

	Progression in R.E. Key questions and coverage of religions in each year group.						
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Discovery: What makes people special? (Judaism/Christianity)	Understanding Christianity: Creation Who made the world?	Discovery: Christianity Is it possible to be kind to everyone all of the time? (Christianity)	Understanding Christianity: Creation What do Christians learn from the Creation Story?	Discovery: Judaism How special is the relationship Jews have with God?	Understanding Christianity: People of God What does it mean if God is Holy and Loving?	Understanding Christianity: Creation Science: Conflicting or complimentary?
Autumn 2	Understanding Christianity: Incarnation Why do Christians perform Nativity Plays?	Understanding Christianity: Incarnation Why does Christmas matter to Christians?	Understanding Christianity: Gospel What is the good news that Jesus brings?	Discovery: Hinduism Would celebrating Diwali help Hindus feel like they belong?	Understanding Christianity: Gospel What kind of world did Jesus want?	Understanding Christianity: Incarnation Was Jesus the Messiah?	Understanding Christianity: Kingdom of God What kind of king is Jesus?
Spring 1	Discovery: How do people celebrate? (Islam/Judaism)	Understanding Christianity: People of God What do Christians believe God is like?	Discovery: Islam Does praying at regular intervals help a Muslim?	Understanding Christianity: Incarnation What is Trinity?	Discovery: Judaism How important is it for Jewish people to do what God asks them to do?	Discovery: Hinduism What is the best way for a Hindu to show commitment to God?	Discovery: Islam What is the best way for a Muslim to show commitment to God?
Spring 2	Understanding Christianity: Salvation Why do Christians put a cross in the Easter garden?	Discovery: Christianity Was it always easy for Jesus to show friendship?	Understanding Christianity: Salvation Why does Easter matter to Christians?	Understanding Christianity: People of God What is it like to follow God?	Understanding Christianity: Salvation Why do Christians call the day Jesus died 'Good Friday'?	Understanding Christianity: Salvation What did Jesus do to save human beings?	Understanding Christianity: Salvation What difference does the resurrection make to Christians?
Summer 1	Discovery: What can we learn from stories?	Discovery: Judaism Is Shabbat important to Jewish children?	Discovery: Islam Does going to the mosque give a Muslim a sense of belonging?	Discovery: Hinduism How can Brahman be everywhere and in everything?	Discovery: Judaism What is the best way for a Jew to show commitment to God?	Discovery: Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Discovery: Islam Does belief in Akhirah (life after death) help Muslims lead good lives?
Summer 2	Discovery: Christianity, Judaism, Islam. What makes places special?	Discovery: Judaism Does celebrating Chanukah make Jewish children feel close to God?	Discovery: Islam Does completing the Hajj make a person a better Muslim?	Discovery: Hinduism Would visiting the River Ganges feel special to a non-Hindu?	Christianity: Kingdom of God When Jesus left what was the impact of the Pentecost?	Understanding Christianity: Kingdom of God What kind of King is Jesus?	Understanding Christianity: People of God How can following God bring Freedom and Justice?

RE Progression of Skills Document

	AT1 Learning about religion and belief			AT2 Learning from religion and belief		
	Beliefs, teachings and sources.	Practises and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
R	Listen to and talk about religious stories.	Get to know and begin to use religious vocabulary.	Begin to explore religious art and symbols.	Talk about their own experiences and share ideas.	Develop a sense of wonder about the world around them.	Talk about things that are special to them.
1	Remember a religious story and talk about it.	Use the correct names for things that are special Christians and Jews	Recognise religious art, symbols and words and talk about them.	Talk about things that happen in their own lives.	Talk about things that are interesting or puzzling.	Talk about things that are important to them and to others.
2	Retell a Christian or Muslim story and say some things that people believe. Talk about some of the things that are the same and different for religious people.	Say what some religious symbols mean and explain the meaning of religious art and music.	Ask questions about what happens to others. Show respect for their feelings.	Talk about some of the things in stories that make people ask questions.	Talk about what is important	to them and to others with respect for their feelings.
3	Describe what a believer might learn from a religious story.	Describe some of the things that are the same and some things that are different between religions.	Use religious vocabulary to describe the ways in which people show their beliefs e.g. trinity, pilgrimage, Diwali.	Raise and answer questions about life and religious ideas. Compare own ideas with those of others.	Link things that are of personal importance with the way other people think and behave.	Make links between stories and teachings within religious texts and their impact on life in the world today.

