian readings</p> <p>Exploring purposes: How do Christians use this text?</p> <p>Exploring significance: Why does this matter?</p> <p>Unveiling the concepts: How does this contribute to understanding key Christian ideas?</p> <p>Considering issues ... behind, within and in front of the texts</p>	<p>Understanding the impact How, then, do Christians live..?</p> <p>Examining ways in which Church living grows out of biblical teaching ... in their everyday living?</p> <p>Examining ways in which Christians apply the Bible day-to-day What impact do Christianity and Christians have in the world?</p> <p>Examining ways in which Christian belief and practice make a difference in the world How has this had an impact on how people see the world?</p> <p>Examining the influence of Christian thought on 21st-century thinking and living</p>	<p>Making connections Connecting texts, concepts and Christian living: Developing understanding of the bigger picture</p> <p>Connecting ideas studied and pupils' own ideas: Using ideas studied to reflect on matters of personal concern</p> <p>Personal and impersonal evaluation: Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking</p> <p>Examining implications for pupils' understanding of self, world and others: Discerning where there might or might not be value to be gained from ideas studied.</p>
---	--	---

Curriculum Overview: EYFS

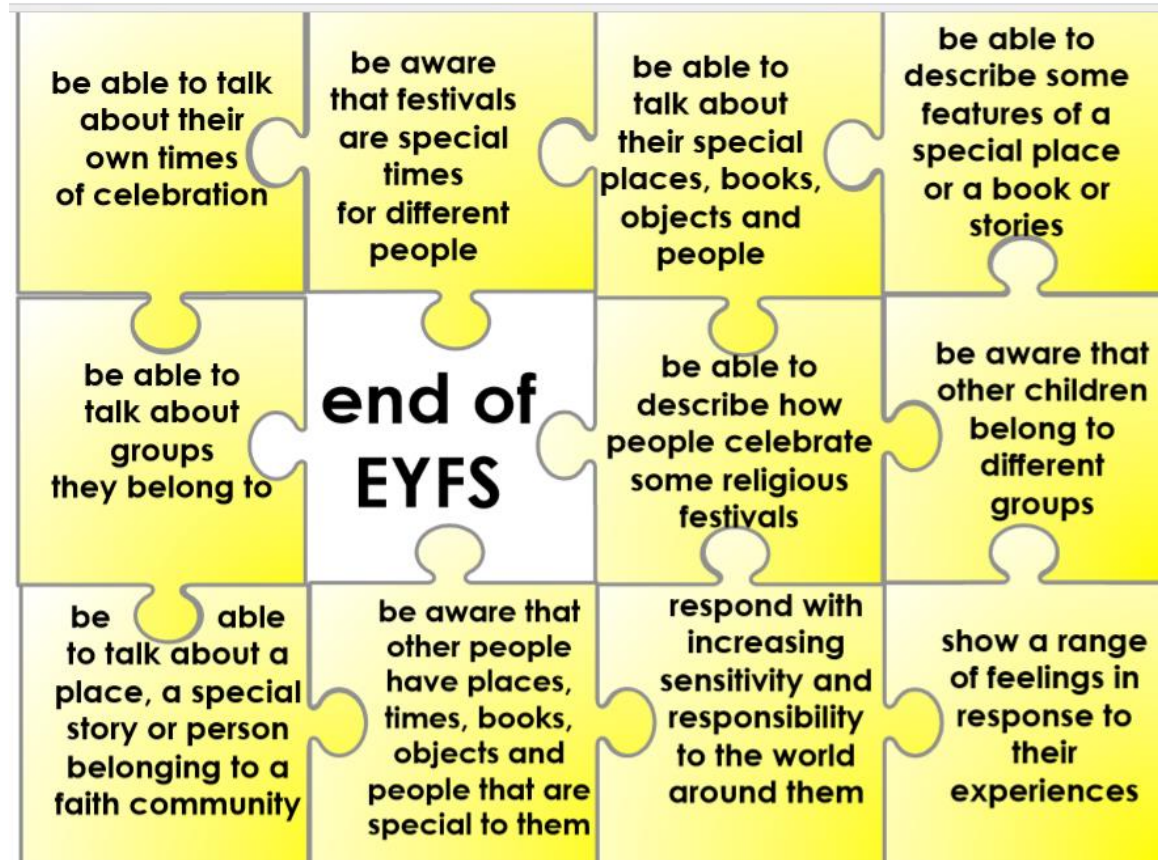
Personal Social and Emotional Development	Communication and Language	Understanding the World
<p>Building Relationships ELG Children at the expected level of development will: Work and play co-operatively and take turns with others. Form positive attachments and friendships. Show sensitivities to others' needs.</p>	<p>Listening, Attention and Understanding ELG Listen attentively and respond appropriately, when being read to and during whole class discussions, and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Speaking ELG Participate in small group, class and one-to-one discussions. Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems, where appropriate. Express their ideas and their feelings about their experiences using full sentences, including accurate use of past, present and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>	<p>People, Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences, and on what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps.</p>

