



# Religious Education

## Curriculum Overview

*"The essence of all religions is one. Only their approaches are different."*

Mahatma Ghandi

## CURRICULUM OVERVIEW

# Religious Education

At Northwood Primary School, we believe that religious education allows children to develop positive attitudes towards their own and others' beliefs, values and world views.



## OUR CURRICULUM

At Northwood Primary School, we embrace the freedom that our academy status provides to tailor an RE curriculum that best serves our children and community. After extensive research, we have developed our own scheme of work that reflects the diverse range of religions and worldviews within Darlington and the North East, as well as non-religious perspectives. Our curriculum is designed to draw meaningful parallels between different religions while respecting and preserving their unique identities. As such, we have chosen to focus on the following religions and worldviews:



Christianity



Islam



Hinduism  
(Sāṅkhya Dharma)



Humanism



## INTENT - WE AIM TO...



Develop respect and tolerance through the teaching of Religious Education, supporting our school values and preparing children for life in modern Britain through exploring a range of religious and non-religious worldviews, engaging meaningfully with different beliefs and challenging prejudice.



Use a philosophical and enquiry-based approach to develop children's critical thinking and empathy, encouraging children to ask big questions about life, meaning and belief; explore these through stories, artefacts, visits and discussion and evaluate different beliefs thoughtfully and respectfully.



Nurture children's personal development, focusing on values such as kindness, fairness and respect and teach lessons that encourage self-reflection, identity building and an appreciation of difference so that children are able to flourish within the community and as citizens in a diverse society.



Develop a sense of awe, wonder and mystery and encourage children to explore their own beliefs (religious or non-religious) in light of what they learn and to learn how to make ethical decisions linked to the responsibilities they have to each other and the wider world.



Support children to understand the role of religion and belief in shaping communities, both locally and globally, celebrating belonging and diversity and encouraging children to show teamwork, resilience and open-mindedness as they explore faiths, visit places of worship and meet religious and non-religious visitors.



Develop children spiritually, morally, culturally, socially and emotionally, supporting their preparation for the opportunities and responsibilities beyond Northwood Primary School and helping them to navigate complex ideas, communicate ideas respectfully and contribute positively to the community.

## CURRICULUM OVERVIEW

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## IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

Our RE curriculum considers key strands of knowledge that are linked but are important in their own right:

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"><li>• This is also known as 'Knowing what'.</li><li>• This knowledge is the core content about religions and worldviews that children need to learn.</li><li>• This includes facts about beliefs, practices, texts, people, places, festivals and ethics.</li><li>• Children learn about what people believe and do, but also explore why these beliefs matter, how they influence people's lives and how they are understood within traditions and communities.</li><li>• Substantive knowledge is underpinned by substantive concepts. These are threads that are weaved throughout the curriculum so that each one can be encountered multiple times. These are best understood with repeated encounters in specific, meaningful contexts through different religions.</li></ul>	<ul style="list-style-type: none"><li>• Disciplinary knowledge is about understanding how to think and reason within the discipline of Religious Education.</li><li>• It is rooted in theology, philosophy and human/social sciences, helping children to think like a theologian, philosopher or human/social scientist.</li><li>• This means learning how knowledge in RE is formed, debated and interpreted. Children develop the skills to question, analyse, compare, interpret and evaluate what they learn.</li><li>• Disciplinary knowledge allows children to engage with enquiry questions, applying their substantive knowledge in meaningful ways. This is taught with the substantive concepts, not as a standalone.</li></ul>

Substantive and disciplinary knowledge in RE work together. Pupils are taught **accurate, specific content** about religious and non-religious worldviews and also **how to make sense of that knowledge** through rich and thoughtful enquiry. Over time, they become more skilled in building and articulating well-reasoned responses, showing both **knowledge and understanding**.



## WHAT IS RELIGIOUS EDUCATION ?

Religious Education (RE) is the study of religions and worldviews, exploring what people believe, how those beliefs influence their lives and the questions they raise about meaning, purpose, and values. In the primary curriculum, RE helps children develop knowledge and understanding of different faiths and beliefs, encouraging respect, reflection, and thoughtful engagement with their own and others' worldviews in today's diverse society. Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

*"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).*

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### A PROGRESSIVE CURRICULUM

Our Religious Education (RE) curriculum reflects both national guidance and the diverse context of our school community. It has been carefully designed to offer a progressive, balanced, and inclusive approach to teaching RE across the primary school, enabling children to become reflective, empathetic and enquiring learners who are well-prepared for life in modern Britain.

The curriculum combines carefully sequenced substantive and disciplinary knowledge. Children learn about key beliefs, practices, texts and values from a range of religious and non-religious traditions, including those that are significant within our local area and across the UK. Substantive concepts are revisited over time in meaningful contexts. Alongside this, children develop disciplinary understanding by asking and answering challenging questions, thinking critically about different worldviews and exploring how religious knowledge is constructed and interpreted.

Rooted in our school values of being kind, being respectful, and being the best that we can be, our curriculum promotes British values, mutual respect, and tolerance of different faiths and beliefs. Through high-quality RE, children develop their understanding of diverse communities and explore complex human questions about meaning, purpose, and belonging.

Our curriculum is clearly sequenced from Early Years to Year 6, with planned progression in knowledge and skills, and regular opportunities to revisit and deepen understanding. This supports children in developing religious literacy and prepares them well for Key Stage 3.

RE plays a vital role in promoting pupils' spiritual, moral, social and cultural development, fostering a sense of identity and supporting their wellbeing. It also helps schools meet statutory duties around community cohesion, equality and inclusion, and protecting children from radicalisation, by encouraging respectful engagement with a wide range of worldviews.



### STRONG FOUNDATIONS

At Northwood Primary School, we believe that laying strong foundations in Religious Education begins in the Early Years. In Reception, RE is rooted in the EYFS area of learning 'Understanding the World', where children begin to make sense of their own lives, the lives of others, and the world around them. This supports children in working towards the Early Learning Goal: People, Culture and Communities, providing essential preparation for the RE curriculum in Key Stage 1.

Children begin their RE journey through play, stories, celebrations, role play and real-life encounters, which help them explore their own experiences and those of others. They learn to recognise and respect similarities and differences between themselves and others, including different families, beliefs, traditions and ways of life. Through meaningful conversations, visits, artefacts, and celebration of key festivals, children begin to develop an awareness of religious and cultural diversity in their community and the wider world.

These early experiences help children build substantive knowledge (such as knowing that different people have different beliefs, traditions and celebrations) and begin to develop disciplinary thinking, such as asking questions and noticing patterns and differences. This forms a rich and secure foundation for deeper understanding of religious and non-religious worldviews as they progress through the RE curriculum in Key Stage 1 and beyond.

By nurturing curiosity, respect and reflection from the earliest stage, we ensure that children are equipped with the knowledge, skills and attitudes they need to understand themselves and others and engage with the world in a thoughtful and inclusive way.

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## SUBSTANTIVE RELIGIOUS CONCEPTS

Substantive concepts in Religious Education are foundational ideas that help children understand the core themes and narratives of religious and non-religious worldviews. These concepts provide a framework for exploring beliefs, practices, values, identity, and the ways in which people express meaning and purpose in their lives. By engaging with these substantive concepts, children gain insight into the lived experience of religion and worldview, enabling them to make connections across traditions, cultures and communities. These concepts are thoughtfully woven throughout the curriculum, allowing children to revisit and deepen their understanding over time. Through exploring these ideas, children begin to appreciate the diversity and commonality within and between worldviews. This approach helps them become reflective, respectful and informed learners who can navigate the complexities of belief in the modern world with empathy and understanding.



### Belief and Faith

This concept examines belief systems shape identity, values and life choices. Children explore religious and non-religious perspectives, considering philosophical questions about existence, purpose and faith's role in personal and community life.



### Sacred Texts and Stories

This involves understanding how sacred texts guide religious practices and beliefs. Children explore narratives from different worldviews, reflecting on their moral and spiritual lessons, as well as their role in connecting people to faith and history.



### Symbols and Rituals

This encompasses investigating the significance of religious symbols and rituals in expressing belief. Children examine how traditions and ceremonies foster a sense of belonging and celebrate cultural or spiritual identity.



### Community and Belonging

This concept explores how religious and non-religious communities shape identity and connection. Children reflect on shared practices, values and the importance of mutual respect in fostering unity.



### Ethics and Morality

This substantive concept considers how beliefs influence moral values and ethical decision-making. Children compare religious and non-religious perspectives on justice, kindness and fairness and examine real-world ethical dilemmas.



### Worship and Devotion

This concept focuses on learning about different ways people express devotion, from prayer and meditation to acts of service. Children explore how worship deepens spiritual connection across faiths and worldviews.



### Festivals and Celebrations

This involves recognising the importance of religious and cultural festivals. Children investigate how celebrations mark key moments or have religious significance, bring communities together and reflect shared values.



### Places of Worship and Pilgrimage

This focuses on examining how places of worship function as centres for spiritual and communal life. Children explore pilgrimage traditions, understanding their role in reflection, commitment and expression of faith.



### Life, Death and the Afterlife

This concept reflects on beliefs about life's journey, the afterlife and ultimate purpose. Children compare perspectives across religions and philosophies, considering how these shape rituals, traditions and personal choices.

## CURRICULUM OVERVIEW

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## DISCIPLINARY RELIGIOUS CONCEPTS / LENSES

Disciplinary knowledge in Religious Education refers to the different ways substantive knowledge about worldviews can be explored, analysed, and understood to develop religious literacy. Often called disciplinary lenses or 'ways of knowing' (Ofsted Research Review, 2021), these lenses guide pupils to engage deeply and thoughtfully with beliefs and practices. These disciplinary lenses are carefully mapped across the curriculum. When lessons address more than one lens, the primary focus lens is identified to ensure clear, progressive development of pupils' enquiry skills alongside substantive knowledge.



**Theology**

Theology explores people's beliefs, especially about God, focusing on origins, sacred texts, teachings, and interpretations. It helps pupils understand how beliefs shape worldviews and how stories and teachings may be interpreted differently over time.



**Philosophy**

Philosophy encourages curiosity and enquiry into 'big questions' about meaning, purpose, and morality. This lens supports pupils in asking challenging questions, reasoning, considering diverse perspectives and reflecting on their own ideas.



**Human/Social  
Sciences**

Human and Social Sciences examine how beliefs are lived out in practice within communities and individuals. This lens highlights the diversity of religious experiences and explores the social and cultural contexts in which people express their faith.



## ENQUIRY-BASED LEARNING

At Northwood Primary School, our Religious Education curriculum is built around an enquiry-based model that encourages children to explore, question and reflect. Each unit is framed by a key enquiry question that cannot be answered with a simple fact - it requires children to gather and evaluate evidence, make connections, and reach thoughtful, well-reasoned conclusions.

Through this model, pupils are not simply learning about religion; they are learning to interpret and respond to it. They build skills in reasoning, discussion and empathy, becoming active, reflective learners who can appreciate a wide range of beliefs and worldviews and understand how these shape people's lives and communities.



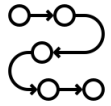
## RECORDING WORK

Children record independent work within curriculum books from Year 1 onwards. Any discussion-based, collaborative or practical activities do not need recording unless there is value or reasoning to this. Each lesson is centred around a key question which feeds into the main enquiry question. This is recorded in books as the title of the lesson. This approach allows children to articulate their understanding clearly and revisit prior learning to build on their religious knowledge progressively.



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### CLEARLY-SEQUENCED LESSONS

Our Medium Term Planning clearly breaks down the number of sessions, key concepts, specific knowledge and vocabulary that is taught in each unit in order to answer the enquiry question. Each lesson has its own question that feeds into the unit enquiry question. The journey of learning is then created by teachers to support children to gain the knowledge needed to answer the enquiry question.

Our sequence of lessons is structured in the following way:

- **Lesson 1 – Engagement**

The enquiry begins with a focus on a shared human experience, such as commitment or celebration, enabling all children (regardless of personal belief) to connect with the core theme. This acts as a schema to support understanding of the worldview being studied.

- **Lessons 2-4 – Investigation**

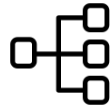
Children gain carefully selected subject knowledge about the religion or worldview, guided by the teacher. These lessons provide the foundational content needed to answer the key enquiry question, with knowledge serving as a tool for critical thinking rather than an end in itself.

- **Lesson 5 – Evaluation**

Children draw together their learning linked to the enquiry question and build on this further.

- **Lesson 6: Expression**

Children revisit the initial shared human experience, reflecting on how their understanding or personal perspective has developed. This final step often reveals aspects of children's spiritual or personal growth.