4	Make links between the beliefs of different religious groups and show how they are connected to believers' lives.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Explain the religious ideas and beliefs of others in a range of ways. Suggest what these beliefs may mean.	Ask questions about who we are and where we belong. Suggest answers which refer to people who have influenced and inspired others.	Ask questions about the meaning and purpose of life and suggest a range of answers which might be given by members of different religions.	Ask questions about the decisions they and others make. Suggest what might happen because of different decisions including those made with reference to religious beliefs and values.
5	Suggest reasons for the similar and different views people hold. Explain how religious sources are used to provide answers to important questions about life and morality.	Describe why people belong to religions. Explain the similarities and differences within and between religions. Think about how such differences impact on individuals and communities.	Correctly use a wide religious vocabulary when discussing moral and spiritual questions.	Express their own views and those of others about a range of spiritual and moral questions such as who we are and where we belong. Explain some of the challenges of belonging to a religion and what influences and inspires them.	Ask questions about the meaning and purpose of life and suggest answers which relate to their own and others' lives.	Ask questions about things that are important to them and other people and suggest answers which relate to their own and others' lives.
6	Say what religions teach about some of the big questions in life, using different sources and arguments to explain the	Say what different practices and ways of life followers of religions have developed	Use the correct religious and philosophical vocabulary in explaining the ways	Consider the challenges of belonging to a religion today. Refer to their own	Use examples and reasoning to express their own and others views about the meaning	Ask questions about things that are important themselves and others' . Suggest

	reasons for diversity within and between them.	explaining how beliefs have had different effects on individuals, communities and societies.	believers express themselves.	and others' views about human nature and society. Give reasons for their opinions.	and purpose of life.	answers that relate to their own and other's lives and religious teachings.
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EYFS

Subject knowledge and key progression in learning.

<p>Religion: Christianity/Judaism</p> <p>Enquiry Question: What makes people special?</p> <p>I know that:</p> <p>We are all special in different ways.</p> <p>We can help our family and friends.</p> <p>Jesus wanted Christians to help everyone (not just their friends).</p> <p>I can talk about when it is easy or hard to follow rules in my classroom.</p>	<p>Religion: Christianity</p> <p>Key concept: Incarnation</p> <p>Enquiry Question: Why do Christians perform nativity plays?</p> <p>I know Jesus' birthday is celebrated at Christmas.</p> <p>I talk about a main event in the Christmas Story e.g. Mary and Joseph travelled to Bethlehem on a donkey, Jesus was born in a stable, the three kings visited with gifts.</p> <p>I know that the story is important to Christians.</p>	<p>Religion: Christianity/Islam</p> <p>Enquiry Question: How do people celebrate?</p> <p>I can make a New Year's resolution.</p> <p>I can talk about Chinese New year.</p> <p>I can say how it feels to win or lose.</p> <p>I can talk about special parties I have been to.</p> <p>I know that some people celebrate the start of Spring.</p>
<p>Religion: Christianity</p> <p>Key concept: Salvation</p> <p>Enquiry Question: Why do Christians put a cross in the Easter garden?</p> <p>I can talk about Jesus' last days on earth.</p> <p>I know Jesus died at Easter.</p> <p>I know that Palm crosses are given out in church on Palm Sunday.</p>	<p>Religion:</p> <p>Enquiry Question: What can we learn from stories?</p> <p>I know people believe in different things.</p> <p>I can talk about what the hare and tortoise learned from the story.</p> <p>I can talk about the story of the Crocodile and the Priest. I know that Sikhs believe they should be the best they can be.</p> <p>I know that Muslims believe they should praise Allah for the beautiful world he created.</p> <p>I can talk about sharing and how it makes me feel when others are greedy.</p> <p>I can talk about what makes a good friend and give an example of how I can be a good friend e.g. sharing, kind hands, kind words, saying sorry.</p>	<p>Religion: Christianity, Islam, Judaism</p> <p>Enquiry Question: What makes a special place?</p> <p>I can say a special events that happen in a church e.g. weddings, christenings, Nativity Service.</p> <p>I can talk about what it might feel like to pray in a mosque for a Muslim.</p>

KS1

Year 1

Subject knowledge and key progression in learning.