EYFS Core Knowledge - Children should know that...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>	<p>Each person has a “birth-day” and this is celebrated on the day s/he was born</p> <p>Celebrations are joyful times a celebration is often a time to say “thank you”</p> <p>That Christians celebrate special festivals e.g. Harvest, Christmas, Easter</p> <p>That other religions have different festivals</p>	<p>Assembly is a time to be together the important part of assembly is an ‘act of worship’</p> <p>Assembly is a time to learn more about God, ourselves and each other</p> <p>Prayer is an important part of assembly</p> <p>Assembly can take place in different places</p>	<p>Christians remember Jesus’ last week at Easter</p> <p>Jesus’ name means ‘He Saves’.</p> <p>Christians believe Jesus came to show God’s love.</p> <p>Christians try to show love to others.</p>	<p>There are stories about people Jesus spent time with in the New Testament</p> <p>That Jesus being these people’s friend changed their lives</p> <p>Christians believe Jesus wants to be everyone’s friend</p> <p>Christians believe that Jesus still helps them when they ask Him today</p>	<p>Each person has a “birth-day” and this is celebrated on the day s/he was born</p> <p>Celebrations are joyful times a celebration is often a time to say “thank you”</p> <p>That Christians celebrate special festivals e.g. Harvest, Christmas, Easter</p> <p>That other religions have different festivals</p>
		<p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>Church is a special building for Christian worship, and for everyone the parish church is a special place to worship God</p> <p>Each church school is linked to a parish church</p> <p>Each church school is a part of that parish community</p> <p>That visitors from the church community contribute to our school</p>			<p>That friendship is an important part of life</p> <p>There are stories about friends of God in the Old Testament</p> <p>Christians believe God is a friend to all who ask him to be</p> <p>Christians believe that God still helps them when they ask him</p>

Skills Progression

By the end of EYFS children should have acquired the following skills in relation to RE. These skills should be displayed on the RE Working Wall and should be referred to during lessons as specific skills are taught and used.



RE – Statement of Entitlement and Birmingham Agreed Syllabus

From the Church of England RE Statement of Entitlement

Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

KS1 and KS2 RE at Moseley C of E Primary School

RE is taught through both the Understanding Christianity materials and units from the Surrey Agreed Syllabus. RE is divided into two distinct but complementary areas: knowledge and understanding and expressing ideas, beliefs and insights.

Pupils should know about and understand religion (and, where appropriate, non-religious worldviews), so that they can:

- describe, explain and analyse beliefs, teachings and practices, recognising the diversity which exists within and between religious and non-religious 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 (including the key texts, the teachings of key leaders, and key thinkers from different traditions and communities)
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

Pupils should express ideas and insights about the nature, significance and impact of religion and beliefs, 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 religion or belief

Curriculum Overview: KS1

In EYFS children have had opportunities to find out and learn about the world they live in. These experiences have included:

- Learning about themselves within the context of their school
- Learning about beliefs and cultures of others, including Christianity
- Visits to the church
- Encountering the celebration of different festivals
- Hearing stories from the Bible, and other cultural and religious traditions, as well as non-religious stories with morals that help them to related the things that different people believe.

During KS1 children develop their knowledge and understanding of the Christian faith, Judaism and Islam. Children will also develop important subject-specific and cross-curricular skills.

Throughout their learning in KS1 pupils should:

- Learn what Christians believe about God, the person of Jesus and the world around them, and be introduced to some things that Jews and Muslims believe
- Encounter and respond to a range of stories, artefacts and other religious materials, such as art and music
- Learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject-specific vocabulary
- Begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to
- Ask relevant questions and develop a sense of wonder about the world, using their imagination
- Ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

Progression through Core Christian Concepts (EYFS to KS1)

	By the end of EYFS pupils should know that:	By the end of KS1 pupils should know that:
God		<ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.
Creation and Fall	<ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> • Christians believe that: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.
Incarnation	<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming
Gospel		<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way
Salvation	<ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and

KS1 Core Knowledge - Children should know that...

