

			Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Key Concepts/ Disciplinary Knowledge	Believing	Engaging with key beliefs/concepts through analysis of texts	<b>B1</b> To learn the names of some characters from key faith stories (e.g Mary. Joseph, Jesus). To retell some key events from the story.	B1  Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).	B1  Be able to explain what it means for a text/story to 'have authority' for a group of believer.	B1  Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.
		Making connection between key beliefs/concepts within and between belief traditions	<b>B2</b>  Identify and recognise links between parts of a story and beliefs, symbols and artefacts (eg. links between Easter story and a cross)	B2  Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).	B2  Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.	B2  Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.  Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.
	Living	Showing understanding of concepts relating to the human/social study of religion and belief	<b>L1</b> Be able to identify that other people have different views, likes and dislikes.	L1  Be able to identify that different people have different beliefs about the world around them.	L1  Be able to describe the difference between ‘beliefs’ and ‘religion’.	L1  Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.
		Showing understanding of connections between religious practice and content	<b>L2</b> Be able to identify how the actions they take at points of specific festivals relate back to parts of the relevant belief story. (e.g. Wrapping presents that are a gift. Food at festivals)	L2  Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	L2  Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.	L2  Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.
		Showing understanding of the way in which beliefs impact on the individual	<b>L3</b> Be able to identify some basic religious actions such as prayer and how these can be done differently.	L3  Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	L3  Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	L3  Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British Values).
		Showing understanding of the way in which community can impact on religious practice	<b>L4</b> To know some religious festivals such as wedding, christening, Christmas, Easter, Diwali, Holi.  To know some special places of worship that people attend to pray or undertake a festival. (e.g a church or mosque or place within the home)	L4a  Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.   L4b	L4a  Be able to explain at the importance of community within the religious/non-religious tradition studied.   L4b  Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.	L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).  L4b  Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping

Thinking				Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage		the fast during Ramadan whilst sitting exams in school).
	Thinking	To be able to talk about how and whether things make sense	<b>T1</b> To be able to say what they think about the world around them	T1  Be able to ask questions about the world around them.	T1  Be able to identify ways in which different people think about the world differently.	T1  Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
		Show an awareness of different approaches to understanding the world	<b>T2</b> Be able to identify and accept that different people think different things. To understand and accept that for many questions there can be different answers that are correct	T2  Be able to make connections between using their senses and what they know about the world around them.	T2  Be able to understand and begin to explain that there is a difference between believing and knowing.	T2  Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.
		Be able to give reasons to justify thoughts and opinions	<b>T3</b> Be able to say why they like/decide/think something.  “..... because .....”	T3  Use reasons to support personal opinions about religions/beliefs.	T3  Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	T3  Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive Knowledge</b> <b>Easter and Christmas to be taught through assemblies</b>	<b>Special Times</b> different festivals and how they are celebrated eg Harvest, Sukkot, Diwali, Easter and Eid. · Jesus’ birth, and how it is celebrated through Christmas events both in and out of the church. <b>Jesus Miracles</b> Blind man Calming the sea Fullfishing nets <b>Jesus Stories</b> Lost sheep Prodigal son Wise and foolish builders Good Samaritan The sower	<b>Belonging</b> Belonging in families, schools and different communities Christian symbols <b>From Creation to Shabbat</b> Jewish beliefs about creation and the Jewish and Christian stories of Noah and Abraham, Jewish tradition of Shabbat and its links to the creation story <b>Visiting a Church</b> The Christian church, and its main features. · The use of the church as a place of worship, including aspects such as artefacts, symbols, music, Holy book- the Bible.	<b>Muslim Families</b> To know about <b>belonging</b> to a Muslim family e.g. lifestyle, clothes, prayer, The Qur’an, and their special place – a Mosque. <b>Jesus Friends and Followers</b> Jesus’ relationships with his friends and followers, and His influences both in the past and today <b>Jewish Stories</b> <b>Parables:</b> David and Goliath The Fiery Furnace Daniel Realising they were about everyday life, and some of the deeper meanings behind them.	<b>Hindu Worship:</b> Hindu belief of one God, Brahman, and the various gods showing the many characteristics of Him. Worship at home which involves puja artefacts and explore Hindu temples. <b>Light and Dark</b> Understand the significance of light in Christianity and Hinduism. Explore the power of light through the Christian celebration of Christmas, stories of Pentecost and the conversion of St. Paul. Link to Hinduism and the story of Rama and Sita. <b>Brave Heroes in the Bible</b> Key characters in the Bible(Noah, Abraham, Hannah, Samuel, David ), how they showed great bravery and the	<b>Detectives- Investigating Jesus</b> To know and understand: · Jesus through his different relationships · the varying reactions of people to him, including the opposing religious leaders of the time <b>Hindu Family Celebrations</b> Hindu celebrations, including Holi, Raksha Bandhan, Janmashtami and weddings, learning how some have deeper meaning. · How Hindus see life as a journey and celebrating weddings and marriage is part of that journey. · Hindu community life <b>Mosques and Mohammed</b> The Prophet Muhammad ( Pbuh) and the revelation of the Qur’an at a simple level; and stories told by him.	<b>Muslim Beliefs</b> Impact of Muslim beliefs on their lives, including the Qur’an, its revelation, Prophet Muhammad PBUH, Bilal and his story, Allah’s 99 names, 5 pillars of Islam ( rules for living), Ramadan and Eid ul Fitr <b>Pilgrimages</b> Pilgrimages to a variety of places such as Jerusalem, Walsingham, St David, Lourdes, Makkah ( Muslim), Ganges River (Hindu), Golden Temple ( Sikh). · The reasons for going on pilgrimage. · The rituals and practices at Makkah.	<b>Exploring the New Testament</b> New Testament, the Commandments, key teachings( forgiveness, charity, justice and freedom) and how influences Christians today. <b>Making a difference –</b> Spiritual concepts of justice, fairness, compassion and responsibility through the exploration of poverty. · Inspirational people and charities in today’s world, who have tackled these global issues. · Wisdom from various faiths and the reasons for their involvement in global issues. <b>Journey Through Life •</b> Ways in which Christians, Hindus and Jewish People see life as a journey. Key moments marked by rituals, such as welcoming a