### CLEARLY-STRUCTURED LESSONS

Our lessons are structured in the following way:

- **Retrieval** – using retrieval practice to review what has previously been learned
- **Enquiry Question and Lesson Question** – making links between the lesson question and the unit enquiry question, sharing the key substantive and disciplinary concepts that link to today's question
- **Key Vocabulary** – sharing vocabulary in context that is important for understanding this lesson
- **RE Charter** – establishing a respectful, safe and positive learning environment based on open and trusting relationships with clear ground rules
- **Connect Our Learning** – improving social skills to better enable collaborative learning and reactivate prior learning
- **Open My Mind** – helping the brain to focus on specific learning intentions
- **Tell Me or Show Me** – initiating new learning
- **Let's Learn** – enabling children to develop substantive and disciplinary knowledge and checking understanding e.g. through stories, modelling critical thinking and analysis
- **Hinge Question** – quickly checking on understanding of key substantive knowledge
- **Today's Learning** – allowing children to practise and apply what they have learned through independent, paired or group tasks that may be written or discussed
- **Reflection** – reflecting on learning and personal development
- **What do we know now?** - referring back to the key question and discussing the core knowledge shared to ensure that learning is secure and misconceptions are addressed
- **Exit Ticket** – briefly assessing children's understanding of the lesson's substantive knowledge
- **Time to Pause** – used at different points of the lesson, helping children to bring their awareness and attention to the present moment

## CURRICULUM OVERVIEW

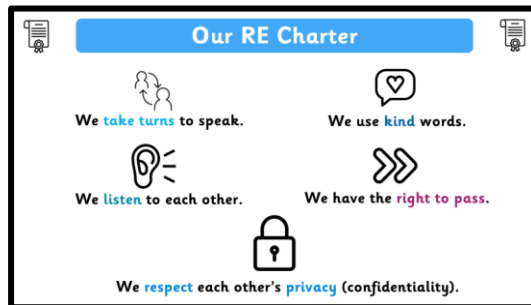
# Religious Education



### OUR RE CHARTER

A safe, respectful and inclusive environment is essential for high-quality Religious Education. RE often explores personal beliefs, diverse worldviews, and sensitive topics, so it is vital that all children feel secure in expressing their ideas and listening to others.

As a school, we have shared expectations for discussion and behaviour in RE lessons, helping to establish a climate of trust and open-mindedness. Children are reminded regularly of the importance of speaking and listening with respect, handling artefacts with care and recognising the value of differing opinions. While exploring a wide range of views, children are encouraged to reflect critically and form their own informed responses.



Teachers are not required to share their own beliefs but are supported in facilitating balanced, thoughtful enquiry where multiple viewpoints are acknowledged and valued. This shared understanding of respectful enquiry underpins our approach to RE, ensuring that all children can engage with questions of belief and identity in a safe, inclusive and reflective space.



### READING IN RE

Reading in RE lessons supports children in developing religious literacy and understanding through a wide range of texts. These include extracts or retellings from sacred texts of the worldviews studied, alongside stories, parables and teachings. Children learn to read and appreciate these texts thoughtfully, interpreting meaning, exploring symbolism and understanding different interpretations. Children also engage with case studies, real-life accounts and non-fiction texts that explore how beliefs and practices are lived out in diverse communities. These texts help children to make connections between belief and practice, and between individuals and the wider community.



### SPOKEN LANGUAGE DEVELOPMENT

Spoken language development is central to our RE curriculum. Through thoughtful and respectful dialogue, children learn to express their ideas clearly, listen to others with empathy and explore different viewpoints. Teachers model the use of appropriate religious and philosophical vocabulary, encouraging children to articulate concepts such as belief, commitment, morality, and identity with increasing clarity and confidence. Discussion is embedded within every RE lesson. Children engage in questioning, debating and reflecting on both their own views and the beliefs of others. Sentence stems and structured talk frames support children in building respectful, reasoned arguments and responding thoughtfully to alternative perspectives. These skills not only strengthen children's religious understanding but also support their personal, spiritual and social development by fostering confidence in exploring complex, sensitive topics.



## CURRICULUM OVERVIEW

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### STRONG VOCABULARY DEVELOPMENT

Key vocabulary in RE is explicitly taught, applied and revisited to deepen children's understanding of religious and philosophical concepts. Each lesson introduces specific vocabulary linked to the substantive knowledge and disciplinary lenses. These words are carefully chosen to support children in articulating beliefs, practices and values with accuracy and confidence.

Vocabulary is explored in context during lessons, regularly revisited, and displayed on working walls or in floor books where appropriate to support retention and use. This systematic approach enables children to express complex ideas clearly, engage in respectful dialogue, and develop religious literacy across a range of worldviews and enquiries.



### WIDER RE EXPERIENCES

We enrich our RE curriculum by offering children meaningful, real-world encounters with religion and belief. Children visit places of worship such as Corporation Road Church in our local community, mosques, and Hindu temples, helping them to explore the diversity of religious expression and practice first-hand. These visits are designed to deepen understanding, foster respect and support our enquiry-based approach by bringing learning to life.

Visitors from a range of faith communities are regularly welcomed into school to share personal beliefs, practices and experiences. This gives children the opportunity to ask questions and gain authentic insight into how faith is lived today. These wider experiences encourage curiosity, promote tolerance and support children in making connections between belief and everyday life. Additional opportunities for learning through assemblies and whole-school events also complement the RE curriculum.



### MAKING PROGRESS

Making good progress in RE means children are developing a deeper understanding of religious and non-religious worldviews, including the beliefs, practices and values that shape people's lives. Children are able to recall and apply key substantive knowledge and use the disciplinary lenses (theology, philosophy and human/social sciences) to think critically and reflect meaningfully.

Progress is evident when children can engage in discussion, make connections between different faiths and their own experiences, and demonstrate increasing religious literacy. Children who are 'on track' are able to apply their knowledge thoughtfully in response to enquiry questions, showing that they know more, remember more and can do more with what they have learned.



### ASSESSMENT

Assessment in RE is both formative and summative and supports the ongoing development of children's understanding of worldviews. Each unit has clearly defined 'key knowledge'—the key learning we want children to retain and apply by the end of the enquiry.

Formative assessment takes place throughout the learning sequence. Teachers use questioning, discussion, retrieval activities and observation of children's engagement and responses to identify gaps or misconceptions. This ongoing assessment informs planning and allows for adaptations to keep all children secure in their learning.

Children's ability to reflect on and evaluate religious ideas, using appropriate vocabulary and applying disciplinary lenses, is also observed and recorded through dialogue, debate, written work and group tasks. Verbal feedback and teacher modelling support children's understanding and use of the knowledge taught.

Summative assessment occurs at the end of each unit, drawing on all evidence gathered throughout the enquiry. Teachers consider children's contributions to class discussions, their responses to the key enquiry question, final evaluative tasks and reflective work. These outcomes are used to judge whether children have understood the key knowledge and can apply it to answer the enquiry. Assessment information is submitted termly via our MAT system and is used by leaders to monitor the quality and impact of the RE curriculum.

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## AMBITION FOR ALL

We believe that all children should be able to access a full curriculum offer. As such, we carefully consider all children's individual needs and barriers, be those SEND needs which require addressing or particular talents and strengths that require nurturing. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that we are ambitious for all children and so they can show the best version of themselves through our curriculum. Where adaptations are required to ensure that children with SEND can access the curriculum alongside their peers, we refer to this guidance and ensure that these adaptations are discussed with children so that they are appropriate and specific to the child.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

### Ambition for ALL | Special Educational Needs

#### Cognition & Learning Needs

- Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information)
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Simpler versions of text so that reading materials match the child's reading ability
- Mixed ability groupings/paired work/peer support
- Writing frame/structured activities,
- Task targets/clear success criteria
- Visual stimuli/hooks- turn abstract in to concrete
- Splitting up tasks into smaller units of work
- An appreciation that this might be the area where the child excels

#### Communication & Interaction Needs

- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

#### Sensory/ Physical Needs

- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual sources e.g. pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long period – e.g. role-play, using the interactive whiteboard with pupil involvement.

#### SEMH

- Dynamic risk assessment implemented for the use of specific religious artefacts and resources to ensure that the appropriate levels of respect and care are taken
- Pre-emptive pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict

### Ambition for ALL | The Most Able

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

#### Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of RE, to show independence through using initiative, researching and applying their own ideas to their area of study
- Pupils use their knowledge and understanding of RE, to confidently articulate the area of study
- Pupils use their knowledge and understanding of RE and apply this knowledge when reading wider texts
- Pupils use knowledge and understanding of RE to make connections between topics covered and different religions

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### IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?



Children show respect for others' beliefs and ways of life, demonstrating tolerance, empathy and understanding in both school and the wider community. They are well prepared for life in modern Britain, able to engage positively with difference and challenge stereotypes or prejudice when they encounter it.



Children are able to ask and explore thoughtful, challenging questions about religion and belief. They listen to and evaluate a range of views respectfully, giving considered responses and demonstrating both critical thinking and empathy.



Children develop a strong sense of identity and values, recognising the importance of fairness, kindness and respect in how they treat others. They value diversity and contribute positively to a respectful and inclusive school and wider community.



Children reflect deeply on their own beliefs and values and are inspired to think about big ideas with curiosity and openness. They begin to make thoughtful, ethical decisions, showing a growing sense of responsibility towards others and the planet.



Children understand how religion and belief shape the lives of individuals and communities and will value the role that belief plays in different cultures. They show open-mindedness, teamwork and resilience in new experiences and celebrate diversity with confidence and curiosity.



Children leave Hurworth Primary as thoughtful, reflective individuals, ready for the next stage of their education. They are equipped to navigate a complex world with confidence, communicate ideas sensitively and contribute positively to society with compassion and integrity.

# LONG TERM PLAN

# RE



Christianity



Islam



Hinduism  
(Sanātana Dharma)



Humanism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Hindus?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
Year 2	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why do Hindus use symbols?	How important is the Qur'an to Muslims?
Year 3	Does visiting the Ganges make a person a better Hindu?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does praying at regular intervals help Muslims in their everyday lives?	Does completing a pilgrimage make a person a better Muslim?
Year 4	What do some deities tell Hindus about God?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?	Do people need to go to church to show they are Christians?	What is the best way for a Muslim to lead a good life?
Year 5	What is the best way for a Muslim to show commitment to God?	Is the Christmas story true?	How is the Qur'an vital to Muslims today?	How significant is it for Christians to believe that God intended Jesus to die?	What is the best way for a Hindu to show commitment to God?	What is the best way for a Christian to show commitment to God?
Year 6	Does belief in Akhirah (life after death) help Muslims lead a good life?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	What motivates Humanists to lead good lives?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?		How can Brahman be everywhere and in everything?

**KEY KNOWLEDGE  
PROGRESSION:  
YEAR GROUP**

# Religious Education

	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Reception	<ul style="list-style-type: none"> <li>• Something that is special is important to us.</li> <li>• All families look different.</li> <li>• A friend is someone who you know well and like</li> <li>• A role model:</li> <li>• Teaches others how to do things</li> <li>• Shows us how we should behave and treat others</li> <li>• Keeps on trying when things are tricky</li> <li>• People who follow Jesus' teachings are called Christians.</li> <li>• Christians believe in God and that Jesus is God's son.</li> <li>• Christians believe that Jesus is special because he is God's son and he was able to help everybody.</li> </ul>	<ul style="list-style-type: none"> <li>• We can exchange presents with people who are special to us or to show our love for someone or to show we have thought about someone.</li> <li>• Saying thank you is part of how we show people that we are happy when they have done something for us.</li> <li>• The Christmas story is about the birth of Jesus.</li> <li>• Christians believe he was a special gift from God.</li> <li>• Christians believe God gave his son, Jesus, to the world so he could help people and be an amazing role model to show people how to live good lives.</li> <li>• The wise men brought Jesus gifts to celebrate his birth. They thought he was a king so brought special gifts.</li> <li>• The important people in the Christmas story were Mary, Joseph, Jesus, the angel, shepherds and wise men.</li> </ul>	<ul style="list-style-type: none"> <li>• People celebrate New Year to mark the beginning of a new year.</li> <li>• People often make resolutions. These are promises to try and do something better in the year ahead.</li> <li>• In China, people celebrate the Lunar New Year.</li> <li>• The Chinese zodiac has 12 animals and each year is named after one of these animals.</li> <li>• The Lunar New Year is celebrated on a different date in January or February each year.</li> <li>• People celebrate with red decorations, fireworks and family gatherings.</li> <li>• Hindus celebrate the start of spring with a festival called Holi. It is a festival of colours.</li> <li>• People celebrate by throwing colourful powders, dancing and having fun with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Easter is a special time for Christians.</li> <li>• People celebrate Easter in different ways, such as eating chocolate eggs, decorating eggs and spending time with family.</li> <li>• Jesus rode into a town called Jerusalem on a donkey.</li> <li>• People were happy to see Jesus and waved palm leaves to welcome him. This day is remembered as Palm Sunday.</li> <li>• Jesus went to a garden to pray.</li> <li>• He was feeling very sad but asked God for strength.</li> <li>• Soldiers came to the garden and arrested Jesus.</li> <li>• Christians believe that Jesus came back to life on Easter Sunday.</li> <li>• Easter might be a happy time for Christians because it reminds people of Jesus's new life.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to be honest. This means we tell the truth and do not lie.</li> <li>• It is important to be kind to others, even if they are different to us.</li> <li>• We should help others without expecting anything in return.</li> <li>• We should care for what we have.</li> </ul>	<ul style="list-style-type: none"> <li>• Homes can look different in different countries.</li> <li>• People build homes in different ways depending on where they live.</li> <li>• Some places are special because of their beauty, history or meaning to people.</li> <li>• Special places can be found in nature or made by people.</li> <li>• A church is a special place for Christians.</li> <li>• People go to church to pray, sing and feel close to God.</li> <li>• A mosque is a special place for Muslims.</li> <li>• Muslims go to the mosque to pray and learn.</li> </ul>