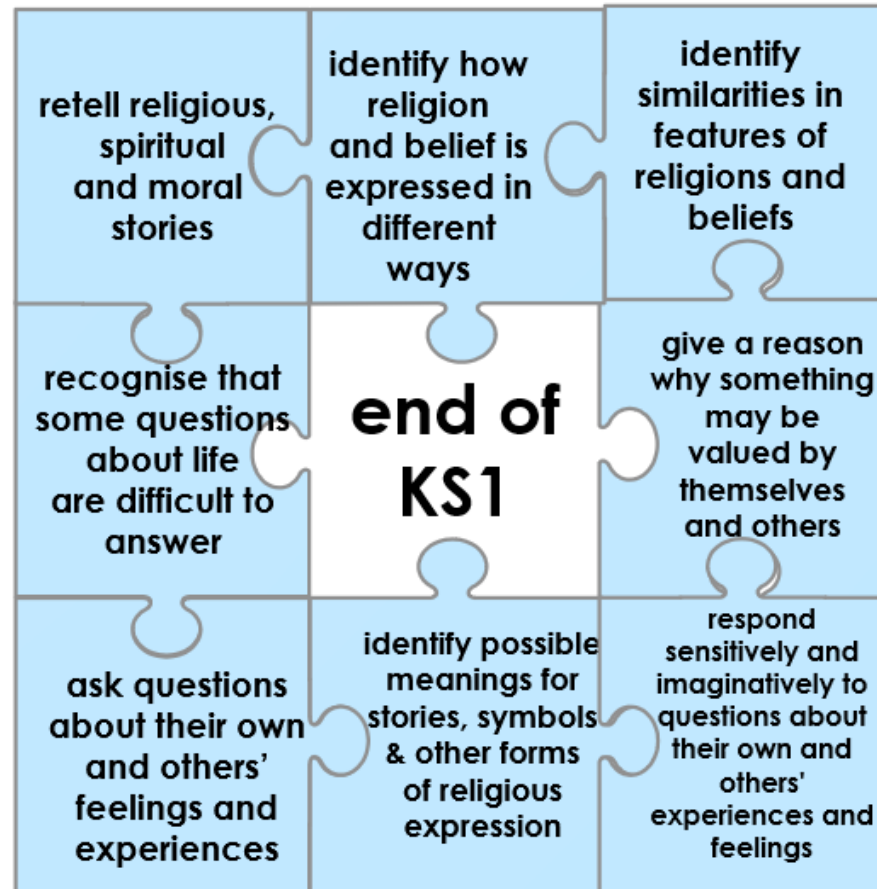
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Christians believe that:</p> <p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God..</p>	<p>To consider why the world is a place of wonder</p> <p>Christians, Jews and Muslims all believe that there is one God who created the world and cares for all people</p> <p>The Bible, the Torah and the Qur'an all contain stories about creation</p> <p>That non-religious people believe different things about how the world came to be</p> <p>To evaluate how people have spoiled the natural world</p> <p>That many religious & non-religious people show concern about waste, greed and environmental issues</p>	<p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</p> <p>Christians worship God and try to live in ways that please him.</p>	<p>That Christians call Jesus the 'Son of God'</p> <p>That Christians believe that Jesus is both human and divine (God)</p> <p>About the main events in Jesus' life</p> <p>That Jesus performed miracles, including healings e.g. water into wine; feeding the 5000; calming the storm; Bartimaeus; the paralysed man; the sick girl; the ten lepers</p> <p>That many people followed Jesus, and still do now</p> <p>Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>That Muslims believe in one God, Allah</p> <p>That Allah is the Arabic name for God the Creator and has ninety-nine beautiful names that reflect aspects of his character</p> <p>That Muslims believe that:</p> <p>any thought or action can be a prayer</p> <p>they should be ritually clean** before they pray and can pray anywhere as long as it is clean</p> <p>they should face Makkah when they pray</p> <p>different physical positions in prayer help them focus on Allah</p>	<p>That Muslims believe in one God, Allah</p> <p>That Allah: is the Arabic name for God the Creator has ninety-nine beautiful names that reflect aspects of his character</p> <p>That Muhammad (pbuh*): is a prophet and the last messenger of Allah in Islam</p> <p>That the Qur'an: is the special book for Muslims and is written in Arabic contains the holy words of Allah to Muhammad</p>

<p>Year 2</p>	<p>That Sunday is the special holy day for Christians</p> <p>That Christians show God is important to them through worship</p> <p>About what happens in a church service on Sundays and how elements are connected with worship of God</p> <p>There are other acts of worship ('services') held in church e.g. <i>christenings / baptisms; weddings; funerals etc.</i></p> <p>That the church is an important building for the local community as well as the people who worship there</p>	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>What it means to treat something with respect</p> <p>The Torah is the Jewish holy book and contains rules for Jews to live by</p> <p>The Torah is in the form of a scroll and is written in Hebrew</p> <p>The Torah can also be found in the Old Testament section of the Bible</p> <p>The synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept</p> <p>Light is a symbol for God's presence in the synagogue</p>	<p>That families celebrate special times in many different ways</p> <p>That Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God</p> <p>Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end</p> <p>Shabbat is a time of rest and recalls how God rested on the seventh day after creation</p>
--------------------------	--	--	---	---	--	---

181 1828

Skills Progression

By the end of KS1 children should have acquired the following skills in relation to RE. These skills should be displayed on the RE Working Wall and should be referred to during lessons as specific skills are taught and used.