		<div>· Some of the events that can happen there such as weddings and baptisms</div>		<div>lesson that Christians can learn from them.</div>	<div>The mosque as a Muslim place of worship and the 5 daily Islamic prayers.</div>	<div><b>Investigating Harmony Near and Far</b> Religions and religious buildings in local area and religions in the nearest city, UK and the world. Hinduism: Hindu shrine, Hindu worship both at home and in the temple Sikhism: symbols such as the 5Ks The 6 main religions in the UK and the world investigated together with opinions about freedom of belief, worship , human rights, non-violence and harmony.</div>	<div>baby, adult baptism, confirmation, Hindu Samskars and Ashramas, becoming an adult – Hindu Sacred Thread Ceremony, Bar/Bat Mitzvah</div>
<div><b>Vocabulary</b>  <b>Easter and Christmas vocabulary is to be revisited each year during assemblies.</b>  <b>Christmas-</b> Advent, wise men, shepherds, gifts, Bethlehem, stable  <b>Easter</b> - Palm Sunday, easter, celebrate, Last Supper, palm leaves, jealous, arrest, crucifixion, resurrection, rose, risen</div>	<div><b>Special Times</b> Belonging - Family, care, special. Christian, Muslim, Hindu, Jewish Celebrations: Harvest, Diwali, Eid &amp; Christmas <b>Jesus Miracles</b> Miracle <b>Jesus’ Stories</b> Samaritan</div>	<div><b>Belonging</b> – family members <b>Visiting a Church</b> Symbol, cross, dove, peace, , rules, faithful, patient, joyful, peaceful. Christian, Jesus, baptise, baptism, church, God, Bible, faith, belief, worship, holiness, sacred, altar, font, lectern, pew, nave, chancel, peace respect <b>From Creation to Shabbat</b> Judaism, Jewish, Shabbat, Shabbat rest, creation story, worship, obedience, trust.</div>	<div><b>Muslim Families</b> Religion, Islam, Muslim, topi, hijab, prayer, prayer mat, mosque, Qur’an, Muhammad PBUH. <b>Jesus Friends and Followers</b> friendship, care, kind, sorry, forgiveness, heal, valuing disciples, followers, trust, relationship, befriend <b>Jewish Stories</b> David, Goliath, Shepherd, God, Youngest, Furnace, Slave, Lions den, Daniel, similarities, differences, compare</div>	<div><b>Hindu Worship</b> murtis, puja, beliefs, Mandir, ritual, symbols, artefacts, commitment and values <b>Light and Dark</b> Advent,Disciple, cruxifixion, Pentecost, Holy Spirit, persecution <b>Brave Heroes in the Bible</b> Bible, Noah, Abraham, obey, agreement, promise, pact David, Goliath, Hannah, duty, Samuel, trust, obey, anointed, loyalty, patience</div>	<div><b>Detectives- Investigating Jesus</b> Religion, Christian, God, New Testament, disciples, role-model, miracles, commitment, faith, belief, values, trustworthiness, caring, loyalty, understanding, courage, persistence, justice, injustice, evidence <b>Hindu Family Celebrations</b> Hindu, good, evil, Holi, Prahlad, Holika, Raksha Bandhan Rakhi, Janmashtami, Krishna murti, wedding. <b>Mosques and Mohammed</b> Religion, Islam , Muslim, Allah, Qur’an, Prophet Muhammad PBUH, ritual, prayer, prayer mat, commitment, values, trust, care.</div>	<div><b>Muslim Beliefs</b> Religion, Islam, Muslim, Allah, Qur’an, Prophet Muhammad PBUH, Imam, Ramadan, Eid ul – Fitr, 5 pillars of Islam, rules for living, Shahadah (faith), Salah (prayer), Zakah ( giving), Sawm ( fasting, Hajj ( pilgrimage) <b>Pilgrimages</b> – Religion, faith, Muslim, Hindu, Christian , Sikh, spiritual, pilgrim, pilgrimage, ritual, commitment, values <b>Investigating Harmony Near and Far</b> Religion, Hinduism, Sikhism, diversity, religious plurality, murtis, arti, puja, kirpan, kara, kangha, kachera, non-violence, harmony</div>	<div><b>Exploring the New Testament</b> Religion, God, Bible, New Testament, Christian, Jesus, Peter, Paul, Commandments, Kingdom of God/heaven, moral dilemma, freedom, justice. <b>Making a difference</b> Religion, faith, charity, zakah, justice, inspiration, commitment, values, dilemma, compassion <b>Journey Through Life</b> Religion, Christianity, Hinduism, Judaism, beliefs, ritual, symbolism, spiritual, commitment, responsibility, values</div>