**KEY KNOWLEDGE  
PROGRESSION:  
YEAR GROUP**

# Religious Education

Year 1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Hindus?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
	<ul style="list-style-type: none"> <li>• Creators make something. What they make is called a creation.</li> <li>• The Christian creation story comes from their sacred book, the Bible. They believe that God made the whole Earth and everything in it.</li> <li>• Christians believe that God created human beings and made them caretakers of the world and all its' plants and animals.</li> <li>• Most Christians believe that being caretakers of the world includes taking care of the humans. They should try to be kind to people.</li> <li>• A Christian's beliefs about God might lead them to be patient or loving to other people. They might care about the environment.</li> <li>• We can take care of the world by recycling waste, litter picking, saving electricity, saving water, walking or cycling more or by looking after animals. We can take care of somebody by looking after them if they are sad, being a good friend, listening or helping them.</li> </ul>	<ul style="list-style-type: none"> <li>• A meaningful present shows thought and care for the person receiving it.</li> <li>• The story, or account, of Christmas is written in the new part of the Bible. It is told in more than one book of the Bible, so Christians feel it is very important.</li> <li>• The gifts given by the wise men (gold, frankincense, and myrrh) each had a special meaning.</li> <li>• Gold symbolised being royal, frankincense symbolized being holy, and myrrh was a spice used to show someone is special.</li> <li>• Gifts for a baby today might include things like clothes, toys, blankets or things that help take care of the baby.</li> <li>• People often give gifts that will be useful and comforting for the baby and the parents.</li> <li>• A Christian might choose a precious gift for Jesus because he is special to them. They might believe that he is a gift from God.</li> <li>• Giving a meaningful gift can make the giver feel happy and proud.</li> <li>• Receiving a meaningful gift can make someone feel special, loved and appreciated.</li> </ul>	<ul style="list-style-type: none"> <li>• People have different parts of their personality that they show in different situations. We call these aspects.</li> <li>• Hindus believe in one supreme deity called Brahman. Brahman is in everything and everyone.</li> <li>• The Trimurti are three deities which show three aspects of Brahman's personality.</li> <li>• The three deities are Brahma, Vishnu and Shiva.</li> <li>• Hindus believe there are many ways to think about God. Many believe God is everywhere and in everything but God can also appear in different forms.</li> <li>• Hindus believe in being kind, respectful and caring to nature because God is everywhere and everything is special.</li> <li>• We can show respect to living things by being kind to animals, plants and people.</li> </ul>	<ul style="list-style-type: none"> <li>• A quality is something about a person that makes them who they are.</li> <li>• People have different qualities that make them special.</li> <li>• Jesus might have been special or important to the people around him because:             <ul style="list-style-type: none"> <li>• He helped and taught people</li> <li>• He performed miracles</li> <li>• He told amazing stories</li> <li>• He showed love and kindness to everyone</li> <li>• He was seen as the 'saviour'</li> </ul> </li> <li>• Israel, where Jesus lived, was ruled by the Romans during Jesus' time. Many people believed he was their saviour (Messiah).</li> <li>• When Jesus went to Jerusalem for a celebration, people welcomed him as a King by waving palm leaves, laying these and their cloaks down for him and cheering for him.</li> <li>• The Bible tells Christians that Jesus was arrested in the Garden of Gethsemane and was put to death on a cross on Good Friday.</li> <li>• After he died, Jesus was put in a stone tomb. The Bible says that Jesus came back to life on Easter Sunday. This is seen as a miracle.</li> <li>• Symbols help people remember important parts of a story or event.</li> <li>• Some symbols in the Easter story include a donkey, palm leaves, the cross and a palm cross.</li> <li>• We can admire people in our lives, like family, friends or famous people.</li> <li>• Admiring someone means we look up to them and want to learn from their example.</li> </ul>	<ul style="list-style-type: none"> <li>• We can show respect by being kind, listening and treating things well.</li> <li>• Islam is the religion of Muslims.</li> <li>• Muslims believe in one God, Allah. They believe he is kind, powerful and loving.</li> <li>• Muslims believe that Allah has 99 names, each showing something special about him.</li> <li>• Muslims show respect to Allah by praying, being kind to each other, putting Allah first and following his teachings.</li> <li>• The attributes of Allah help Muslims feel close to him and understand what he is like.</li> <li>• We can show people who are special to us that we care by being kind, helping them and saying kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• Some people are important to us because of how they act, what they say or how they help others.</li> <li>• Muslims believe Muhammad was chosen by Allah to be a prophet because he was kind, honest and trusted.</li> <li>• Muslims believe that the events in Muhammad's life, especially receiving messages from Allah and the Hijrah journey, helped to begin Islam and shape the Muslim faith.</li> <li>• Muslims remember the words Muhammad said to help them live good lives today. These are important to Muslims but not as important as the words of the Qur'an.</li> <li>• Some events in Muhammad's life are remembered by Muslims because they show how to love Allah and others.</li> <li>• A role model is someone we look up to because of how they act. Special people can show us how to be kind, fair and honest.</li> </ul>



# KEY KNOWLEDGE PROGRESSION: YEAR GROUP

# Religious Education

Year 2

## What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?

- Belonging means feeling like we fit in. It can help us to feel safe, secure and positive and develop respect for others.
- Sita was kidnapped by a demon king. Rama, Lakshmana (Sita's brother) and Hanuman (the monkey king) worked together to find and save Sita. The world celebrated when Rama defeated the demon king. On their journey home, people lit lamps to guide them.
- Rama was a good person (light) but Ravana was a character who tried to hide what he was doing (dark). Rama overcame the darkness in the story.
- Hindus might believe that we can change our behaviour and lead this to the light instead of the dark.
- Diwali is a Hindu festival which celebrates the story of the Ramayana.
- It represents moving from darkness to light. Hindus might light small diwa lamps, have a feast, give money to charity and exchange gifts.
- Diwali is seen as a chance for Hindus to reflect upon their lives. They are encouraged to get rid of harmful (dark) behaviours, such as laziness and jealousy, and to try to see the good (light) in people.
- When celebrating Diwali, Hindus use lamps to remember Rama and Sita getting home and to ask Lakshmi to come to their houses.
- A sense of belonging can bring many positive feelings.
- Hindus may feel a sense of belonging when celebrating Diwali because lots of people come together to share the celebrations.

## Why do Christians believe God gave Jesus to the world?

- We should all care for the world by being respectful and responsible.
- Reducing, reusing, recycling and repairing help us take care of our environment.
- The story of Jesus' birth is important because Christians believe it marks the arrival of their saviour.
- Christians believe that Jesus is their saviour because they think he was sent by God to help people and bring peace.
- Advent is the time of preparation leading up to Christmas, where Christians reflect on Jesus' birth.
- An Advent calendar counts down to the birth of Jesus.
- Christians believe Jesus brought gifts like love, peace and forgiveness to the world. These are supposed to make the world a better place.
- Christians might believe Jesus was a special gift from God because he saved the world and made it a better place. He taught people how to show love to each other in different ways.
- Showing love means helping others, being kind and caring for people in need.
- Small acts of kindness, like helping a friend, can make a big difference.

## Is it possible to be kind to everyone all of the time?

- It is important to be kind to people even if we don't share their feelings or beliefs.
- From the story of the Good Samaritan, Christians might believe everyone is their neighbour so they should care about people whom they may not like, know or who may be outcast from society.
- From the story of Zacchaeus, Christians might believe that showing kindness or giving unpopular people a second chance might show them that they can also be good and kind.
- From the story with Peter, Jesus gave Christians the example of forgiving our friends. Christians might believe it is important to be kind to friends and forgive them when they make mistakes.
- Most Christians believe they should be kind because of the stories Jesus told and because of his actions towards others.
- Kindness means thinking about how other people feel and how we can make them feel good. It can change how people feel and how we feel.

## How important is it to Christians that Jesus came back to life after his crucifixion?

- Memories can remind us of special people and moments in our lives. We might use symbols to help us remember someone or something important.
- Jesus shared a special meal with his disciples, called the Last Supper.
- Jesus was arrested in the Garden of Gethsemane after praying there.
- The Roman authorities sentenced Jesus to die on a cross. This is called the crucifixion.
- Jesus died on the cross and was buried in a tomb.
- When Mary Magdalene (a friend of the disciples) visited Jesus, his body was gone.
- Mary saw Jesus and he was not dead. This is called the resurrection.
- After Jesus's resurrection, two of his followers met a stranger while walking to a village called Emmaus.
- The stranger explained the scriptures about Jesus but they didn't realise it was him at first.
- When they shared a meal, the followers recognised the stranger as Jesus.
- Many Christians believe Jesus rose from the dead on Easter Sunday.
- They believe he visited some of his disciples.
- The resurrection shows Christians that death is not the end and they can have eternal life with God in heaven.
- Many Christians use symbols during Easter to celebrate and remember the story of Jesus' resurrection.

## Why do Hindus use symbols?

- Symbols are pictures that can have special meanings and remind us of things that are important to us.
- The Aum symbol is special to Hindus. It represents a sound.
- Many Hindus believe the sound 'Aum' was the cause of the creation of the universe.
- The lotus flower is a Hindu symbol of beauty, strength and new beginnings.
- Hindus use different symbols, like the Aum and lotus flower, to help them feel close to Brahman and remember important beliefs.
- Symbols can be special to because they remind us of things we love or believe in.

## How important is the Qur'an to Muslims?

- Stories can help us learn important lessons about life.
- Muslims treat the Qur'an with great respect by keeping it on a high shelf, wrapped in cloth and not placing it on the floor.
- Muslims believe the Qur'an was revealed to Muhammad on the Night of Power when the Angel Jibril spoke to Muhammad.
- Muslims believe the Qur'an tells them to speak kindly and remember that Allah sees everything they do.
- Muslims believe the Qur'an teaches them to do good, forgive others, be kind, not waste things and help people in need.
- We all have values that are important to us, just like Muslims follow the values in the Qur'an.

**KEY KNOWLEDGE  
PROGRESSION:  
YEAR GROUP**

# Religious Education

Year 3

## Does visiting the Ganges make a person a better Hindu?

- Water is the spark of life to many things. Water brings life where there may have been none. Rivers bring water.
- Hindus believe that Brahman is one supreme deity who is everywhere and in everything.
- A pilgrimage is a journey to a special place, which is often religiously significant. Hindus make a pilgrimage to the River Ganges to pray, bathe, wash their children or drink the water because they believe it is holy.
- Many Hindus believe that the River Ganges purifies them, or makes them completely clean, and washes away their sins.
- Rituals are actions that normally follow a tradition or certain order and can often be for religious purposes. The rituals Hindus do in the River Ganges might help them feel close to each other and close to God.
- We should protect water because it is essential to life. It also has significance within the Hindu faith. We should protect it so that rituals can occur, so that people can stay healthy and so that wildlife have somewhere to live.

## Has Christmas lost its true meaning?

- People celebrate Christmas in different ways depending on their beliefs and traditions.
- For Christians, Christmas symbols and items carry deep spiritual meaning, connecting their faith to the story of Jesus' birth.
- Christmas celebrates the Incarnation (when God became a human in the form of Jesus). Christians might believe he did this to show humans how to live good lives and be kind to one another.
- Christians might believe that God sent Jesus to Earth to help people and bring them closer to God. Jesus is seen as a saviour who came to teach love, forgiveness and peace.
- For most Christians, the true meaning of Christmas is celebrating the birth of Jesus, who they believe was sent by God to save the world.
- For many Christians, Christmas is not just about presents and parties but about love, hope and peace.
- Gifts don't have to be things you buy; they can be acts of kindness, love or helping others.
- Christians believe that showing love and kindness is one of the best gifts you can give, just like Jesus did.

## Could Jesus heal people? Did he perform miracles or was there some other explanation?

- A miracle is something amazing that happens that can't be explained by our understanding of life right now.
- Many Christians believe Jesus healed people with illnesses, like leprosy, because of his love and power.
- Many Christians believe Jesus healed a blind man to show kindness and God's power.
- Many Christians believe Jesus healed a paralysed man to show God's power and forgiveness.
- Some people believe Jesus' healing miracles really happened because he was God's son.
- Others think the stories are lessons about kindness, faith and hope.
- People today might wish for miracles to stop hunger, homelessness, end wars or heal the sick.

## What is 'good' about Good Friday?

- Helping might involve physical actions (like carrying something for someone) or emotional support (like cheering someone up, being kind or offering guidance).
- During the Last Supper, Jesus broke bread and shared wine, asking his disciples to remember him when they eat bread and drink wine.
- This moment is remembered by Christians today during Communion services.
- After the Last Supper, Jesus was betrayed by Judas, one of his disciples, and arrested.
- Many Christians believe that Jesus knew what would happen but didn't run away.
- Good Friday is the day Christians remember Jesus's death on the cross.
- Christians believe Jesus was crucified to save people from their sins.
- Christians today, Jesus, and the disciples might all see Good Friday as 'good' and important because it represents love, sacrifice and hope for new life.
- Role models inspire others by their actions and choices.
- Taking positive action can make life better for others, even in small ways.

## Does praying at regular intervals help Muslims in their everyday lives?

- Making a regular commitment to something can help us get better at it and make it more meaningful.
- Muslims might pray because they believe it helps them feel close to Allah and follow his guidance.
- Muslims prepare for prayer by washing in a special way called wudu. Prayer helps them feel close to Allah and reminds them to be kind and thoughtful.
- Muslims might want to pray in a Mosque because it is a peaceful and special place for worship where people can pray together.
- Many Muslims believe that praying regularly helps them make good choices and feel connected to their faith.
- Regular actions can help us to stay healthy, get better at something or be kind and thoughtful. We may need to use techniques to help us to remember to do them.

## Does completing a pilgrimage make a person a better Muslim?

- Planning and preparing carefully can help a journey be meaningful and successful.
- Hajj is the name Muslims give to a pilgrimage to Makkah. A pilgrimage is a special journey.
- Hajj includes many stages such as visiting the Ka'bah, praying on Mount Arafat, collecting and throwing pillars at Mina and returning to Makkah.
- At each stage of Hajj, Muslims act with care and respect and experience different feelings as part of their spiritual journey.
- Completing Hajj may help a Muslim feel spiritually refreshed, more committed to living a good life and connected to Allah and the Muslim community.
- Journeys, whether physical or personal, can change how we think and feel. They could include learning a new skill, overcoming a challenge, helping others in a big way or going somewhere special.