Curriculum Overview: KS2


- In KS1 children will have explored aspects of Christianity and been introduced to Judaism and Islam, through encountering and responding to a range of stories, artefacts and religious materials, such as art and music, and through meeting people from different faith communities through visits to the Church, Jewish Temple and Mosque.

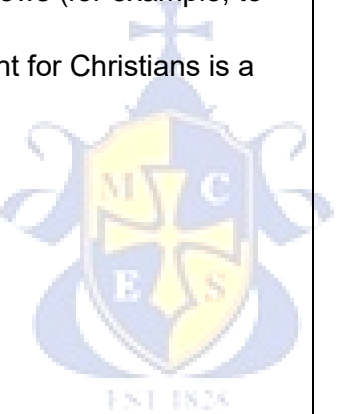
During KS2 children should extend their knowledge of Christianity, Judaism and Islam, and be introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally (including within their own school), nationally and globally. They will also consider moral, ethical and philosophical issues, and also encounter non-religious belief systems. During KS2 children will further develop important subject-specific and cross-curricular skills. Pupils should be encouraged to make links between different aspects to their learning in RE, utilising higher level thinking skills and creating opportunities for greater progress and challenge in RE.


Throughout their learning in KS2 children should:

- Express their own ideas in response to the materials they engage with, selecting examples and giving reasons to support their ideas and views
- Make connections between different aspects of religion and belief and consider the different forms of expression
- Consider the beliefs, teaching, practices and ways of life central to religion, and belief
- Be introduced to an extended range of sacred texts and other sources and consider their meanings
- Recognise diversity, learning about similarities and differences both within and between religions and beliefs, and the importance of dialogue between them
- Extend the range and use of subject-specific vocabulary
- Recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- Communicate their ideas, recognising other people's viewpoints
- Consider their own beliefs and values and those of others in light of their learning in religious education

Progression through Core Christian Concepts (KS1 to Lower KS2)

	By the end of KS1 pupils should know that:	By the end of Lower KS2 pupils should know that:
God	<ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Christians worship God and try to live in ways that please him. 	<ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
Creation and Fall	<ul style="list-style-type: none"> Christians believe that: God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]

People of God		<ul style="list-style-type: none"> • 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. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises.
Incarnation	<ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming 	<ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
Gospel	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

<p>Salvation</p>	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and 	<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today.
<p>Kingdom of God</p>		<ul style="list-style-type: none"> • Christians remember and celebrate Jesus' last • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church.

Lower KS2 Core Knowledge - Children should know that...

