



### **VISION**

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

### **CURRICULUM INTENT**

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

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## **EYFS Statutory Framework and the National Curriculum**

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### **EYFS Statutory Educational Programme:**

#### **Understanding of the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### **Early Learning Goals:** People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

#### **Development Matters Objectives (Non statutory)**

##### **Nursery**

- Notice differences between people (Birth to three).
- Continue developing positive attitudes about the differences between people (3 and 4-years old)

## Reception

- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them.
  - Understand that some places are special to members of their community.
  - Recognise that people have different beliefs and celebrate special times in different ways.
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## National Curriculum

The National Curriculum states the legal requirement that: “Every state-funded school must offer a curriculum which is balanced and broadly based, and which: • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and: • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.” And: “All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online” (DfE National Curriculum Framework, July 2013, page 4)

## Purpose of study

Religious education contributes dynamically to children's and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

## Aims

The Manchester Local Agreed Syllabus for RE aims to ensure that all pupils:

- Learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. •
- Are equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- develop an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Subject content - Where the Local Agreed Syllabus is covered at MPPS

#### Nursery

RE is non-statutory, but teachers at Manley Park choose to incorporate RE material into children's activities and enhancements during continuous provision.

#### Reception

RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to the Local Agreed Syllabus for RE.

Children in EYFS at Manley Park encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

#### Key stage 1

Pupils should be taught to:

Local Agreed Syllabus Objectives	Year 1	Year 2
<b>A. Know about and understand a range of religions and worldviews.</b>		
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	x	x
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	x	x
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	x	x
<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>		
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	x	x

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	x	x
B3. Notice and respond sensitively to some similarities between different religions and worldviews.	x	x
<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>		
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	x	x
C2. Find out about and respond with ideas to examples of cooperation between people who are different.	x	x
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	x	x

## Key stage 2

Pupils should be taught:

Local Agreed Syllabus Objectives	Year 3	Year 4	Year 5	Year 6
<b>A. Know about and understand a range of religions and worldviews.</b>				
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	x	x	x	x
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	x	x	x	x
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	x	x	x	x
<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>				
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	x	x	x	x
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	x	x	x	x

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	x	x	x	x
<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>				
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	x	x	x	x
C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	x	x	x	x
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	x	x	x	x

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## RE in the Early Years Foundation Stage

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### **Skills and Knowledge in Nursery**

#### **Understanding of the World- People, culture and communities**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this

extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters Objectives	Continue to develop positive attitudes about the differences between people	Begin to understand the need to respect and care for the natural environment and all living things.	Show interest in different occupations.	Begin to make sense of their own life-story and family's history.
<b>Skills Development</b>	<p>Notice obvious differences and similarities between people</p> <p>Talk about similarities and differences they notice between people</p>	<p>Handle living things with care and understand why this is important</p> <p>Showing care by <i>not handling</i> living things in some cases</p> <p>Begin to explore different animal habitats in their local area and school grounds including microhabitats (eg under logs/ under piles of leaves)</p>	<p>Use different occupations in their play</p> <p>Talk about different occupations (ensure gender and stereotypes are challenged)</p>	<p>Develop an awareness of past significant events e.g. birthdays / holidays / trips</p> <p>Remember and talk about significant events in their own experiences</p> <p>Develop an awareness of past significant nursery and school events Begin to compare past events / experiences</p>
<b>Knowledge</b>	<p>That people are different</p> <p>Other children's names currently pronounced</p> <p>Cultural, religious and community event that different people celebrate</p>	<p>Understand the basic ways we can show care for the natural environment e.g. not dropping litter and respecting living things such as trees or plants in our local area.</p> <p>Understand and talk about how to look after plants and animals</p> <p>Have a basic understanding of what animals need to survive eg food, air and water</p>	<p>That people have different occupations</p> <p>The jobs that people in our community do</p>	<p>Begin to understand that your birthday isn't celebrated every day and some days are different from other days</p> <p>Understand that they, and their parents, were once a baby / a toddler e.g. when I was a baby / toddler ...</p> <p>Understand that their birthday and some key festivals aren't celebrated every day, and some days are different from other days</p>
<b>Vocabulary</b>	<p>Teacher, extended family names, names of peers, occupations e.g. <i>doctor, nurse, police, firefighter</i>, job, help, kind, celebrate, same, different, body parts e.g. <i>face, neck, teeth, knees, body, back, skin</i></p>	<p>Plant, animal, natural, alive/ living, care, gentle, food, water, eat</p>	<p>Teacher, extended family names, names of peers, occupations e.g. <i>doctor, nurse, police, firefighter</i>, job, help, kind, celebrate, same, different, body parts e.g. <i>face, neck, teeth, knees, body,</i></p>	<p>big, little, baby, birthday, party, mummy, daddy, brother, sister, names of siblings, before, after, next, now, day, night, today, grow, change, old, young, new, same different, family, photograph</p>

			back, skin	
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## Skills and Knowledge in Reception