**KEY KNOWLEDGE  
PROGRESSION:  
YEAR GROUP**

# Religious Education

Year 4

What do some deities tell Hindus about God?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?	Do people need to go to church to show they are Christians?	What is the best way for a Muslim to lead a good life?
<ul style="list-style-type: none"> <li>• People can show different aspects of their personalities through their appearance or how they act.</li> <li>• Hindus believe that Brahman can appear in many different ways but is always the one supreme being. He is present in the Trimurti and all other deities.</li> <li>• Ganesha is one deity. He has the head of an elephant. He is the Hindu god of wisdom.</li> <li>• Laskshmi is one deity. She is the goddess of wealth and good fortune. She is also the wife of Vishnu, who is one of the Trimurti.</li> <li>• Different deities are different forms of Brahman. Most Hindus have a personal deity who they pray to regularly. Hindus might pray to Ganesha because he is wise and will help them to think quickly. They might pray to Lakshmi because she brings health.</li> <li>• Practising good actions can help us become better people and bring more positivity into the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols are used to represent ideas or beliefs in a simple way. Symbols can help us quickly understand messages or ideas without needing words.</li> <li>• There are lots of Christmas symbols that refer to parts of the Christian nativity story, such as stars and angels.</li> <li>• Different parts of the Nativity story can hold special meaning for Christians. What might be important to one person may be different to what is important to somebody else because we are diverse.</li> <li>• A Christingle is a symbolic object used in some Christian celebrations to represent Jesus and the world. They are often used in services for children before Christmas.</li> <li>• The Nativity story tells Christians that Jesus was born to bring peace, love and hope to the world as its saviour.</li> <li>• Christmas can have both religious and secular significance depending on how it is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Actions can lead to positive or negative consequences, depending on what we do.</li> <li>• Karma is the belief that good actions lead to good things and bad actions lead to bad things.</li> <li>• Samsara is the cycle of birth, life, death and rebirth.</li> <li>• Moksha is the Hindu idea of freedom, when the soul is no longer reborn and joins Brahman.</li> <li>• Hindus use puja (worship) at home or in a Mandir (temple) to connect with Brahman.</li> <li>• Many Hindus believe that prayer and worship help them stay close to God, live a good life and build good karma.</li> <li>• Sewa means selfless service - helping others without expecting anything in return. Hindus believe that practising Sewa is an important way to live a good life.</li> <li>• Many Hindus believe they can live a good life through prayer, helping others and making good choices.</li> <li>• Different Hindus may choose different ways to focus on their relationship with God or society and work towards achieving Moksha.</li> <li>• We can live a good life by being kind, helpful and making good choices.</li> <li>• Both small actions, like sharing, and bigger actions, like helping the community, can make a difference.</li> </ul>	<ul style="list-style-type: none"> <li>• Treating others with kindness, fairness and understanding is important. If we want to be treated with respect, we should also show respect to others.</li> <li>• Humanists believe in kindness, respect and fairness. They think people should treat others well because it is the right thing to do.</li> <li>• Humanists believe we can understand the world through asking questions, looking at evidence, and being kind to others and our planet. This shapes how they act and make choices.</li> <li>• The Happy Human symbol shows an outline of a person with raised arms, representing joy, freedom and human potential.</li> <li>• Humanists act in ways that promote kindness, fairness and respect for others, guided by reason and compassion rather than religious beliefs.</li> <li>• People can look after the world and show they care by protecting nature, helping others and making thoughtful choices in their daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Special places can make us feel happy, peaceful, safe or connected because we associate them with important people, memories or beliefs.</li> <li>• Baptism is a Christian ceremony where a person is welcomed into the Christian faith.</li> <li>• Holy Communion is a Christian ceremony where people remember Jesus' last meal with his disciples by sharing bread and wine.</li> <li>• A church can support Christians by giving them a place to pray, worship and feel part of a community.</li> <li>• Christians believe they can worship and pray anywhere, but many still find the church important as a place to gather, celebrate and feel close to God.</li> <li>• People often feel different emotions in different places, and these feelings can influence how and where they choose to worship, reflect or feel peaceful.</li> </ul>	<ul style="list-style-type: none"> <li>• A good life can mean different things to different people. It often includes being kind, helping others and making good choices.</li> <li>• Muslims try to live a good life by following Allah's guidance. Most Muslims believe their actions in this life affect what happens after they die.</li> <li>• Helping others is an important part of the Muslim faith. Muslims give to charity as part of Zakat (duty) and Sadaqah (voluntary).</li> <li>• Muslims fast during Ramadan as part of their faith. Fasting helps Muslims to focus on self-control, prayer and helping others.</li> <li>• Muslims might choose different actions to live a good life, like prayer, fasting or giving to charity. All actions that follow Allah's guidance are valuable.</li> <li>• Charities are organisations that help people, animals or the environment. We can help a charity by giving, collecting, raising money or telling others about their work.</li> </ul>

**KEY KNOWLEDGE  
PROGRESSION:  
YEAR GROUP**

# Religious Education

Year 5

**What is the best way for a Muslim to show commitment to God?**

- Commitment is a promise to give your time, effort and energy to something you believe in.
- Regular prayer (Salat or Salah) is important to most Muslims to show their commitment to Allah. These regular prayers show that life revolves around God, shows respect and reminds Muslims to be thankful.
- Giving to those in need (Zakat or Zakah) is important to most Muslims to show their commitment to Allah. They believe that all are equal in the eyes of Allah and Allah has made it a duty to help.
- Fasting (Sawm) is important to many Muslims to show their commitment to Allah. During the month of Ramadan, many Muslims will fast during daylight hours. They believe this helps to develop self-discipline and develop sympathy for those in need.
- There are many different ways that Muslims can show their commitment to Allah. These include the 5 Pillars (praying, giving to charity, fasting, pilgrimage) as well as worshipping at the Mosque and reading and following the teachings of the Qur'an.
- To improve upon my commitments, I can put in extra effort and be resilient. I can make changes to what I do or do more of something.

**Is the Christmas story true?**

- Different people may have different versions of the same event based on what they saw or understood.
- Versions of events can vary but still hold similar key ideas.
- There are different versions of the Christmas story, including what is written in the Bible and how it is told today.
- The Bible has two accounts of Jesus' birth, one in the Gospel of Matthew and one in the Gospel of Luke.
- There are lots of similarities between the Nativity story in the Gospels of Matthew and Luke. Jesus is born in Bethlehem in both and his birth is announced by angels. Jesus is visited by people in both.
- The things a Christian believes is true from the Christmas story are personal to them. Many Christians believe the parts that are evident in each version of the story.
- The word 'true' can mean different things: it can be about facts or it can be about deeper meanings.
- For Christians, the message of Jesus' birth might be more important than the exact details of the story.
- People can find important lessons or values in stories even if they don't believe every detail is factual. Stories can teach morals, hope or lessons about how to live, even if they aren't entirely true.

**How is the Qur'an vital to Muslims today?**

- Written guidance, like rules or advice, can help us make decisions and shape our behaviour.
- Following clear instructions can make life easier and help us avoid mistakes.
- The Night of Power is when Muslims believe the Qur'an was first revealed to the Prophet Muhammad. This event is one of the holiest times in Islam.
- Muslims show great respect for the Qur'an as the holy book of Islam, for example by keeping themselves and the Qur'an clean, keeping the Qur'an on a high shelf and staying in the right frame of mind before reading.
- Sayings from the Qur'an can have meanings that guide Muslims on how to live their lives.
- Muslims may interpret the same verse in slightly different ways, depending on their understanding or situation.
- A Muslim's understanding of the Qur'an helps them decide how to live a life pleasing to Allah.
- Different interpretations might lead to slightly different practices or decisions.
- People treat things they value with care and respect.
- Showing respect for important items helps them last longer and shows appreciation for their meaning.

**How significant is it for Christians to believe that God intended Jesus to die?**

- Destiny is things that are meant to happen, often thought to be out of our control. Free will is the ability to make your own choices.
- The events of Holy Week increased tensions between Jesus and those in power. His popularity, teachings and actions made leaders see him as a danger. This could have led to his arrest and crucifixion.
- Some believe Jesus fully understood and accepted the crucifixion as part of God's plan with courage, while others suggest that, despite knowing the plan, he still felt fear and uncertainty, showing his very human nature.
- Through the trials, Peter's denial and his crucifixion, Jesus experienced betrayal, fear and suffering. Some believe Jesus trusted in God's will and accepted these, while others suggest that, although Jesus knew it was necessary, he still experienced emotional pain.
- Christians believe that Jesus' crucifixion and resurrection were part of God's plan for salvation, shown through Jesus' own predictions and actions. Some also see the events of Holy Week as a result of human choices and the unfolding of those events.
- Having a strong sense of purpose helps people stay focused, make important decisions and work hard to achieve their goals, even when faced with challenges.

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

- Commitment can be shown by making promises, giving time, putting in effort and believing in something strongly.
- Puja is a special Hindu worship ritual where offerings, prayers and devotion are given to God.
- Hindus worship and show devotion to God through Puja. Puja can take place in a temple, at home or in another sacred place.
- Going on a pilgrimage to the Ganges takes time, energy, belief and personal sacrifice, which can show deep commitment to God.
- Hindus can show commitment to God through daily worship, following dharma, showing kindness to others and taking part in special religious practices such as festivals, pilgrimage or visiting temples.
- People show commitment by working hard at things that matter to them and by staying resilient, even when things get tough.

**What is the best way for a Christian to show commitment to God?**

- A dilemma is a difficult choice between two options. Sometimes, a dilemma can test a person's commitment by making them choose between what is easy and what they believe is right.
- The 10 Commandments are a set of rules from the Old Testament that guide Christians to live in a way that shows respect, love and commitment to God and others.
- "Love your neighbour as yourself" is a teaching from Jesus (found in the New Testament) that helps Christians show their commitment to God by caring for others.
- Christians can show their commitment to God by worshipping regularly, praying, keeping the Sabbath day holy and taking part in special events like baptism, communion and confirmation.
- Christians show their commitment to God in different ways, and the significance of these practices can change over time depending on their life circumstances.
- Belief in something bigger than yourself (like a religion or purpose) can help people stay committed even when things are difficult.
- Christians believe God supports them through challenges and this belief gives them strength to keep showing commitment.

**KEY KNOWLEDGE  
PROGRESSION:  
YEAR GROUP**

# Religious Education

Year 6

**Does belief in Akhirah (life after death) help Muslims lead a good life?**

- Motivation is a reason for acting or behaving in a particular way.
- We can be motivated by different things. Our motivation can be influenced by our families and our religion.
- Muslims believe in life after death, called Akhirah. They believe that after they die, Allah will judge them based on their actions, thoughts, and words.
- Two guardian angels record everything they do, and Muslims try to live a good life to earn a positive afterlife. Allah is fair and just, so their afterlife will reflect what they deserve.
- The Qur'an teaches Muslims to be honest, kind and helpful, to pray, give to charity and treat people fairly.
- By following these teachings, Muslims believe they can please Allah and improve the world.
- Muslims believe life is a test and Jihad is the struggle to do what is right.
- There are two types of Jihad:
  - Greater Jihad: The inner struggle to be a better person.
  - Lesser Jihad: The outer struggle to make the world fairer and better, mostly through peaceful ways.
- Leading a good life means being kind, fair and honest. When we help others and set a good example, we make the world a better place. If everyone tries to do good things, it makes the world friendlier and more peaceful for everyone.
  - When Muslims lead a good life, they help create a world where people are treated fairly and live in peace, just as they want it to be.

**Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?**

- Celebrations often help people remember important events or people from the past (such as Bonfire Night).
- Celebrations can also help to enjoy a new event (such as a wedding or Christening).
- Some Christian traditions are directly linked to the story of Jesus' birth from the Bible. This could include nativity scenes, singing carols, going to church, giving presents and lighting candles.
- Traditions such as giving presents, singing carols and attending church services can offer a way for Christians to reflect on the themes of hope, love and generosity that are central to the message of Jesus' birth.
- Christians may find different aspects of Christmas celebrations significant, such as the Nativity story, the sense of community or the message of love and peace. For many, the birth of Jesus is central, as it represents God's gift to the world and a sign of hope.
- Some Christmas celebrations can remind Christians of Jesus' birth and his role as the saviour. There are lots of ways that celebrations can link to Jesus, helping Christians to remember the story of Jesus' birth, his arrival and his message.
- We celebrate and remember people in special ways, like sharing stories about them, giving gifts or doing things they enjoyed.
- Special occasions, like birthdays or anniversaries, are often ways people remember and honour others.

**What motivates Humanists to lead good lives?**

- A 'good life' can mean being kind, helping others and making choices that benefit people and the world.
- Humanists often live by the "Golden Rule" – treat others as you would like to be treated.
- Many Humanists believe the world began naturally, without a divine creator, and focus on science to explain life and the universe.
- Humanists aim to live a good life by helping others, protecting the environment and valuing fairness and honesty. They believe people only have one life.
- Humanists believe happiness is important and that everyone has the right to seek happiness in their own way. They think happiness can be found through actions like helping others, spending time with loved ones and appreciating the world around us.
- People may be motivated to live a good life by wanting to create happiness, improve the world and leave a positive legacy.