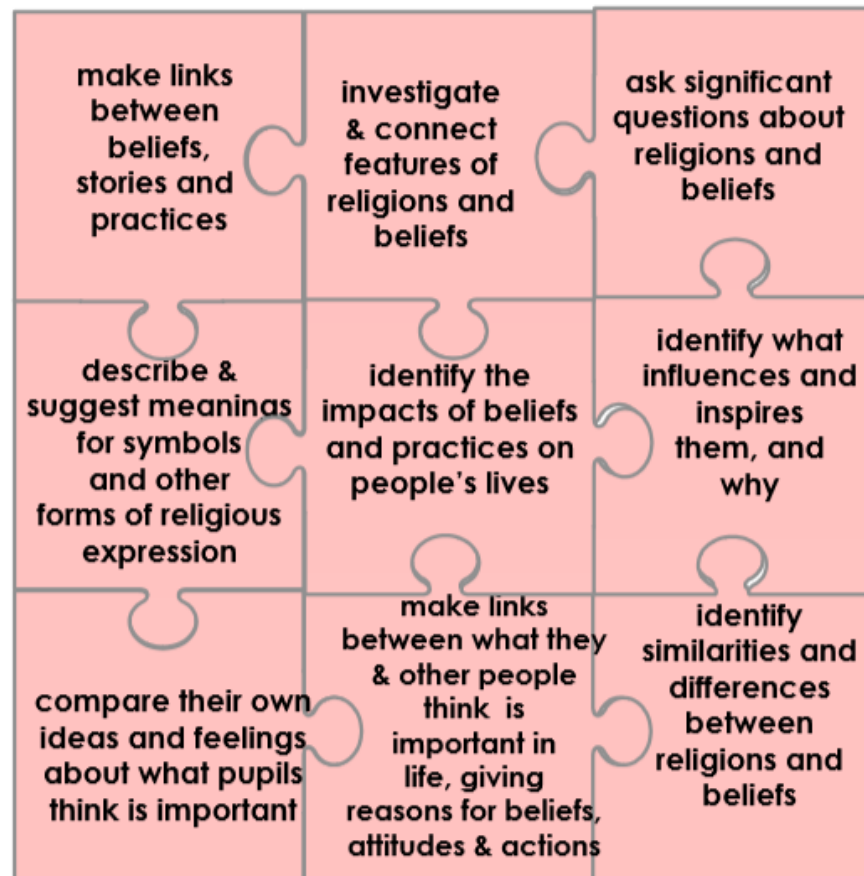
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> <p>[Building block from EYFS: Christians believe God made our wonderful world and</p>	<p>The 'Arts' can be used to express beliefs, deep feelings and emotions.</p> <p>Different religions and people with non-religious beliefs express themselves through the arts in different ways</p> <p>Some ideas and beliefs are easier to express through the arts</p> <p>Art forms used by people to express ideas and beliefs include music, art, poetry, dance and drama</p> <p>Symbols are used to convey deep meanings without words</p>	<p>The meaning behind the key features, artefacts & symbols found in a synagogue</p> <p>About the significance of the synagogue for Jews in terms of being a place for worship, learning and community</p> <p>That Jews believe the Torah is law, teaching and guidance</p> <p>How its significance is reflected in the location & treatment of the scrolls</p> <p>That the teachings contained within the Torah include the <i>shema</i>, and form the core beliefs of Judaism</p>	<p>That communion is linked to the Passover meal</p> <p>About the story of the Last Supper and what Jesus said to the disciples</p> <p>That the symbols of communion are a way of remembering Jesus and the new agreement of love and forgiveness</p> <p>That by sharing communion as a group Christians are showing unity</p> <p>To reflect on the meaning of some actions and words involved</p>	<p>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>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes and</p>

	<p>so we should look after it.]</p>	<p>That Christians believe:</p> <p>The story of Jesus' birth is central to the celebration of Christmas</p> <p>Christmas has become over-commercialised, which detracts from its true meaning</p> <p>God values human beings above anything else, which is why Jesus came to earth</p> <p>That Jesus came to change peoples' lives</p> <p>The 'gift' of Jesus is not just for Christmas, but for ever</p>	<p>that the <i>shema</i> is both a prayer and a statement of belief</p> <p>That Jews mark stages in life through special ceremonies such as Bar / Bat Mitzvah and weddings</p> <p>That <u>Pesach</u> (Passover) recalls the events of the Exodus and is celebrated each year with the Seder meal</p> <p>That <u>Sukkot</u> is a Jewish harvest festival and recalls G_d's provision in the desert</p> <p>That <u>Rosh Hashanah</u> celebrates Jewish New Year</p> <p>That <u>Yom Kippur</u> (Day of Atonement) is a time for repentance and forgiveness</p>	<p>About the story of Jesus in the desert and its significance at Lent for Christians</p> <p>That Lent is a time of preparation for Christians</p> <p>That Christians mark Lent in different ways</p> <p>That Ash Wednesday is a time for Christians to seek God's forgiveness</p> <p>About the significance of the symbols and rituals used during Lent</p>		<p>metaphors, in song, story, poems and art.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>
--	-------------------------------------	---	---	--	--	--

<p>Year 4</p>	<p>That Guru Nanak Ji* was the founder of Sikhism & that he is not worshipped as a god</p> <p>That 'guru' means 'teacher' and that there are ten gurus of Sikhism</p> <p>Sikhs believe that God is one (il Onkar) and present in all living things (Naam)</p> <p>That equality is very important in Sikh society</p> <p>That Sikhs have special symbols which reflect Sikh identity, including the Five Ks</p> <p>That the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider the content to be holy, not just the book</p> <p>That Sikhs worship at home and at the Gurdwara that the three main duties of a Sikh are to 'Pray, Work and Give'</p>	<p>Why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus</p> <p>That artists use symbolism to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus</p> <p>That the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians</p>	<p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Jesus shows love and forgiveness to unlikely people.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>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>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last</p>	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p>	<p>That Christianity is a worldwide religion</p> <p>That in some countries, Christians are forbidden to gather for public worship</p> <p>That the cross is an important symbol for all Christians</p> <p>That Christian festivals are celebrated across the world, but may have different cultural traditions</p> <p>That Christian worship, through art, music ritual and festival, varies throughout the world</p> <p>That all Christians have a set of core beliefs that are expressed within a cultural context</p>
---------------------------------	---	---	--	--	---	---

Skills Progression

By the end of Lower KS2 children should have acquired the following skills in relation to RE. These skills should be displayed on the RE Working Wall and should be referred to during lessons as specific skills are taught and used.