Religion: Christianity

Key concept: **Creation**

Enquiry Question: **Who made the world?**

By the end of the unit, children will know

- that 'Creation' is the beginning of the 'big story' of the Bible. It can be found at the start of the bible in the Old Testament. (Genesis)
- Know that Christians believe God created the world.
- Retell the story of creation from Genesis 1:1-2.3 simply.
- Give at least one example of what Christians do to say thank you to God for the Creation e.g. saying thanks at harvest, sharing food at harvest.
- Know that Christians' believe humans should care for the world because it belongs to God.

Religion: Christianity

Key concept: **Incarnation**

Enquiry Question: **Why does Christmas matter to Christians?**

By the end of the unit, children will know that

- Incarnation means God on earth.
- Jesus birth is at the start of the New Testament.
- Christians believe that Jesus is God's son and that he was born as a baby in Bethlehem.
- He was the saviour. (messiah)
- Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.
- They can retell the events of the story of Jesus' birth e.g. Gabriel visiting Mary, journey from Nazareth to Bethlehem Jesus being born and placed in a manger, Angels appearing to shepherds and Shepherds visiting the baby
- The Bible points out that Jesus' 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).
- The stories of Jesus' life come from the Gospels.

Religion: Christianity/Islam

Key concept: **God**

Enquiry Question: **What do Christians believe God is like?**

By the end of the unit, children will know

- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Know that Christians worship God and try to live in ways that please him.
- Know that Jesus told stories to teach Christians how to live a good life. The stories are in the New Testament.
- Know that God is forgiving e.g. like the father in the parable story of the Lost son.
- Give an example of a way in which Christians today are forgiving e.g. by saying sorry; giving others a second chance.
- Give an example of how they can be forgiving or have forgiven someone in their life.

	<ul style="list-style-type: none"> Decide what they personally have to be thankful for at Christmas time. 	
<p>Religion: Christianity</p> <p>Enquiry Question: Was it always easy for Jesus to show friendship?</p> <p>By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> Know that the bible tells us that Jesus wanted Christians to be a good friend to others. remember a story about Jesus showing friendship e.g Story of Zacchaeus, the tax collector (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular, the Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time. Or Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home. Say why it might have been hard for Jesus to show friendship in the story. talk about their own friends and why they like them. talk about times when they have been a good friend. say when it is easy or hard for them to show friendship. 	<p>Religion: Judaism</p> <p>Enquiry Question: Is Shabbat important to Jewish children?</p> <p>By the end of the unit, children will know that:</p> <ul style="list-style-type: none"> The Jewish Holy book is called the Torah. In the Torah it says that God made the world in six days and rested on the seventh. Saturday is the seventh day of the Jewish week. The seventh day is called shabbat. Shabbat means day of rest. No work is done from Friday night to Saturday night. Shabbat is celebrated both in the home and the synagogue The start of Shabbat is marked with a special meal and ceremony in the home. When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God. 	<p>Religion: Judaism</p> <p>Enquiry Question: Does celebrating Chanukah make Jewish children feel close to God?</p> <p>By the end of the unit, children will know that:</p> <ul style="list-style-type: none"> Rosh Hashanah means remembering the anniversary of the creation the birthday of the world. Rosh Hashanah is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God <p><u>Yom Kippur</u></p> <ul style="list-style-type: none"> Yom Kippur follows 10 days after Rosh Hashanah. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins Yom Kippur is the holiest day of the year. It is when God assesses a person's behaviour over the last year and this is sealed in the Book of Life.

Year 2

Subject knowledge and key progression in learning.

Religion: Christianity

Enquiry Question: **Is it possible to be kind to everyone all of the time?**

By the end of the unit, children will know that:

- 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 try to follow God's examples and be kind to people.
- **Parables are stories that Jesus told with a message.**
- **Parables are in the New testament.**
- **Christians believe that God wants them to be kind to everyone** e.g. the friendless, poor and sick. **He teaches Christians this through the parables e.g. the Paralysed man and The Good Samaritan.**
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

Religion: Christianity

Key concept: **Gospel**

Enquiry Question: **What is the good news that Jesus brings?**

By the end of the unit, children will know that:

- **Christians believe that Jesus brings them good news (Gospel). God loves them and he will forgive them when they go wrong.**
- Christians believe that by forgiving they will find peace in their own lives, with others, and with God.
- **Jesus special friends were called disciples.**
- They will recall the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) and that Jesus chose him as one of his disciples even though he was unpopular.
- **Christians pray to God for many reasons e.g. to say sorry, to ask for things and to say thank you.**