**Is Christianity still a strong religion over 2000 years after Jesus was on Earth?**

- Influence means the ability to change or affect the way someone thinks, feels or acts.
- People who influence us can be family members, friends, teachers or public figures, and their actions or words can leave a lasting impact on our lives.
- Some Christian festivals and celebrations demonstrate key beliefs about Jesus, God and Christian life. They reflect ideas about sacrifice, salvation, love, gratitude and preparation, showing how Christians remember important events in their faith.
- Christianity influences lives today through symbols and organisations by offering a way for Christians to express their faith and carry out Jesus' teachings of love and service.
- Christianity influences the lives of many people in Britain and around the world. It is a global religion with different denominations that share key beliefs and practices.
- Some people might believe that Christianity is still a strong religion due to the number of followers worldwide, the fact these are growing and how the religion influences laws, traditions and values in many societies.
- A legacy is something a person leaves behind that continues to have an impact after they are gone. People can leave a positive legacy by helping others, standing up for what is right or making a difference in their community.

**How can Brahman be everywhere and in everything?**

- People can be seen in different ways by different people, depending on the relationship and context.
- Hindus believe Brahman is the one true God who is too great to be fully understood, so he is shown in many forms called deities, including the Trimurti: Brahma, Vishnu and Shiva.
- Hindus believe that Brahman lives within everything as the Atman (the eternal soul or essence) including people, animals and plants.
- Each Hindu deity shows a different aspect of Brahman. These deities help people understand and connect with the many qualities of the one supreme being.
- Hindus believe that Brahman is present in everything as the Atman, and this encourages them to respect all living things. They may also try to live in ways that reflect the qualities of different deities.
- Believing that the living world is important can inspire people to take action to care for the environment, protect animals and support others. These beliefs can lead to real change when shared by many people.



# KEY KNOWLEDGE PROGRESSION: CHRISTIANITY

# Religious Education



Christianity

	What makes people special?	What is Christmas?	What is Easter?	What can we learn from stories?	What makes places special?
Reception	<ul style="list-style-type: none"><li>• Something that is special is important to us.</li><li>• All families look different.</li><li>• A friend is someone who you know well and like</li><li>• A role model:</li><li>• Teaches others how to do things</li><li>• Shows us how we should behave and treat others</li><li>• Keeps on trying when things are tricky</li><li>• People who follow Jesus’ teachings are called Christians.</li><li>• Christians believe in God and that Jesus is God’s son.</li><li>• Christians believe that Jesus is special because he is God’s son and he was able to help everybody.</li></ul>	<ul style="list-style-type: none"><li>• We can exchange presents with people who are special to us or to show our love for someone or to show we have thought about someone.</li><li>• Saying thank you is part of how we show people that we are happy when they have done something for us.</li><li>• The Christmas story is about the birth of Jesus.</li><li>• Christians believe he was a special gift from God.</li><li>• Christians believe God gave his son, Jesus, to the world so he could help people and be an amazing role model to show people how to live good lives.</li><li>• The wise men brought Jesus gifts to celebrate his birth. They thought he was a king so brought special gifts.</li><li>• The important people in the Christmas story were Mary, Joseph, Jesus, the angel, shepherds and wise men.</li></ul>	<ul style="list-style-type: none"><li>• Easter is a special time for Christians.</li><li>• People celebrate Easter in different ways, such as eating chocolate eggs, decorating eggs and spending time with family.</li><li>• Jesus rode into a town called Jerusalem on a donkey.</li><li>• People were happy to see Jesus and waved palm leaves to welcome him. This day is remembered as Palm Sunday.</li><li>• Jesus went to a garden to pray.</li><li>• He was feeling very sad but asked God for strength.</li><li>• Soldiers came to the garden and arrested Jesus.</li><li>• Christians believe that Jesus came back to life on Easter Sunday.</li><li>• Easter might be a happy time for Christians because it reminds people of Jesus’s new life.</li></ul>	<ul style="list-style-type: none"><li>• It is important to be honest. This means we tell the truth and do not lie.</li><li>• It is important to be kind to others, even if they are different to us.</li><li>• We should help others without expecting anything in return.</li><li>• We should care for what we have.</li></ul>	<ul style="list-style-type: none"><li>• Homes can look different in different countries.</li><li>• People build homes in different ways depending on where they live.</li><li>• Some places are special because of their beauty, history or meaning to people.</li><li>• Special places can be found in nature or made by people.</li><li>• A church is a special place for Christians.</li><li>• People go to church to pray, sing and feel close to God.</li></ul>
	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?		
Year 1	<ul style="list-style-type: none"><li>• Creators make something. What they make is called a creation.</li><li>• The Christian creation story comes from their sacred book, the Bible. They believe that God made the whole Earth and everything in it.</li><li>• Christians believe that God created human beings and made them caretakers of the world and all its’ plants and animals.</li><li>• Most Christians believe that being caretakers of the world includes taking care of the humans. They should try to be kind to people.</li><li>• A Christian’s beliefs about God might lead them to be patient or loving to other people. They might care about the environment.</li><li>• We can take care of the world by recycling waste, litter picking, saving electricity, saving water, walking or cycling more or by looking after animals. We can take care of somebody by looking after them if they are sad, being a good friend, listening or helping them.</li></ul>	<ul style="list-style-type: none"><li>• A meaningful present shows thought and care for the person receiving it.</li><li>• The story, or account, of Christmas is written in the new part of the Bible. It is told in more than one book of the Bible, so Christians feel it is very important.</li><li>• The gifts given by the wise men (gold, frankincense, and myrrh) each had a special meaning.</li><li>• Gold symbolised being royal, frankincense symbolized being holy, and myrrh was a spice used to show someone is special.</li><li>• Gifts for a baby today might include things like clothes, toys, blankets or things that help take care of the baby.</li><li>• People often give gifts that will be useful and comforting for the baby and the parents.</li><li>• A Christian might choose a precious gift for Jesus because he is special to them. They might believe that he is a gift from God.</li><li>• Giving a meaningful gift can make the giver feel happy and proud.</li><li>• Receiving a meaningful gift can make someone feel special, loved and appreciated.</li></ul>	<ul style="list-style-type: none"><li>• A quality is something about a person that makes them who they are.</li><li>• People have different qualities that make them special.</li><li>• Jesus might have been special or important to the people around him because:<ul style="list-style-type: none"><li>• He helped and taught people</li><li>• He performed miracles</li><li>• He told amazing stories</li><li>• He showed love and kindness to everyone</li><li>• He was seen as the ‘saviour’</li></ul></li><li>• Israel, where Jesus lived, was ruled by the Romans during Jesus’ time. Many people believed he was their saviour (Messiah).</li><li>• When Jesus went to Jerusalem for a celebration, people welcomed him as a King by waving palm leaves, laying these and their cloaks down for him and cheering for him.</li><li>• The Bible tells Christians that Jesus was arrested in the Garden of Gethsemane and was put to death on a cross on Good Friday.</li><li>• After he died, Jesus was put in a stone tomb. The Bible says that Jesus came back to life on Easter Sunday. This is seen as a miracle.</li><li>• Symbols help people remember important parts of a story or event.</li><li>• Some symbols in the Easter story include a donkey, palm leaves, the cross and a palm cross.</li><li>• We can admire people in our lives, like family, friends or famous people.</li><li>• Admiring someone means we look up to them and want to learn from their example.</li></ul>		



# Religious Education



Christianity

	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?
Year 2	<ul style="list-style-type: none"> <li>We should all care for the world by being respectful and responsible.</li> <li>Reducing, reusing, recycling and repairing help us take care of our environment.</li> <li>The story of Jesus' birth is important because Christians believe it marks the arrival of their saviour.</li> <li>Christians believe that Jesus is their saviour because they think he was sent by God to help people and bring peace.</li> <li>Advent is the time of preparation leading up to Christmas, where Christians reflect on Jesus' birth.</li> <li>An Advent calendar counts down to the birth of Jesus.</li> <li>Christians believe Jesus brought gifts like love, peace and forgiveness to the world. These are supposed to make the world a better place.</li> <li>Christians might believe Jesus was a special gift from God because he saved the world and made it a better place. He taught people how to show love to each other in different ways.</li> <li>Showing love means helping others, being kind and caring for people in need.</li> <li>Small acts of kindness, like helping a friend, can make a big difference.</li> </ul>	<ul style="list-style-type: none"> <li>It is important to be kind to people even if we don't share their feelings or beliefs.</li> <li>From the story of the Good Samaritan, Christians might believe everyone is their neighbour so they should care about people whom they may not like, know or who may be outcast from society.</li> <li>From the story of Zacchaeus, Christians might believe that showing kindness or giving unpopular people a second chance might show them that they can also be good and kind.</li> <li>From the story with Peter, Jesus gave Christians the example of forgiving our friends. Christians might believe it is important to be kind to friends and forgive them when they make mistakes.</li> <li>Most Christians believe they should be kind because of the stories Jesus told and because of his actions towards others.</li> <li>Kindness means thinking about how other people feel and how we can make them feel good. It can change how people feel and how we feel.</li> </ul>	<ul style="list-style-type: none"> <li>Memories can remind us of special people and moments in our lives. We might use symbols to help us remember someone or something important.</li> <li>Jesus shared a special meal with his disciples, called the Last Supper.</li> <li>Jesus was arrested in the Garden of Gethsemane after praying there.</li> <li>The Roman authorities sentenced Jesus to die on a cross. This is called the crucifixion.</li> <li>Jesus died on the cross and was buried in a tomb.</li> <li>When Mary Magdalene (a friend of the disciples) visited Jesus, his body was gone.</li> <li>Mary saw Jesus and he was not dead. This is called the resurrection.</li> <li>After Jesus's resurrection, two of his followers met a stranger while walking to a village called Emmaus.</li> <li>The stranger explained the scriptures about Jesus but they didn't realise it was him at first.</li> <li>When they shared a meal, the followers recognised the stranger as Jesus.</li> <li>Many Christians believe Jesus rose from the dead on Easter Sunday.</li> <li>They believe he visited some of his disciples.</li> <li>The resurrection shows Christians that death is not the end and they can have eternal life with God in heaven.</li> <li>Many Christians use symbols during Easter to celebrate and remember the story of Jesus' resurrection.</li> </ul>
	Has Christmas lost its true meaning?	Could Jesus heal people? Did he perform miracles or was there some other explanation?	What is 'good' about Good Friday?
Year 3	<ul style="list-style-type: none"> <li>People celebrate Christmas in different ways depending on their beliefs and traditions.</li> <li>For Christians, Christmas symbols and items carry deep spiritual meaning, connecting their faith to the story of Jesus' birth.</li> <li>Christmas celebrates the Incarnation (when God became a human in the form of Jesus). Christians might believe he did this to show humans how to live good lives and be kind to one another.</li> <li>Christians might believe that God sent Jesus to Earth to help people and bring them closer to God. Jesus is seen as a saviour who came to teach love, forgiveness and peace.</li> <li>For most Christians, the true meaning of Christmas is celebrating the birth of Jesus, who they believe was sent by God to save the world.</li> <li>For many Christians, Christmas is not just about presents and parties but about love, hope and peace.</li> <li>Gifts don't have to be things you buy; they can be acts of kindness, love or helping others.</li> <li>Christians believe that showing love and kindness is one of the best gifts you can give, just like Jesus did.</li> </ul>	<ul style="list-style-type: none"> <li>A miracle is something amazing that happens that can't be explained by our understanding of life right now.</li> <li>Many Christians believe Jesus healed people with illnesses, like leprosy, because of his love and power.</li> <li>Many Christians believe Jesus healed a blind man to show kindness and God's power.</li> <li>Many Christians believe Jesus healed a paralysed man to show God's power and forgiveness.</li> <li>Some people believe Jesus' healing miracles really happened because he was God's son.</li> <li>Others think the stories are lessons about kindness, faith and hope.</li> <li>People today might wish for miracles to stop hunger, homelessness, end wars or heal the sick.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Helping might involve physical actions (like carrying something for someone) or emotional support (like cheering someone up, being kind or offering guidance).</li> <li>During the Last Supper, Jesus broke bread and shared wine, asking his disciples to remember him when they eat bread and drink wine.</li> <li>This moment is remembered by Christians today during Communion services.</li> <li>After the Last Supper, Jesus was betrayed by Judas, one of his disciples, and arrested.</li> <li>Many Christians believe that Jesus knew what would happen but didn't run away.</li> <li>Good Friday is the day Christians remember Jesus's death on the cross.</li> <li>Christians believe Jesus was crucified to save people from their sins.</li> <li>Christians today, Jesus, and the disciples might all see Good Friday as 'good' and important because it represents love, sacrifice and hope for new life.</li> <li>Role models inspire others by their actions and choices.</li> <li>Taking positive action can make life better for others, even in small ways.</li> </ul>



## What is the most significant part of the nativity story for Christians today?

- Symbols are used to represent ideas or beliefs in a simple way. Symbols can help us quickly understand messages or ideas without needing words.
- There are lots of Christmas symbols that refer to parts of the Christian nativity story, such as stars and angels.
- Different parts of the Nativity story can hold special meaning for Christians. What might be important to one person may be different to what is important to somebody else because we are diverse.
- A Christingle is a symbolic object used in some Christian celebrations to represent Jesus and the world. They are often used in services for children before Christmas.
- The Nativity story tells Christians that Jesus was born to bring peace, love and hope to the world as its saviour.
- Christmas can have both religious and secular significance depending on how it is celebrated.

## Do people need to go to church to show they are Christians?

- Special places can make us feel happy, peaceful, safe or connected because we associate them with important people, memories or beliefs.
- Baptism is a Christian ceremony where a person is welcomed into the Christian faith.
- Holy Communion is a Christian ceremony where people remember Jesus' last meal with his disciples by sharing bread and wine.
- A church can support Christians by giving them a place to pray, worship and feel part of a community.
- Christians believe they can worship and pray anywhere, but many still find the church important as a place to gather, celebrate and feel close to God.
- People often feel different emotions in different places, and these feelings can influence how and where they choose to worship, reflect or feel peaceful.