Progression through Core Christian Concepts (Lower KS2 to Upper KS2)

		By the end of Upper KS2 pupils should know that:
God	<ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
Creation and Fall	<ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] 	<ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
People of God	<ul style="list-style-type: none"> • 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. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. 	<ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving

		others, caring for them, bringing health, food, justice, and telling the story of Jesus.
Incarnation	<ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation).
Gospel	<ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> • The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, na
Salvation	<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last 	<ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

<p>Kingdom of God</p>	<ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. 	<ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
------------------------------	--	--



Upper KS2 Core Knowledge - Children should know that...

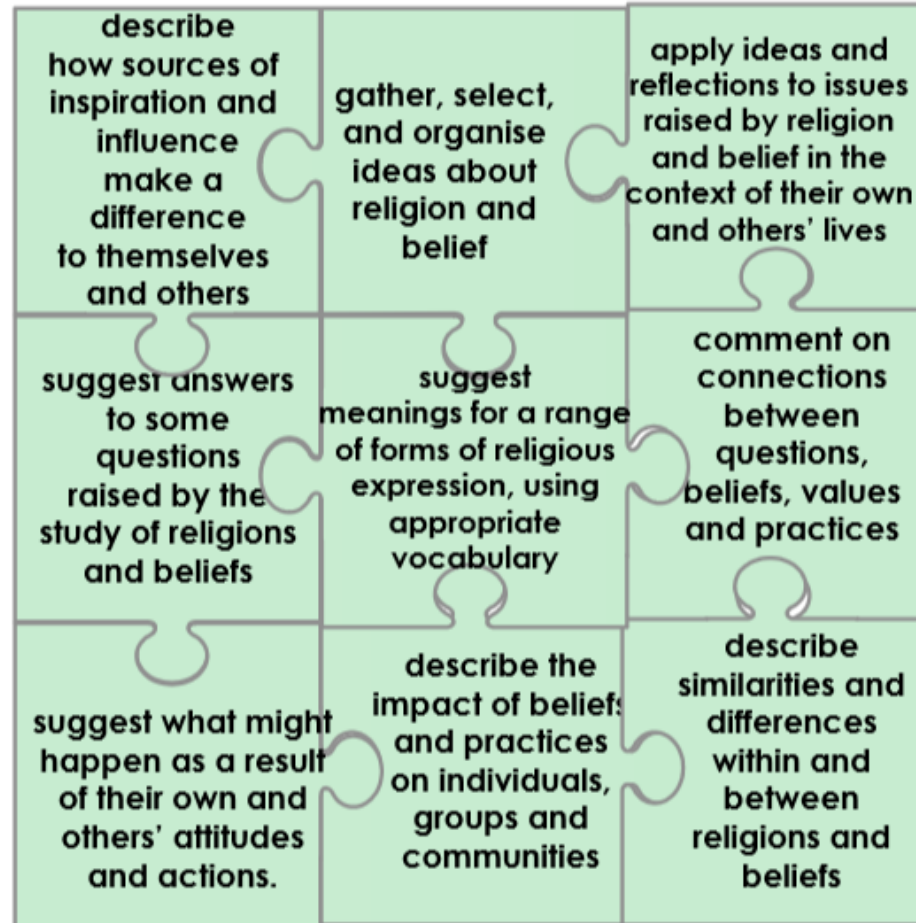
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p>	<p>The Old Testament pieces together the story of the People of God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p>	<p>The meaning behind the key features, artefacts & symbols found in a mosque</p> <p>That the mosque is a place of worship and learning and is led by an Imam</p> <p>That in prayer, Muslims submit to the will of Allah</p> <p>That Muslims believe:</p> <p>there is no God but God (Allah) and that he is without equal</p> <p>that God is One (Tawhid)</p>	<p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin,</p>	<p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>Christians believe that they should bring this good news to life</p>	<p>About the pillars (or duties) of Islam:</p> <p>Shahadah 'There is no God but Allah and Muhammad is his messenger'</p> <p>Prayer (Salah and ritual cleanliness**)</p> <p>Fasting (Sawm) – Ramadan</p> <p>Almsgiving (Zakah)</p> <p>Pilgrimage (Hajj)</p> <p>About celebrations:</p> <p>Id-ul-Fitr – this marks the end of Ramadan</p> <p>Id-ul-Adha – celebrates the end of Hajj</p> <p>How the pillars of Islam affect the way Muslims live their lives</p>