### Understanding of the world-Understanding of the World- People, culture and communities

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### People Culture and Communities ELG

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Development Matters Objectives	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community.	Explore the natural world around them
Skills Development	Talk about who is special to them  Explain why people are special to them	Talk about people who help them  Talk about how people help them	Talk about their special times  Talk about how people celebrate special times  Talk about why people celebrate different special times  Compare similarities and	Talk about special places  Explain why are places are special	Begin to recognise and name some familiar plants and animals in their local environment e.g. oak tree, robin etc  Find out, from first hand experiences, about plants and animals in contrasting natural environments.



			differences between beliefs and special times		<p>Make observations and draw pictures of animals and plants</p> <p>Understand what some different parts of animals and plants are used for e.g. roots helping the plant to take in water from the soil</p>
<b>Knowledge</b>	<p>Know members of their family</p> <p>Know members of their community</p> <p>Know what members of our community do</p>	<p>That people have different occupations</p> <p>The name of different occupations</p> <p>The jobs that people in our community do</p>	<p>That people celebrate different special times</p> <p>Different celebrations that people celebrate</p> <p>How people celebrate special times in different ways</p> <p>Special stories linked to special times</p>	<p>That people have special places in our community</p> <p>Name special places in our local community</p> <p>Know the purpose of special place</p>	<p>The names of familiar plants and animals in their local environment</p>
<b>Vocabulary</b>	<p>Teacher, extended family names, names of peers, occupations e.g. <i>doctor, nurse, police, firefighter</i>, job, help, kind, celebrate, same, different, body parts</p>	<p>Teacher, extended family names, names of peers, occupations e.g. <i>doctor, nurse, police, firefighter</i>, job, help, kind, celebrate, same, different, body parts</p>	<p>Diwali, Christmas, Hanukkah, dreidel game, Easter, Eid-ul-fitr, Bible, Qur'an, Torah, God, Jesus, prophet Muhammad</p>	<p>Church, Mosque, Synagogue, Temple, Place of worship</p>	<p>The world, nature, fauna, flora, creation, God, natural world, the book of Genesis</p>

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## Bridging into the National Curriculum

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## Early Learning Goals

### People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

### How our Early Years curriculum prepares for the next stage of education

Early Learning Goals	Manchester Agreed Syllabus	Year 1
<p><b>EYFS-Discovery phase:</b> RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Our RE curriculum enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.</p> <p>Development matters-Understanding of the world:People and Communities-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p><b>KS1-Exploratory Phase:</b>Our RE curriculum enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p>	<p><b>Knowledge</b></p> <p><b>Believing</b> To know: A1. The names of different beliefs and practices. The characteristics of different festivals, ways of worship, rituals and ways of life.</p> <p><b>Expressing</b> To know: B1. The meaning of belonging to a Religious community and the practices of those who belong to one.</p> <p><b>Living</b> To know: C1. Beliefs can be represented in different forms; through words, music, art or poetry.</p> <p><b>Skills</b></p> <p><b>Believing</b> To be able to: A1. Recall the name of different beliefs and practices and find out the meaning behind different festivals, rituals and ways of life.</p> <p><b>Expressing</b> To be able to: B1. Ask and respond to questions about what individuals and communities do, and why, so they can identify what difference belonging to a community might make.</p> <p><b>Living</b> To be able to: C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>

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## Delivering the Local Agreed Syllabus

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**Aims** - The Manchester Local Agreed Syllabus for RE aims to ensure that all pupils:

- Learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Are equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- develop an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

## RE Skills Progression (Overview)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Special people and Beliefs about God</b>	Ask questions about believing in God and offer some ideas of their own (C1).	Ask questions about believing in God and the son of God and offer some ideas of their own (C1).	Ask questions and suggest some of their own responses to ideas about God (C1).  Present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).  Give examples of how Christians/Muslims are inspired by Jesus/Muhammad (B1).	Ask questions and suggest some of their own responses to ideas about God (C1).  Identify how and say why it makes a difference in people's lives to believe in God (B1).  Give examples of how Jewish people/Hindus are inspired by Moses/Sri Ramakrishna(B1).	Express thoughtful ideas about the impact of believing or not believing in God on someone's life and why people believe in God or not. (B1).  Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).  Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).	Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).
<b>Special books, stories and key texts</b>	Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1) (Christians,Muslims and Jewish people)	Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Hanukkah-Jewish people and Eid-UI-fitr-Muslims) (B1).	Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).  Discuss some things that Christians/Muslims find helpful about reading the Bible/Quran.  Ask questions raised by the stories and life of Jesus/Muhammad and followers today.	Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2).	Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).	Identify the values found in stories and texts (A2).  Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (Christians, Hindus and Muslims) (A1)