## Is the Christmas story true?

- Different people may have different versions of the same event based on what they saw or understood.
- Versions of events can vary but still hold similar key ideas.
- There are different versions of the Christmas story, including what is written in the Bible and how it is told today.
- The Bible has two accounts of Jesus' birth, one in the Gospel of Matthew and one in the Gospel of Luke.
- There are lots of similarities between the Nativity story in the Gospels of Matthew and Luke. Jesus is born in Bethlehem in both and his birth is announced by angels. Jesus is visited by people in both.
- The things a Christian believes is true from the Christmas story are personal to them. Many Christians believe the parts that are evident in each version of the story.
- The word 'true' can mean different things: it can be about facts or it can be about deeper meanings.
- For Christians, the message of Jesus' birth might be more important than the exact details of the story.
- People can find important lessons or values in stories even if they don't believe every detail is factual. Stories can teach morals, hope or lessons about how to live, even if they aren't entirely true.

## How significant is it for Christians to believe that God intended Jesus to die?

- Destiny is things that are meant to happen, often thought to be out of our control. Free will is the ability to make your own choices.
- The events of Holy Week increased tensions between Jesus and those in power. His popularity, teachings and actions made leaders see him as a danger. This could have led to his arrest and crucifixion.
- Some believe Jesus fully understood and accepted the crucifixion as part of God's plan with courage, while others suggest that, despite knowing the plan, he still felt fear and uncertainty, showing his very human nature.
- Through the trials, Peter's denial and his crucifixion, Jesus experienced betrayal, fear and suffering. Some believe Jesus trusted in God's will and accepted these, while others suggest that, although Jesus knew it was necessary, he still experienced emotional pain.
- Christians believe that Jesus' crucifixion and resurrection were part of God's plan for salvation, shown through Jesus' own predictions and actions. Some also see the events of Holy Week as a result of human choices and the unfolding of those events.
- Having a strong sense of purpose helps people stay focused, make important decisions and work hard to achieve their goals, even when faced with challenges.

## What is the best way for a Christian to show commitment to God?

- A dilemma is a difficult choice between two options. Sometimes, a dilemma can test a person's commitment by making them choose between what is easy and what they believe is right.
- The 10 Commandments are a set of rules from the Old Testament that guide Christians to live in a way that shows respect, love and commitment to God and others.
- "Love your neighbour as yourself" is a teaching from Jesus (found in the New Testament) that helps Christians show their commitment to God by caring for others.
- Christians can show their commitment to God by worshipping regularly, praying, keeping the Sabbath day holy and taking part in special events like baptism, communion and confirmation.
- Christians show their commitment to God in different ways, and the significance of these practices can change over time depending on their life circumstances.
- Belief in something bigger than yourself (like a religion or purpose) can help people stay committed even when things are difficult.
- Christians believe God supports them through challenges and this belief gives them strength to keep showing commitment.

## Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?

- Celebrations often help people remember important events or people from the past (such as Bonfire Night).
- Celebrations can also help to enjoy a new event (such as a wedding or Christening).
- Some Christian traditions are directly linked to the story of Jesus' birth from the Bible. This could include nativity scenes, singing carols, going to church, giving presents and lighting candles.
- Traditions such as giving presents, singing carols and attending church services can offer a way for Christians to reflect on the themes of hope, love and generosity that are central to the message of Jesus' birth.
- Christians may find different aspects of Christmas celebrations significant, such as the Nativity story, the sense of community or the message of love and peace. For many, the birth of Jesus is central, as it represents God's gift to the world and a sign of hope.
- Some Christmas celebrations can remind Christians of Jesus' birth and his role as the saviour. There are lots of ways that celebrations can link to Jesus, helping Christians to remember the story of Jesus' birth, his arrival and his message.
- We celebrate and remember people in special ways, like sharing stories about them, giving gifts or doing things they enjoyed.
- Special occasions, like birthdays or anniversaries, are often ways people remember and honour others.

## Is Christianity still a strong religion over 2000 years after Jesus was on Earth?

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**KEY KNOWLEDGE  
PROGRESSION:  
ISLAM**

# Religious Education



## What makes people special?

## What can we learn from stories?

## What makes places special?

Reception

- Something that is special is important to us.
- All families look different.
- A friend is someone who you know well and like
- A role model:
  - Teaches others how to do things
  - Shows us how we should behave and treat others
  - Keeps on trying when things are tricky

- It is important to be honest. This means we tell the truth and do not lie.
- It is important to be kind to others, even if they are different to us.
- We should help others without expecting anything in return.
- We should care for what we have.

- Homes can look different in different countries.
- People build homes in different ways depending on where they live.
- Some places are special because of their beauty, history or meaning to people.
- Special places can be found in nature or made by people.
- A mosque is a special place for Muslims.
- Muslims go to the mosque to pray and learn.

## Who is God to Muslims?

## How important is the Prophet Muhammad to Muslims?

Year 1

- We can show respect by being kind, listening and treating things well.
- Islam is the religion of Muslims.
- Muslims believe in one God, Allah. They believe he is kind, powerful and loving.
- Muslims believe that Allah has 99 names, each showing something special about him.
- Muslims show respect to Allah by praying, being kind to each other, putting Allah first and following his teachings.
- The attributes of Allah help Muslims feel close to him and understand what he is like.
- We can show people who are special to us that we care by being kind, helping them and saying kind words.

- Some people are important to us because of how they act, what they say or how they help others.
- Muslims believe Muhammad was chosen by Allah to be a prophet because he was kind, honest and trusted.
- Muslims believe that the events in Muhammad's life, especially receiving messages from Allah and the Hijrah journey, helped to begin Islam and shape the Muslim faith.
- Muslims remember the words Muhammad said to help them live good lives today. These are important to Muslims but not as important as the words of the Qur'an.
- Some events in Muhammad's life are remembered by Muslims because they show how to love Allah and others.
- A role model is someone we look up to because of how they act. Special people can show us how to be kind, fair and honest.

## How important is the Qur'an to Muslims?

Year 2

- Stories can help us learn important lessons about life.
- Muslims treat the Qur'an with great respect by keeping it on a high shelf, wrapped in cloth and not placing it on the floor.
- Muslims believe the Qur'an was revealed to Muhammad on the Night of Power when the Angel Jibril spoke to Muhammad.
- Muslims believe the Qur'an tells them to speak kindly and remember that Allah sees everything they do.
- Muslims believe the Qur'an teaches them to do good, forgive others, be kind, not waste things and help people in need.
- We all have values that are important to us, just like Muslims follow the values in the Qur'an.

## Does praying at regular intervals help Muslims in their everyday lives?

## Does completing a pilgrimage make a person a better Muslim?

Year 3

- Making a regular commitment to something can help us get better at it and make it more meaningful.
- Muslims might pray because they believe it helps them feel close to Allah and follow his guidance.
- Muslims prepare for prayer by washing in a special way called wudu. Prayer helps them feel close to Allah and reminds them to be kind and thoughtful.
- Muslims might want to pray in a Mosque because it is a peaceful and special place for worship where people can pray together.
- Many Muslims believe that praying regularly helps them make good choices and feel connected to their faith.
- Regular actions can help us to stay healthy, get better at something or be kind and thoughtful. We may need to use techniques to help us to remember to do them.

- Planning and preparing carefully can help a journey be meaningful and successful.
- Hajj is the name Muslims give to a pilgrimage to Makkah. A pilgrimage is a special journey.
- Hajj includes many stages such as visiting the Ka'bah, praying on Mount Arafat, collecting and throwing pillars at Mina and returning to Makkah.
- At each stage of Hajj, Muslims act with care and respect and experience different feelings as part of their spiritual journey.
- Completing Hajj may help a Muslim feel spiritually refreshed, more committed to living a good life and connected to Allah and the Muslim community.
- Journeys, whether physical or personal, can change how we think and feel. They could include learning a new skill, overcoming a challenge, helping others in a big way or going somewhere special.

## What is the best way for a Muslim to lead a good life?

Year 4

- A good life can mean different things to different people. It often includes being kind, helping others and making good choices.
- Muslims try to live a good life by following Allah's guidance. Most Muslims believe their actions in this life affect what happens after they die.
- Helping others is an important part of the Muslim faith. Muslims give to charity as part of Zakat (duty) and Sadaqah (voluntary).
- Muslims fast during Ramadan as part of their faith. Fasting helps Muslims to focus on self-control, prayer and helping others.
- Muslims might choose different actions to live a good life, like prayer, fasting or giving to charity. All actions that follow Allah's guidance are valuable.
- Charities are organisations that help people, animals or the environment. We can help a charity by giving, collecting, raising money or telling others about their work.

## What is the best way for a Muslim to show commitment to God?

Year 5

- Commitment is a promise to give your time, effort and energy to something you believe in.
- Regular prayer (Salat or Salah) is important to most Muslims to show their commitment to Allah. These regular prayers show that life revolves around God, shows respect and reminds Muslims to be thankful.
- Giving to those in need (Zakat or Zakah) is important to most Muslims to show their commitment to Allah. They believe that all are equal in the eyes of Allah and Allah has made it a duty to help.
- Fasting (Sawm) is important to many Muslims to show their commitment to Allah. During the month of Ramadan, many Muslims will fast during daylight hours. They believe this helps to develop self-discipline and develop sympathy for those in need.
- There are many different ways that Muslims can show their commitment to Allah. These include the 5 Pillars (praying, giving to charity, fasting, pilgrimage) as well as worshipping at the Mosque and reading and following the teachings of the Qur'an.
- To improve upon my commitments, I can put in extra effort and be resilient. I can make changes to what I do or do more of something.

## How is the Qur'an vital to Muslims today?

- Written guidance, like rules or advice, can help us make decisions and shape our behaviour.
- Following clear instructions can make life easier and help us avoid mistakes.
- The Night of Power is when Muslims believe the Qur'an was first revealed to the Prophet Muhammad. This event is one of the holiest times in Islam.
- Muslims show great respect for the Qur'an as the holy book of Islam, for example by keeping themselves and the Qur'an clean, keeping the Qur'an on a high shelf and staying in the right frame of mind before reading.
- Sayings from the Qur'an can have meanings that guide Muslims on how to live their lives.
- Muslims may interpret the same verse in slightly different ways, depending on their understanding or situation.
- A Muslim's understanding of the Qur'an helps them decide how to live a life pleasing to Allah.
- Different interpretations might lead to slightly different practices or decisions.
- People treat things they value with care and respect.
- Showing respect for important items helps them last longer and shows appreciation for their meaning.

## Does belief in Akhirah (life after death) help Muslims lead a good life?

Year 6

- Motivation is a reason for acting or behaving in a particular way.
- We can be motivated by different things. Our motivation can be influenced by our families and our religion.
- Muslims believe in life after death, called Akhirah. They believe that after they die, Allah will judge them based on their actions, thoughts, and words.
- Two guardian angels record everything they do, and Muslims try to live a good life to earn a positive afterlife. Allah is fair and just, so their afterlife will reflect what they deserve.
- The Qur'an teaches Muslims to be honest, kind and helpful, to pray, give to charity and treat people fairly.
- By following these teachings, Muslims believe they can please Allah and improve the world.
- Muslims believe life is a test and Jihad is the struggle to do what is right.
- There are two types of Jihad:
  - Greater Jihad: The inner struggle to be a better person.
  - Lesser Jihad: The outer struggle to make the world fairer and better, mostly through peaceful ways.
- Leading a good life means being kind, fair and honest. When we help others and set a good example, we make the world a better place. If everyone tries to do good things, it makes the world friendlier and more peaceful for everyone.
- When Muslims lead a good life, they help create a world where people are treated fairly and live in peace, just as they want it to be.