	<p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>		<p>the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic</p> <p>the Qur'an should be read in the original Arabic</p>	<p>death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</p>	<p>in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, na</p>	
	<p>About the different ways in which light is used as a sign at Christmas</p> <p>That Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy 'A light for all people of the world' (Isaiah 42 v5-6)</p> <p>About the significance of Jesus as the 'Light of the World' (John 8 v 12)</p> <p>That light is also used in other religions but in specific ways to convey diverse meanings</p>	<p>that reading the Qur'an in Arabic is an act of worship as well as a source of guidance</p>	<p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to di</p>			

<p>Year 6</p>	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (See Salvation).</p>	<p>Hinduism (Sanatan dharma) is a religious tradition that has many cultural expressions and is a way of life</p> <p>About the festivals that punctuate the year and the meanings behind them about the events that mark important times in the life of a Hindu e.g. sacred thread ceremony, marriage and death</p> <p>About the main features of family and home life e.g. diet, worship at home, music and dance</p> <p>Hindus believe that there are spiritual consequences for their actions (karma)</p>	<p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>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>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>About the story of how Prince Siddhattha became Buddha</p> <p>That 'Buddha' means 'awakened' or 'enlightened one'</p> <p>That there is no supreme deity in Buddhism</p> <p>That Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating</p> <p>That there are Four Noble Truths in Buddhism</p> <p>That Buddhists follow the teachings of the Eightfold Path</p> <p>That there are artefacts that help Buddhists to meditate</p> <p>That worship and meditation are different</p>
----------------------	--	---	---	---	---	---

Skills Progression

By the end of Upper KS2 children should have acquired the following skills in relation to RE. These skills should be displayed on the RE Working Wall and should be referred to during lessons as specific skills are taught and used.



RE

Subject Specific Vocabulary Children should be explicitly taught to confidently understand and use

		Autumn	Spring	Summer
EYFS	Reception	Birthday Gift, present Celebration Decoration Thank you Feeling words e.g. happy, excited Wedding Christmas, Easter, Harvest Divali, Ramadan, Eid Chinese New Year Jewish Sukkot, Hanukkah God Bible Creation Church Worship Pray Harvest Christian Lord's Prayer Thanks	Assembly God Pray, prayer Amen Church Worship Jesus church Service Names and roles of visitors from church Festival names parish The name of your parish church Easter Palm Sunday King Save Rescue Palm Good Friday Easter Saturday	God Friend Old Testament Bible Names of God's friends in the stories Jesus, God's son Friend New Testament Names of people Jesus spent time with in the stories Help Care Changed lives

		Baptism Charity Christmas Nativity Special Celebrate Thanksgiving Welcome Precious Advent	Easter Sunday Commandment Risen Hero Samaritan Gospel Hosanna	
Key Stage 1	Year 1	creator creation wonder Bible Torah Qur'an Psalm responsibility environment humanist / humanism non-religious people Jewish Universe Relationship Unique Bethlehem Good News Gospels Gratitude Church Crib Incarnate	Bethlehem Nazareth Jerusalem disciple miracle human unique baptism/ baptised healing Son of God incarnation divine Incarnation Holy Week Worship Festival Symbol Cross Crucifix Suffering Forgiveness	Allah Character / qualities Beautiful names respect worship Muslims Islam Arabic Qur'an Muslims Islam messenger holy Arabic peace respect submission Prophet Allah madrassah

Year 2

Church
Spire
Church 'vocabulary': e.g. steeple;
tower; lectern; pulpit; banner; font;
stained glass; altar; communion
table; pew; organ; bell Christian
vicar / priest
Bible
worship
'worship' words: e.g. singing;
praying; reading etc.

Good News
Friendship
Forgiveness
Peace
Instructions
Community
Sharing
Thankful

respect
holy
Torah
scroll
value / valuable
precious
synagogue
ark
Kippah
tallit
everlasting light
Yad
Simchat
Torah
rest
weekend
family time
Shabbat
Shalom
Challah
work
Havdalah
Kippah
Creation
Spices