Religion: **Islam**

Enquiry Question: **Does praying at regular intervals help a Muslim?**

By the end of the unit, pupils will know that:

- **Prayer is important to Muslims.**
- **Muslims often pray 5 times a day** from early morning to last thing at night. Prayer is saying thanks to God. Muslims want to thank God for life and everything. **Muslim worship Allah (their name for God) through prayer.**
- The daily prayers (Salah) mean that Muslims pray as a community. All pray side by side in rows, focused towards the holy city of Makkah together.
- Prayer helps develop self-discipline; this is key to Muslims.
- Praying regularly helps Muslims put Allah at the centre of their lives

Religion: Christianity

Key concept: **Incarnation**

Religion: **Islam**

Religion: **Islam**

<p>Enquiry Question: Why does Easter matter to Christians?</p> <p>By the end of the unit, pupils will know that:</p> <ul style="list-style-type: none"> • Incarnation means God on Earth. Christians believe Jesus is God's son. • Salvation is part of a 'big story' of the Bible. Salvation means Jesus rescuing people. • Know that the Easter story is in the New Testament. • Retell some of the events of Holy Week and Easter e.g. The last Supper, washing of the feet, Good Friday, Easter Sunday. • Know that Christians believe Jesus rose again, giving people hope of a new life. 	<p>Enquiry Question: Does going to the mosque give Muslims a sense of belonging?</p> <p>By the end of the unit, pupils will know that:</p> <ul style="list-style-type: none"> • The Mosque is the Islamic place of worship and is the centre of the Muslim community. • Going to the Mosque helps give a sense of belonging. Muslims gather there to give thanks to Allah. • They can talk about what happens in a mosque e.g Muslims wash before prayer with others. They join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah. • They can recognise some of the features of a mosque e.g there's a large domed roof covering the main prayer hall and a tower called a minaret from which the Call to Prayer is made. Inside the Mosques there is usually a Minbar (platform at the top of some stairs) for the Imam (prayer leader) to stand on when he gives his sermon. They know that a Mihrab is an indentation in the Qiblah wall. This wall signifies the direction of Makkah to which Muslims pray. 	<p>Enquiry Question: Does completing the Hajj make a Muslim a better person?</p> <p>By the end of the unit, pupils will know that:</p> <ul style="list-style-type: none"> • A pilgrimage is a special journey. • Hajj, the Pilgrimage to Makkah in Saudi Arabia, is one of the "Five Pillars of Islam" on which the faith is built. • The Hajj takes place every year and it is the duty of every adult Muslim, who is physically and mentally fit and can afford it, to make the pilgrimage at least once in a lifetime. • When on pilgrimage, most Muslims wear white (Ihrams) to show they are all the same. This symbolises equality, a key Islamic belief.
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KS2

Year 3

Subject knowledge and key progression in learning.

- Religion: Christianity
- Key concept: **Creation**
- Enquiry Question: **What do Christians learn from the creation story?**
- By the end of the unit, children will know:
- **Christians believe that although God made the world the Bible tells us in Genesis 3 how humans spoiled that friendship with God. Christians call this the Fall.**
- **They will be able to retell the story of Adam and Eve** including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from the Garden of Eden.
- Christians believe that God wants to help people to get close to him again. He gives them rules such

Religion: Christianity
Key concept: **Incarnation**
Enquiry Question: **What is Trinity?**

By the end of the unit, children will know:

- **Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; the son sends the Holy spirit to his followers.**
- **Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.**
- Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.
- They can recall the story of Jesus Baptism (Matthew 3; 11-17). **They know that Jesus was baptised by John the Baptist. This story is in the New Testament.**

Religion: **Hinduism**
Enquiry Question: **Would celebrating Diwali help a Hindu feel like they belong?**

By the end of the unit, children will know that:

- **Hindus believe in Brahman as the one true God.**
- **Diwali is a popular Hindu festival which happens at the start of winter. It is known as the festival of light.**
- **The Story of Rama and Sita is important to Hindus. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a story of good defeating evil.**
 - **Give an example of the way Diwali is celebrated by Hindus e.g. the lighting of small lamps. This signals moving from darkness to light or from ignorance to knowledge, a ceremony dedicated to the Goddess of Wealth, Lakshmi, may be**