**KEY KNOWLEDGE  
PROGRESSION:  
HINDUISM**

# Religious Education



	What makes people special?	How do people celebrate?	What can we learn from stories?
Reception	<ul style="list-style-type: none"><li>• Something that is special is important to us.</li><li>• All families look different.</li><li>• A friend is someone who you know well and like</li><li>• A role model:<ul style="list-style-type: none"><li>• Teaches others how to do things</li><li>• Shows us how we should behave and treat others</li><li>• Keeps on trying when things are tricky</li></ul></li></ul>	<ul style="list-style-type: none"><li>• People celebrate New Year to mark the beginning of a new year.</li><li>• People often make resolutions. These are promises to try and do something better in the year ahead.</li><li>• Hindus celebrate the start of spring with a festival called Holi. It is a festival of colours.</li><li>• People celebrate by throwing colourful powders, dancing and having fun with family and friends.</li></ul>	<ul style="list-style-type: none"><li>• It is important to be honest. This means we tell the truth and do not lie.</li><li>• It is important to be kind to others, even if they are different to us.</li><li>• We should help others without expecting anything in return.</li><li>• We should care for what we have.</li></ul>
Who is God to Hindus?			
Year 1	<ul style="list-style-type: none"><li>• People have different parts of their personality that they show in different situations. We call these aspects.</li><li>• Hindus believe in one supreme deity called Brahman. Brahman is in everything and everyone.</li><li>• The Trimurti are three deities which show three aspects of Brahman's personality.</li><li>• The three deities are Brahma, Vishnu and Shiva.</li><li>• Hindus believe there are many ways to think about God. Many believe God is everywhere and in everything but God can also appear in different forms.</li><li>• Hindus believe in being kind, respectful and caring to nature because God is everywhere and everything is special.</li><li>• We can show respect to living things by being kind to animals, plants and people.</li></ul>		
	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Hindus use symbols?	
Year 2	<ul style="list-style-type: none"><li>• Belonging means feeling like we fit in. It can help us to feel safe, secure and positive and develop respect for others.</li><li>• Sita was kidnapped by a demon king. Rama, Lakshmana (Sita's brother) and Hanuman (the monkey king) worked together to find and save Sita. The world celebrated when Rama defeated the demon king. On their journey home, people lit lamps to guide them.</li><li>• Rama was a good person (light) but Ravana was a character who tried to hide what he was doing (dark). Rama overcame the darkness in the story.</li><li>• Hindus might believe that we can change our behaviour and lead this to the light instead of the dark.</li><li>• Diwali is a Hindu festival which celebrates the story of the Ramayana.</li><li>• It represents moving from darkness to light. Hindus might light small diya lamps, have a feast, give money to charity and exchange gifts.</li><li>• Diwali is seen as a chance for Hindus to reflect upon their lives. They are encouraged to get rid of harmful (dark) behaviours, such as laziness and jealousy, and to try to see the good (light) in people.</li><li>• When celebrating Diwali, Hindus use lamps to remember Rama and Sita getting home and to ask Lakshmi to come to their houses.</li><li>• A sense of belonging can bring many positive feelings.</li><li>• Hindus may feel a sense of belonging when celebrating Diwali because lots of people come together to share the celebrations.</li></ul>	<ul style="list-style-type: none"><li>• Symbols are pictures that can have special meanings and remind us of things that are important to us.</li><li>• The Aum symbol is special to Hindus. It represents a sound.</li><li>• Many Hindus believe the sound 'Aum' was the cause of the creation of the universe.</li><li>• The lotus flower is a Hindu symbol of beauty, strength and new beginnings.</li><li>• Hindus use different symbols, like the Aum and lotus flower, to help them feel close to Brahman and remember important beliefs.</li><li>• Symbols can be special to because they remind us of things we love or believe in.</li></ul>	
	Does visiting the Ganges make a person a better Hindu?		
Year 3	<ul style="list-style-type: none"><li>• Water is the spark of life to many things. Water brings life where there may have been none. Rivers bring water.</li><li>• Hindus believe that Brahman is one supreme deity who is everywhere and in everything.</li><li>• A pilgrimage is a journey to a special place, which is often religiously significant. Hindus make a pilgrimage to the River Ganges to pray, bathe, wash their children or drink the water because they believe it is holy.</li><li>• Many Hindus believe that the River Ganges purifies them, or makes them completely clean, and washes away their sins.</li><li>• Rituals are actions that normally follow a tradition or certain order and can often be for religious purposes. The rituals Hindus do in the River Ganges might help them feel close to each other and close to God.</li><li>• We should protect water because it is essential to life. It also has significance within the Hindu faith. We should protect it so that rituals can occur, so that people can stay healthy and so that wildlife have somewhere to live.</li></ul>		

**KEY KNOWLEDGE  
PROGRESSION:  
HINDUISM**

# Religious Education



## What do some deities tell Hindus about God?

Year 4

- People can show different aspects of their personalities through their appearance or how they act.
- Hindus believe that Brahman can appear in many different ways but is always the one supreme being. He is present in the Trimurti and all other deities.
- Ganesha is one deity. He has the head of an elephant. He is the Hindu god of wisdom.
- Lakshmi is one deity. She is the goddess of wealth and good fortune. She is also the wife of Vishnu, who is one of the Trimurti.
- Different deities are different forms of Brahman. Most Hindus have a personal deity who they pray to regularly. Hindus might pray to Ganesha because he is wise and will help them to think quickly. They might pray to Lakshmi because she brings health.
- Practising good actions can help us become better people and bring more positivity into the world.

## What is the best way for a Hindu to lead a good life?

- Actions can lead to positive or negative consequences, depending on what we do.
- Karma is the belief that good actions lead to good things and bad actions lead to bad things.
- Samsara is the cycle of birth, life, death and rebirth.
- Moksha is the Hindu idea of freedom, when the soul is no longer reborn and joins Brahman.
- Hindus use puja (worship) at home or in a Mandir (temple) to connect with Brahman.
- Many Hindus believe that prayer and worship help them stay close to God, live a good life and build good karma.
- Sewa means selfless service - helping others without expecting anything in return. Hindus believe that practising Sewa is an important way to live a good life.
- Many Hindus believe they can live a good life through prayer, helping others and making good choices.
- Different Hindus may choose different ways to focus on their relationship with God or society and work towards achieving Moksha.
- We can live a good life by being kind, helpful and making good choices.
- Both small actions, like sharing, and bigger actions, like helping the community, can make a difference.

## What is the best way for a Hindu to show commitment to God?

Year 5

- Commitment can be shown by making promises, giving time, putting in effort and believing in something strongly.
- Puja is a special Hindu worship ritual where offerings, prayers and devotion are given to God.
- Hindus worship and show devotion to God through Puja. Puja can take place in a temple, at home or in another sacred place.
- Going on a pilgrimage to the Ganges takes time, energy, belief and personal sacrifice, which can show deep commitment to God.
- Hindus can show commitment to God through daily worship, following dharma, showing kindness to others and taking part in special religious practices such as festivals, pilgrimage or visiting temples.
- People show commitment by working hard at things that matter to them and by staying resilient, even when things get tough.

## How can Brahman be everywhere and in everything?

Year 6

- People can be seen in different ways by different people, depending on the relationship and context.
- Hindus believe Brahman is the one true God who is too great to be fully understood, so he is shown in many forms called deities, including the Trimurti: Brahma, Vishnu and Shiva.
- Hindus believe that Brahman lives within everything as the Atman (the eternal soul or essence) including people, animals and plants.
- Each Hindu deity shows a different aspect of Brahman. These deities help people understand and connect with the many qualities of the one supreme being.
- Hindus believe that Brahman is present in everything as the Atman, and this encourages them to respect all living things. They may also try to live in ways that reflect the qualities of different deities.
- Believing that the living world is important can inspire people to take action to care for the environment, protect animals and support others. These beliefs can lead to real change when shared by many people.



# Religious Education



## What do Humanists believe?

Year 4

- Treating others with kindness, fairness and understanding is important. If we want to be treated with respect, we should also show respect to others.
- Humanists believe in kindness, respect and fairness. They think people should treat others well because it is the right thing to do.
- Humanists believe we can understand the world through asking questions, looking at evidence, and being kind to others and our planet. This shapes how they act and make choices.
- The Happy Human symbol shows an outline of a person with raised arms, representing joy, freedom and human potential.
- Humanists act in ways that promote kindness, fairness and respect for others, guided by reason and compassion rather than religious beliefs.
- People can look after the world and show they care by protecting nature, helping others and making thoughtful choices in their daily lives.

## What motivates Humanists to lead good lives?

Year 6

- A 'good life' can mean being kind, helping others and making choices that benefit people and the world.
- Humanists often live by the "Golden Rule" – treat others as you would like to be treated.
- Many Humanists believe the world began naturally, without a divine creator, and focus on science to explain life and the universe.
- Humanists aim to live a good life by helping others, protecting the environment and valuing fairness and honesty. They believe people only have one life.
- Humanists believe happiness is important and that everyone has the right to seek happiness in their own way. They think happiness can be found through actions like helping others, spending time with loved ones and appreciating the world around us.
- People may be motivated to live a good life by wanting to create happiness, improve the world and leave a positive legacy.



**SUBSTANTIVE  
CONCEPTS  
PROGRESSION**

# Religious Education



**Belief and  
Faith**

**Sacred Texts  
and Stories**

**Symbols and  
Rituals**

**Community  
and Belonging**

**Ethics and  
Morality**

**Worship and  
Devotion**

**Festivals and  
Celebrations**

**Places of  
Worship and  
Pilgrimage**

**Life, Death  
and the  
Afterlife**

Year 3	Does visiting the Ganges make a person a better Hindu?								
	Has Christmas lost its true meaning?								
	Could Jesus heal people? Did he perform miracles or was there some other explanation?								
	– What is 'good' about Good Friday?								
	Does praying at regular intervals help Muslims in their everyday lives?								
Year 4	Does completing a pilgrimage make a person a better Muslim?								
	What do some deities tell Hindus about God?								
	What is the most significant part of the nativity story for Christians today?								
	What is the best way for a Hindu to lead a good life?								
	What do Humanists believe?								
Year 5	Do people need to go to church to show they are Christians?								
	What is the best way for a Muslim to lead a good life?								
	What is the best way for a Muslim to show commitment to God?								
	Is the Christmas story true?								
	How is the Qur'an vital to Muslims today?								
Year 5	How significant is it for Christians to believe that God intended Jesus to die?								
	What is the best way for a Hindu to show commitment to God?								
	What is the best way for a Christian to show commitment to God?								

SUBSTANTIVE  
CONCEPTS  
PROGRESSION

# Religious Education



Year 6

Does belief in Akhirah (life after death) help Muslims lead a good life?

Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?




What motivates Humanists to lead good lives?

Is Christianity still a strong religion over 2000 years after Jesus was on Earth?




How can Brahman be everywhere and in everything?

Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of Worship and Pilgrimage	Life, Death and the Afterlife

# Religious Education

	<b>Theology</b> 	<b>Philosophy</b> 	<b>Human/Social Sciences</b> 
<b>Reception</b>	<ul style="list-style-type: none"> <li>Recognise people or characters that are special in different stories.</li> <li>Identify symbols in stories and celebrations and talk about their basic meanings.</li> <li>Share simple ideas about how stories or beliefs help people understand their world.</li> <li>Talk about why certain stories or events are remembered.</li> <li>Talk about what makes people or places special or meaningful to others.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the world around them.</li> <li>Share own ideas or beliefs.</li> <li>Listen to others' ideas or beliefs.</li> <li>Say how something makes them feel.</li> <li>Reflect on what makes someone or something special.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people believe different things.</li> <li>Recognise actions that show belonging, like celebrating or sharing with others.</li> <li>Describe how people celebrate events.</li> <li>Know that different places or objects might be special to different groups.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Recognise that stories and texts can explain beliefs.</li> <li>Retell simple stories that explain beliefs and begin to explore their meanings.</li> <li>Identify symbols or actions that help people express their beliefs.</li> <li>Give an example of how stories and beliefs help people make choices in their daily lives.</li> <li>Explain how beliefs influence who or what people think is important.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the world around them and people's actions.</li> <li>Say how they feel about different beliefs or values.</li> <li>Listen to and discuss different viewpoints.</li> <li>Give a simple reason using the word because.</li> <li>Talk about how beliefs impact how people behave.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and that some of these beliefs link to a religion.</li> <li>Recognise that beliefs can have an impact on a believer's daily life.</li> <li>Recognise that beliefs can have an impact on a believer's family or local community.</li> <li>Explain why different places, objects or symbols might be special to different groups.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Recognise that beliefs can be expressed through stories, symbols and actions in different ways.</li> <li>Retell simple stories that explain beliefs and explore their meanings.</li> <li>Investigate how stories can teach people about right and wrong.</li> <li>Give more than one example of how stories and beliefs guide people's choices in their daily lives.</li> <li>Reflect on how values and beliefs impact actions.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about questions that a story or ritual from a religion might make them ask about the world around them.</li> <li>Discuss why people might interpret the same situation in different ways.</li> <li>Talk respectfully about different views and ideas.</li> <li>Give a reason why someone might hold a belief using the word because.</li> <li>Make connections between people's beliefs about right and wrong and their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the names of some different religions.</li> <li>Identify ways in which beliefs can have an impact on a believer's daily life.</li> <li>Identify ways in which beliefs can have an impact on a believer's family or local community.</li> <li>Identify how people celebrate or remember religious events or festivals.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Show awareness of different sources, such as stories or teachings, and how they link with beliefs.</li> <li>Identify the role of symbols or rituals in helping people express beliefs.</li> <li>Recognise that beliefs are influenced by events in the past and present.</li> <li>Identify some connections between beliefs being studied within a religion or worldview.</li> <li>Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</li> <li>Talk about the difference between knowing and believing.</li> <li>Decide if a reason based on religion or belief makes sense to them and is expressed clearly.</li> <li>Use more than one reason to support their view.</li> <li>Recognise that it is difficult to define right and wrong; good and bad.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the ways people use the terms 'religion' and 'belief'.</li> <li>Identify a range of ways in which beliefs can have an impact on a believer's daily life.</li> <li>Identify a range of ways in which beliefs can have an impact on a believer's family or local community.</li> <li>Begin to identify some similarities and differences between practice and beliefs within the same religion.</li> </ul>

# Religious Education

	<b>Theology</b> 	<b>Philosophy</b> 	<b>Human/Social Sciences</b> 
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Identify a range of sources and how they link with beliefs and values.</li> <li>Explore how symbols or rituals may have different interpretations.</li> <li>Identify how beliefs have been influenced by events in the past and present.</li> <li>Make clear connections between beliefs being studied within a religion or worldview.</li> <li>Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different religious and non-religious answers to questions people raise about the world around them.</li> <li>Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge.</li> <li>Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief.</li> <li>Give reasons for more than one point of view.</li> <li>Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews.</li> <li>Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs.</li> <li>Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs.</li> <li>Identify some similarities and differences between practice and beliefs within the same religion.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Describe how different interpretations of sources reflect beliefs and values.</li> <li>Consider the reliability of different sources for a group of believers.</li> <li>Analyse how beliefs have developed over time in response to historical and modern events.</li> <li>Describe how connections between beliefs and practice are supported by sources within a worldview.</li> <li>Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others.</li> </ul>	<ul style="list-style-type: none"> <li>Explain different religious and non-religious answers to questions people raise about the world around them.</li> <li>Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge.</li> <li>Weigh up whether different reasons or arguments are expressed coherently when studying religion and belief.</li> <li>Give reasons for more than one point of view, providing pieces of evidence to support these views.</li> <li>Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</li> <li>Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs.</li> <li>Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs.</li> <li>Show awareness that talking about religion and belief can be complex.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Evaluate how different interpretations of sources reflect beliefs and values.</li> <li>Evaluate the reliability of different sources and their significance to a group of believers.</li> <li>Analyse how beliefs have evolved due to historical, cultural or social influences.</li> <li>Explain how beliefs and practice within a worldview are connected and supported by sources.</li> <li>Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate different religious and non-religious answers to questions people raise about the world around them.</li> <li>Explain some different ways that abstract concepts are understood.</li> <li>Begin to analyse and evaluate whether a position or argument is coherent and logical.</li> <li>Give reasons for more than one point of view, providing well-chosen pieces of evidence to support and counter a particular argument.</li> <li>Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</li> <li>Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs.</li> <li>Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs.</li> <li>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</li> </ul>



# Religious Education



		Theology	Philosophy	Human/Social Sciences
Reception	What makes people special?			
	What is Christmas?			
	How do people celebrate?			
	What is Easter?			
	What can we learn from stories?			
	What makes places special?			
Year 1	What do Christians believe about God?			
	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?			
	Who is God to Hindus?			
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?			
	Who is God to Muslims?			
	How important is the Prophet Muhammad to Muslims?			
Year 2	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?			
	Why do Christians believe God gave Jesus to the world?			
	Is it possible to be kind to everyone all of the time?			
	How important is it to Christians that Jesus came back to life after his crucifixion?			
	Why do Hindus use symbols?			
	How important is the Qur'an to Muslims?			