Lower Key Stage 2

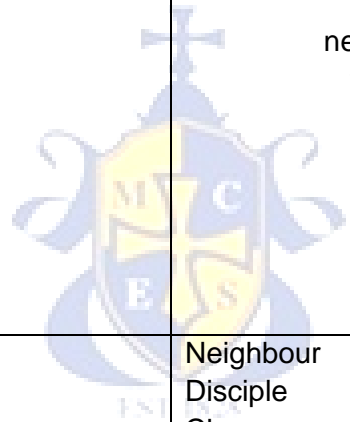
Year 3

calligraphy
 symbol
 geometric design
 Ramayana
 icon
 iconography
 expression
 gold
 frankincense
 myrrh
 priest
 commercialisation
 mission
 salvation
 value
 worth
 timeline
 responsible
 design
 Garden of Eden
 Temptation
 Human nature
 Forgiveness
 Punishment
 Sin
 commandments



menorah
 Torah
 rimonim
 breastplate
 reform / orthodox mezuzah shema
 tallit
 ark
 bimah
 Ner Tamid (everlasting light)
 Tenakh
 Ketuvim
 Nevi'im
 Bet HaTefillah
 Bet HaMidrash
 Bet HaKneset
 menorah
 Torah
 rimonim
 breastplate
 reform / orthodox mezuzah
 shema
 tallit
 ark
 bimah
 Ner Tamid (everlasting light)
 Tenakh
 Ketuvim
 Nevi'im
 Bet HaTefillah
 Bet HaMidrash
 Bet HaKneset
 bread
 reminding

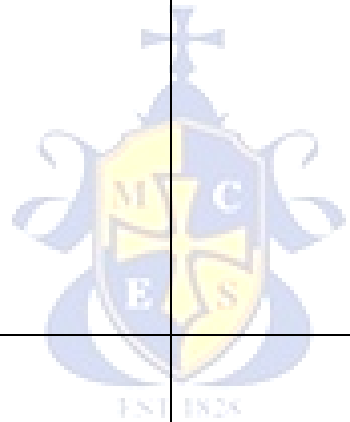
Promises
 Agreement
 Covenant
 Vows
 Faith
 trust



			sharing remembering wine symbol sacrifice atonement unity love service communion sacrament prayer new agreement forgiveness Passover	
<p style="text-align: center; color: yellow; font-weight: bold;">Year 4</p>		Sikhism Guru Guru Nanak Ji Guru Granth Sahib Ji Il Onkar (oneness of God) Naam Equality Gurdwara Khanda Langar Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers)	Neighbour Disciple Clergy Teachings Parable Hidden meaning Love Hypocrisy Social justice Creation Fall Maundy Thursday Last Supper	Culture / Context Denomination Worldwide Festival Ritual Symbol Represent Cross / crucifix Persecution Communion Pentecost Holy Spirit Kingdom

		Khalsa (Sikh community) Vaisakhi (birthday of the khalsa) Amrit annunciation innocents massacre nativity symbolism belief icons halo salvation incarnation incarnate	Holy Communion Passover Death Crucifixion Resurrection Ritual Betrayal trust	Anxieties Worries Bereaved King Comforter Fruits of the Spirit Virtues Parish Fellowship Narrative Letter (as text) Inaugurated Invisible Body of Christ Father Son
Upper Key Stage 2	Year 5	Christingle Symbolism Sign Festival of light Light of the world Isaiah Guiding light Simeon Omnipotent Eternal Omniscient Holy Loving Forgiving Sin Grace	Prophecy adhan muezzin mihrab ka'bah minbar Minaret rak'ah salah wudu submission surrender calligraphy Arabic Tawhid Jumm'ah Pesach Sacrifice	Qur'an Muslims The Five Pillars (or duties) of Islam Shahadah (There is no God but Allah and Prayer (Salah and wudu) Almsgiving (Zakah) Pilgrimage (Hajj) Id-ul-Fitr Id-ul-Adha Aqueqah Muhammad is his messenger) Fasting (Sawm) –Ramadan National Global Sermon

		<p>Injustice Confessional Reconciliation Holiness Psalms Freedom Justice Theological Exodus Slavery Obedience Salvation Commandments Covenant Christian Church Injustice Mission nomads</p>	<p>Eucharist Mass Victory Restoration Epitaph memorial</p>	<p>Commandments Miracle Transformation Sacrament discipleship</p>
	<p>Year 6</p>	<p>Contemporary Scientific Controversy Conflict Wonder Majesty Power Interpretations Cosmology Evolution Messiah Prophecy Trinity</p>	<p>Rangoli Diva Holi karma Rakhi Raksha Bandhan Diwali (Diwali) Rite of passage (samskara)</p>	<p>Siddhartha Gautama Buddha enlightenment meditation shrine Nirvana Four Noble Truths Eightfold Path Wheel of life Rebirth unjust</p>



		Incarnation Saviour Anointed Transformation Transfiguration revolution		
--	--	---	--	--