<p>as the 10 commandments and offers forgiveness when they break them.</p> <ul style="list-style-type: none"> • Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice. • They know that some people don't believe that God made the world. 	<ul style="list-style-type: none"> • During the baptism, a voice came from above and the dove appeared. They know the symbolism this suggests. • They Know that through Christian Baptism people join the Christian community. 	<p>carried out too. Money is given to charity; gifts are exchanged, and a family feast is held., Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck, gifts and cards are often given.</p>
<p>Religion: Christianity Key concept: People of God Enquiry Question: What is it like to follow God? By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • Christians believe that God makes (covenants) promises with his people. The people of God promise to live the way God wants and God promises to stay with them. • Pupils are aware of the stories of Noah and Abraham and the way in which They know God made a promise with Noah. 	<p>Religion: Hinduism Enquiry Question: How can Brahman be everywhere and in everything? By the end of the unit, children will know that:</p> <ul style="list-style-type: none"> • Hindus believe in a universal soul or God called Brahman. • They believe Brahman takes on many forms • Some Hindus worship gods (deities) in their own right. • Hindus believe that there is a part of Brahman in everyone and this is called the Atman. • Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not <i>worship</i> these but worship 	<p>Religion: Hinduism Enquiry Question: Would visiting the River Ganges feel special to a non Hindu? By the end of the unit, children will know that:</p> <ul style="list-style-type: none"> • The River Ganges is considered to be sacred for Hindus. Because of the purifying nature of the river, Hindus believe that any <u>rituals</u> performed on the banks of the Ganges or in its water will wash away impurity. • <i>The Puranas</i> (ancient Hindu scriptures) say that taking a dip in the sacred river 'bestows heavenly blessings'.

<ul style="list-style-type: none"> • The story of Noah and Abraham are in the Old Testament. • That Noah trusted in God's plan when others doubted. • That Abraham trusted in God and waited a long time for God's promise to happen. • Pupils can give an example of people today try to live the way God wants often at personal cost e.g. William Booth and the Salvation Army 	<p>Brahman <i>through</i> them. Hindus are free to worship God in a variety of colourful forms.</p>	<ul style="list-style-type: none"> • Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated - Many Hindus believe that this will help them in their next life
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KS2

Year 4

Subject knowledge and key progression in learning.

Religion: **Judaism**

Enquiry Question: **How special is the relationship that Jews have with God?**

By the end of the unit, pupils will

Know that Jewish people believe they have a special relationship with God which began with Abraham. They will recall that God made a (special promise) covenant with Abraham and Moses that are important to Jewish people today.

They will know that Moses was given the Ten Commandments by God and that God asked the Jewish people to live by these as their promise to him.. They will recognise that the ten knots on the prayer shawl represent the ten commandments.

Religion: Christianity

Key concept: **Gospel**

Enquiry Question: **What kind of world did Jesus want?**

By the end of the unit, pupils will know that:

- Children will know that a parable is a story with a message. Christians believe that through the parables Jesus makes Christians think about the way they live their life.
- Pupils will know how Jesus gathered his disciples. They will know that Jesus first disciples left their jobs and families to follow him.
- Pupils will explore the parable of the Leper. Christians believe that through the parable of the Healing of the Leper Jesus taught them to show love for those that others ignore.

Religion: **Judaism**

Enquiry Question: **How important is it for Jews to do as God asks them?**

By the end of the unit, pupils will

- Know that Jewish people choose to follow food laws called Kashrut to show respect to God.e.g. following the rules of kashrut, keeping meat and dairy foods separate when cooking, eating only kosher foods.
- Recall the story of the Exodus from Egypt. Know that the Exodus is in the Old testament.
- Know that when God allowed the Israelites to be free from Slavery, he asked them to remember the night forever. Today, Jewish people remember the exodus by celebrating the festival of Passover once a