DISCIPLINARY  
CONCEPTS  
PROGRESSION

# Religious Education



		Theology	Philosophy	Human/Social Sciences
Year 3	Does visiting the Ganges make a person a better Hindu?			
	Has Christmas lost its true meaning?			
	Could Jesus heal people? Did he perform miracles or was there some other explanation?			
	– What is 'good' about Good Friday?			
	Does praying at regular intervals help Muslims in their everyday lives?			
	Does completing a pilgrimage make a person a better Muslim?			
Year 4	What do some deities tell Hindus about God?			
	What is the most significant part of the nativity story for Christians today?			
	What is the best way for a Hindu to lead a good life?			
	What do Humanists believe?			
	Do people need to go to church to show they are Christians?			
	What is the best way for a Muslim to lead a good life?			
Year 5	What is the best way for a Muslim to show commitment to God?			
	Is the Christmas story true?			
	How is the Qur'an vital to Muslims today?			
	How significant is it for Christians to believe that God intended Jesus to die?			
	What is the best way for a Hindu to show commitment to God?			
	What is the best way for a Christian to show commitment to God?			
Year 6	Does belief in Akhirah (life after death) help Muslims lead a good life?			
	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?			
	What motivates Humanists to lead good lives?			
	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?			
	How can Brahman be everywhere and in everything?			

# Religious Education

	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Reception	behave, family, friend, helpful, kind, loving, miracle, reason, resilient, respectful, role model, special, teach, teachings	angel, birth, care, celebrate, Christians, Christmas, donkey, exchange, follow, frankincense, gold, happy, helping, help, important, inn, joy, king, like, love, loving, miracle, myrrh, need, peace, present, presents, saviour, shepherd, stable, star, wise man	celebrate, characteristics, decorations, dinner, emperor, family gatherings, fireworks, kind, loving, lunar, new year, promise, resolution, teach, teachings, year, zodiac	arrested, celebrate, church, cross, donkey, easter, egg, garden, Good Friday, hope, hosanna, new life, Palm Sunday, pray, risen, soldiers	care, coin, creation, gift, greedy, honest, Islam, kindness, kind, life cycle, lie, lost, moral, Muslim, serpent, snake, special, story, trust, truth, unique, valuable, villagers	beautiful, celebrate, church, Christening, Christian, cross, dome, family, feelings, flat, home, house, hut, Islam, man-made, minaret, mosque, Muslim, natural, peace, pray, prayer, prayer mat, quiet, safe, sing, special, tent, warm, world
	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Hindus?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
Year 1	agape, Bible, caretaker, create, creation, creator, harvest, passenger, precious, proud, protective, respect, sacred, steward	account, anointing, Bible, frankincense, gift, gold, incarnate, incarnation, meaningful, myrrh, present, wise men	aspect, Atman, character, deity, destroyer, Hinduism, Hindu, personality, preserver, Puja, respect, role, Sanatana Dharma, spark, supreme	admire, celebrity, disciples, important, Messiah, miracle, qualities, saviour, special, tomb	appreciation, attribute, avenger, compassionate, deity, effort, merciful, perfect, pilgrimage, powerful, provider, Qur'an, respect, submission, watchful	compliment, devoted, fair, honest, important, patient, prophet, Qur'an, reliable, role model, roles, special
	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why do Hindus use symbols?	How important is the Qur'an to Muslims?
Year 2	belonging, celebrate, commitment, dark, deity, Diwali, Diva lamps, excluded, festival, good, Goddess, gratitude, Hinduism, included, light, Mendhi patterns, prayer, promise, puja, Ramayana, Rangoli, right, Sanatana Dharma, Sita, welcome, welcoming, wrong	Advent, behaviour, Bible, calendar, diverse, diversity, environment, expecting, forgiveness, gift, healing, kindness, love, pollution, preparation, recycling, reduce, repair, respect, reuse, save, saving, saviour, symbol, symbolise	Bible, bystander, difficult, disciple, disciples, forgiveness, Gospel, Jews, kind, kindness, New Testament, Old Testament, parable, Samaritan, tax collector, unpopular	arrest, autumn, crucifix/crucifixion, Easter, Heaven, interpretation, Last Supper, Palm Sunday, resurrection, saviour, seasons, spring, summer, symbol, winter	aspect, creation, creator, deity, Dharma, emojis, emotions, feelings, Hindu, Hinduism, lotus, meaningful, Om/Aum, personality, preserver, represent, role, Sanatana Dharma, Sanatani, sound, sounds, symbol	angel, noble, Qur'an, respect, squander, stories
	Does visiting the Ganges make a person a better Hindu?	Has Christmas lost its true meaning?	Could Jesus heal people? Did he perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does praying at regular intervals help Muslims in their everyday lives?	Does completing a pilgrimage make a person a better Muslim?
Year 3	ashes, Atman, cremation, deity, dehydrated, fertile, flood plain, God, Hindu, Hinduism, impurity, nutrients, pilgrimage, pollutant, purifying, rituals, Sanatana Dharma, Sanatani, sin, source, supreme, toxins, vital, water, waterfalls	Bethlehem, Christian, Christmas, gift, incarnation, kindness, Lord of love, means, meaning, non-religious, Prince of Glory, Saviour of the World, stable, tradition	blindness, healing, health, incarnation, injury, issues, leper, leprosy, miracle, operation, paralysed, saliva, sickness	arrest, autumn, crucifix/crucifixion, Easter, Heaven, interpretation, Last Supper, Palm Sunday, resurrection, saviour, seasons, spring, summer, symbol, winter	beached, betray, Communion, Covenant, disciples, Easter, Easter Sunday, example, Good Friday, Gospel, Last Supper, rescue, role-model, sacrifice, salvation, save, saviour, situation	commitment, dome, exercise, forgotten, important, Minaret, Mosque, Muslim, Muslims, prayer (Salat/Salah), Qur'an, remembering, respect, self-discipline, thankfulness, washroom

# Religious Education

	What do some deities tell Hindus about God?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?	Do people need to go to church to show they are Christians?	What is the best way for a Muslim to lead a good life?
Year 4	aspect, aspects, attributes, avatar, deity, essence, God, Hindu, Hinduism, personality, positive, reflections, Sanatana Dharma, Sanatani, supreme, Trimurti	Christingle, clergy, cultural, decoration, diverse/diversity, incarnation, lens/lenses, local, meaningful, religious, represent, secular, significant, symbol, symbolic, symbolism, universal, worldwide	actions, aspect, Atman, avatar, consequences, decisions, deity, essence, God, Hindu, Hinduism, Mandir, meditation, Moksha, outcome, positive, Puja, Samsara, Sanatana Dharma, Sanatani, Sewa, shrine, supreme, Trimurti	Big Bang, celebration, curiosity, environment, evolved, evolution, food bank, freedom, Golden Rule, Happy Human, Humanism, Humanist, non-religious, problem, resources, respect, rules, solution, symbol, wildlife, worldview	associate, Baptism, Bible, chalice, church, communion, denomination, diversity, empathy, evangelical, feelings, Holy Communion, Host, impact, Last Supper, prayer, rite(s) of passage, significant, special, wafer, worship	charity, charities, fasting, good life, Muslim, Muslims, purify, Qur'an, Ramadan, Sawm, unselfish, volunteering, wealth, Zakat/Zakah
	What is the best way for a Muslim to show commitment to God?	Is the Christmas story true?	How is the Qur'an vital to Muslims today?	How significant is it for Christians to believe that God intended Jesus to die?	What is the best way for a Hindu to show commitment to God?	What is the best way for a Christian to show commitment to God?
Year 5	afterlife, belonging, charity, commitment, compassionate, dedication, effort, Islam, merciful, Muslim, Muslims, purify, Qur'an, Ramadan, Sawm (Fasting), Zakat	account, aspects, belief, eye-witness, historical, incarnation, lens, media, personal, scholar, scientific, source, substance, version	Ayat, compassionate, consequence, free will, guidance, interpret/interpretation, Kursi, merciful, Muslim, Night of Power, Qur'an, respect, special	conscience, crucifixion, destiny, forgiveness, free will, incarnation, intention, life after death, purpose, Pharisee, resurrection, salvation, saviour	achievement, attentiveness, commitment, deity, determination, difficulties, devotion, improvement, loyalty, Mandir, murti, perseverance, pilgrimage, prayer, Puja, resilience, sacrifice, shrine, supreme, worship	Commandment, commitment, communion, confirmation, denominations, dilemma, ideals, promises, rites of passage, Trinity, values
	Does belief in Akhirah (life after death) help Muslims lead a good life?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	What motivates Humanists to lead good lives?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How can Brahman be everywhere and in everything?	
Year 6	achievement, Akhirah, Allah, Ayat, Hadith, Jihad, motivation, Qur'an, satisfaction, strive, struggle, Surah, vision	celebration, event, incarnation, meaningful, personal, reminder, reminders, significant, symbol, symbols, tradition	actions, atoms, Big Bang, carbon, choices, climate, consequences, curiosity, environment, evolution/evolved, food bank, freedom, gases, global warming, Golden Rule, Humanism, Humanist, non-religious, problem, resources, solution, symbol, wildlife, worldview	British Values, charity, Commandments, festival, forever, impact, influence, inspiration, legacy, persecution, poverty, prejudice, respect, starvation, symbol	Atman, attributes, Aum, deity, essence, family, Murti, personified, Puja, role, Trimurti	

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Reception	Jesus Healing a Paralysed Man (Matthew 9: 1-8, Mark 2:1-12 and Luke 5:17-26).			The Easter Story	The Boy Who Cried Wolf Bilal and the Beautiful Butterfly The Gold-Giving Serpent The Lost Coin	
Year 1	The Christian Creation Story (Genesis 1: 26-28)	The Christmas Story (Matthew 2: 1-2)		The Easter Story		The Story of the Prophet Muhammad (Throughout Qur'an)
Year 2		The Christmas Story (John 3:16) Love Your Neighbour (Mark 12:28-31)	The Good Samaritan (Luke 10:25-37) The Story of Zacchaeus (Luke 19:1-10) The Story of Peter (Matthew 26:69-74, Mark 14:66-72, Luke 22:55-62 and John 18:15-18)	The Easter Story The Road to Emmaus (Luke 24:13-35)	The Hindu Creation Story (Vedas, Upanishads, and Puranas)	The Story of the Night of Power (Surah Al-Qadr (97:1-5))
Year 3		See Him Lying in a Bed of Straw (Calypso Carol)	Jesus Healing a Leper (Mark 7:33) Jesus Healing a Blind Man (Mark 8:23) Jesus Healing a Paralysed Man (Matthew 9: 1-8, Mark 2:1-12 and Luke 5:17-26).	The Last Supper (Luke 22: 7-23) The Crucifixion (Luke 23: 26-49)		
Year 4	Story of Ganesha Story of Lakshmi	The Christmas Story (Luke 2: 1-21)		 Humanism Fact Sheet		
Year 5	Qur'an 2:215 Qur'an 29:45 Qur'an 11:114 Qur'an 2:183 Qur'an 2:110	Luke (1: 26-38, 2:1-20) Matthew (1: 18, 2:12)	Qur'an 64:3 Qur'an 7:156 Qur'an 94:5-6 Qur'an 8:33 Qur'an 2:195 Qur'an 2:286 Qur'an 65:3 Qur'an 3:60	Mark 3:22-27 Mark 2:7 Mark 14:65 Mark 2:23-28;3:1-6 Luke 13:10-17; 14:1-6 John 5:1-18; 7:19-24 Luke 18:32 John 18:37		10 Commandments – Old Testament Biographies of Mother Teresa, Martin Luther King Jr., Archbishop Oscar Romero, George Müller and Archbishop Desmond Tutu
Year 6	Qur'an 1:4 Qur'an 33:70 Qur'an 3:108 Qur'an 3:134 Qur'an 7:31 Qur'an 2:271, 272 and 274 Qur'an 16:97 Qur'an 31:8 Qur'an 4:36 Qur'an 5:2		Understanding Humanism website	Information texts about Christian Festivals		