<p>They can state two ways in which Jewish people today express their special relationship with God e.g.</p> <ul style="list-style-type: none"> • They will know that the main place today for community worship is the synagogue. A synagogue is the centre of the community as well as a place to meet, worship and pray. • They will know that Jewish holy book is called the Torah. It is written in Hebrew. It is stored in the Arc of the Covenant. It contains the 10 commandments. • They will know that some Jewish families place a mezuzah on their door posts containing a special prayer (The Shema). 	<ul style="list-style-type: none"> • Pupils will explore the Parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). They will understand that through this parable, Christians believe Jesus wants them to help anyone in need. • They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. 	<p>year. They have a special meal called the Seder meal.</p> <ul style="list-style-type: none"> • Know that a Seder ritual is held on the first two evenings of Pesach in the home. The family sits around the table where in the middle is the Seder plate is divided up into sections each holding a different type of food representing part of the Exodus story.
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<p>Religion: Christianity Key concept: Salvation Enquiry Question: Why do Christians call the day Jesus died Good Friday? : By the end of the unit, pupils will know that:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the end of Jesus' earthly life, leading to his death and resurrection (rise from death) • Pupils will know what the events of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper; Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • They can explain why Christians call this Good Friday e.g. Jesus died to save us from our sins. • Pupils know that most Christians believe that Jesus 	<p>Religion: Judaism Enquiry Question: What is the best way for a Jew to show commitment to God? By the end of the unit, pupils will know that:</p> <ul style="list-style-type: none"> • express some of the ways Jewish people show commitment to God. • know that Young Jewish people show their commitment to God through Bar/Bat Mitzvah ceremonies. They agree to take responsibility for their own beliefs, religion and behaviour. • Jewish people believe that Torah was given to Moses by God. Jews are required to follow the 613 mitzvot laws which are based on the original 10 Commandments given to Moses. Mitzvoth is the belief in doing good deeds and helping others. Jews express this through Mitzvah day. 	<p>Religion: Christianity Key concept: Kingdom of God Enquiry Question: When Jesus left, what was the impact of Pentecost? By the end of the unit, pupils will know that:</p> <ul style="list-style-type: none"> • Pupils know that Christian's believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost. • Pentecost marked the beginning of the Christian Church and after the disciples began to travel, spreading the message of God's love throughout the world • Paul's letters in the New Testament show he too was spreading the message of God `As Each one does their part, we grow in Love 'Ephesians • the events of the day of Pentecost e.g. The sound of a mighty wind; speaking in tongues; the crowds mixed

<p>rose from the dead and is alive today.</p> <ul style="list-style-type: none"> • They know that for some Christians today standing up for your faith can risk ridicule and even persecution. 		<p>response: Peter preaches: 3000 believe and are baptised.</p> <ul style="list-style-type: none"> • Name a symbol used for the Holy spirit e.g. Wind/Fire/Dove/Water/Comforter and they can identify them as used in art. • the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means. • the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.
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KS2

Year 5

Subject knowledge and key progression in learning.

Religion: Christianity

Key concept: **God**

Enquiry Question: **What does it mean if God is holy and loving?**

By the end of the unit, children will know that:

- **Christians believe God is all powerful is everywhere and is eternal.**
- **some people do not believe God exists (i.e. Humanists).**
- there are different types of text in the Bible and can give examples of psalms, letters and prophecy
- **Christians believe God is holy and loving but that he is also angered by sin and injustice.**
- **Christians worship God. Through the ages they have built churches and cathedrals for the glorification of God e.g. Salisbury Cathedral which features stained glass windows,**

Religion: Christianity

Key concept: **Incarnation**

Enquiry Question: **Was Jesus the Messiah?**

By the end of the unit, children will know:

- **Jesus was Jewish** and that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. The Old Testament talks about a 'rescuer' or 'anointed one' - a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like.
- **Christians believe Jesus is God incarnate.** (Incarnation means God on earth).
- **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.**
- Christians believe that Jesus fulfilled these expectations, and that **he is the Messiah** (saviour) - Jewish people do not think Jesus is the Messiah.
- **Christians see Jesus as their Saviour** They can give their own view to answer the

Religion: **Hinduism**

Enquiry Question: **What is the best way for a Hindu to show commitment to God?**

By the end of the unit, children will know that:

Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal.
They will be able to state a Hindu practice or beliefs and give an example e.g. Puja or Vedas

Puja

- **Worship can be performed** alone at home or **in a mandir/temple** with others
- Offerings are always given to God

Vedas

- The Vedas are the oldest of the Hindu holy books
- Veda means knowledge
- The Vedas include laws covering many aspects of life

The four goals - (purusharthas)

stones, sacrifice crosses, love thro' Jesus.	questions 'Was Jesus the Messiah?' supported by a reasoned argument	<p>For many Hindus there are four goals in human life namely</p> <ul style="list-style-type: none"> • Moksha - the release of the soul (Atman) from the cycle of rebirth. It means to be at one with Brahman. • Dharma - the code for leading your life - including duties • Artha - Being prosperous legally - this includes earning money through doing a job beneficial to others. Earning wealth benefits the community as well as self. <p>Karma- this includes desire and a passion for life. It means that our actions have consequences.</p>
<p>Religion: Christianity Key concept: Salvation Enquiry Question: What did Jesus do to save human beings? By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven. • 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>Religion: Hinduism Enquiry Question: Do beliefs samsara, Karma and Moksha help Hindus to lead good lives. By the end of the unit, children will know that: <u>Samsara</u></p> <ul style="list-style-type: none"> • Hindus believe in reincarnation, the cycle of rebirth - a belief that the soul lives many lifetimes, in one body after another. • <u>Karma</u> means that our actions have consequences. Hindus believe that the soul passes through a cycle of many lives and the next life is always dependent on how the previous life was lived. 	<p>Religion: Christianity Key Concept: Kingdom of God Enquiry Question: What kind of King is Jesus? By the end of the unit, children will know that:</p> <ul style="list-style-type: none"> • that Jesus told many parables about the Kingdom of God and they are able to name them and can describe one in detail e.g The Good Samaritan, The healing of the Leper, Zacchaeus the tax collector, • Pupils know that many Christians try to live out the kingdom of God by challenging social practice and by practising forgiveness.

<ul style="list-style-type: none"> • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, 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. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. 	<ul style="list-style-type: none"> • <u>Moksha is</u> the spiritual goal of a Hindu is to become one with Brahman to achieve Moksha, good Karma must be accumulated. 	<ul style="list-style-type: none"> • Pupils know the Lord's Prayer and can make links to the idea of the Kingdom of God
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KS2

Year 6

Subject knowledge and key progression in learning.

Religion: Christianity

Key concept: **Creation**

Enquiry Question: **Creation and Science. Conflicting or Complementary?**

By the end of the unit, children will know that:

- **there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts.**
- **They can outline both points of view.** They know that there are many scientists who are also Christians.
- the discoveries of science often make Christians even more in awe of the power and majesty of God.
- some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is

Religion: Christianity

Key concept: **Kingdom of God**

Enquiry Question: **What kind of king is Jesus?**

By the end of the unit, children will know:

- that Jesus told many parables about the Kingdom of God and they can be found in the new Testament. They can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant).
- that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete.
- that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness.
- **can explain how the Lord's prayer describes the Kingdom of God e.g God's will will be done on earth, mankind will be forgiven.**

Religion: **Islam**

Enquiry Question: **What is the best way for a Muslim to show commitment to God.**

By the end of the unit, children will know that:

The 5 pillars of Islam are central to Muslim life and Worship.

The Muslim holy book is the Qu'ran.

The five pillars of Islam are:

1. **The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet'**
2. **Salat - prayer, 5 times a day**
3. **Zakat - Giving 2.5% annual savings to charity**
4. **Fasting - sawm.** This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours
5. **Hajj - Pilgrimage to Makkah in Saudi Arabia once in a lifetime**

<p>considered to be; i.e. poetic account or historical account.</p> <ul style="list-style-type: none"> • not all Christian believe the same about the relationship between Creation and science. • the significance of Psalm 8 for the Christian belief in stewardship. 		
<p>Religion: Christianity Key concept: Salvation Enquiry Question: What difference does the resurrection make to Christians?</p> <ul style="list-style-type: none"> • By the end of the unit, children will know that : • Christian's 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 tells 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 	<p>Religion: Islam Enquiry Question: Does a belief in Akhirah (life after death) help Muslims lead good lives? By the end of the unit, children will know that:</p> <p>Akhirah - Life after death</p> <ul style="list-style-type: none"> • Muslims believe that when you die there is a judgment day. Allah will decide on your next step after looking at the evidence collected during your life • Jihad is defined as a personal struggle against evil. • Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that 	<p>Religion: Christianity Concept: Enquiry Question: How can following God bring Freedom and Justice? By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • the outline story of Moses and the exodus (select detail) and they can show how these events relate to the concepts of freedom justice and salvation • that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as

<p>now and continuing in a new life (heaven)</p>	<p>this action will lead them straight to paradise.</p> <p><u>Just War</u> A Just war is one that might be acceptable to fight</p> <p><u>Holy War</u> A Holy war has religion as the driving force - usually to defend it from attackers</p>	<p>part of the covenant. Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the story of the exodus</p> <ul style="list-style-type: none"> • Many Christians work for justice and freedom. They can give at least one detailed example of a charity that does this today.
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