<b>Values (teachings) and beliefs</b>	Talk about issues of good and bad, right and wrong arising from the stories (C3).	Talk about issues of good and bad, right and wrong arising from the stories (C3).	<p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian/Muslims values (C2).</p> <p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p>	<p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Hindus and Jewish people values (C2).</p> <p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain what difference belief in judgement /heaven/karma /reincarnation might make to how someone lives, giving examples (B1).</p> <p>Connect the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Make connections between beliefs about the earth and activist behaviour in different religions (A1).</p> <p>Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p>
<b>Living Practice/symbols</b>	Make links between the messages within sacred texts and the way people live (A2).	Make links between some Jewish teachings and how Jewish people live (A2).	<p>Consider questions such as when and why we need forgiveness and why it is hard to forgive others when we are wrong.</p> <p>Discuss simple reasons for ideas of their own about temptation.</p> <p>Make connections between some of Jesus' /Muhammad's teachings</p>	<p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Share ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Explain what difference belief in judgement</p>	<p>Respond sensitively to religious engagements with racism with ideas of their own (B2).</p> <p>Describe examples of connections between anti-racism and religion (A1).</p> <p>Consider and evaluate the contributions religions can make to environmental</p>

			<p>and the way Christians/Muslims live today (A1).</p> <p>Respond thoughtfully to examples of how praying helps religious believers (B2).</p> <p>Ask questions about what Christians do to show their faith (B1).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>	<p>Respond thoughtfully to examples of how praying helps religious believers (B2)</p> <p>Consider and evaluate the significance of prayer in the lives of people today (A1).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p>	<p>/heaven/karma /reincarnation might make to how someone lives, giving examples (B1).</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p>protection (B3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
<b>Special places</b>	<p>Ask questions during a school visit/visitors coming in about what happens in a church or mosque (B1).</p>	<p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	<p>Ask questions about what Christians do to show their faith (B1).</p>	<p>Ask good questions about what Hindus do to show their faith (B1).</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). E.g. Christians (Year 3)</p>	<p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p>Connect the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1)</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p>
<b>Community</b>	<p>Discuss what is special and of value about belonging to a group that is important to them (B2)</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p>	<p>Make links between things that are important in our community and celebrations that are held or could be held.</p>	<p>Discuss how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</p>	<p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>Understand the challenges racism presents to human communities and consider different religious responses (B2).</p> <p>Comment thoughtfully on the value and purpose of places of</p>

						worship in religious communities (B1).
<b>Special Times</b>	Identify some similarities and differences between the ceremonies studied (B3).	Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).	Discuss some of the celebrations that form a part of my own life.	Discuss how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).		

#### RE Vocabulary Progression (Overview)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	<p>Religions, faith, belief, worship, Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism, Christians, Jesus, God, Muslims, Allah, Jewish people, pray, community, church, mosque, synagogue, temple, gurdwara, symbols, cross, menorah, star and crescent, Bible, Qur'an, Tanakh-Torah, religious, non-religious</p>	<p><u>Vocabulary embedded:</u> Bible, church, Christian, God, Jesus, beliefs, bible, parables</p> <p><u>New vocabulary:</u> Believe, crucifix, the font, Nativity tableau, Priest or vicar, Parable/story in the bible, Creator, God the father, Holy spirit, Trinity, Old/New testament, Lord, Good shepherd, miracle, Lepers.</p>	<p><u>Vocabulary embedded:</u> Bible, God, Jesus, priest, parables, teachings, Torah, Jewish people, God, Bible, Qur'an, Allah, Muslims, Christians, Tanakh</p> <p><u>New vocabulary:</u> Holy, sacred, The Good Samaritan, slaves, Moses, Pharaoh, plagues, Red sea, Ten commandments, Prophet Muhammad, trust, Hajj, Umrah, Kaaba, Masjid Al Haram, Yunas, Jonah, Yonah, Messenger, Nineveh, Forgiveness, Jews, Yom Kippur festival, Tashlich-Jewish ceremony, Revelation, Angel Jibril, Mount Hira, Iqra, Ark, Mantle, Hebrew.</p>	<p><u>Vocabulary embedded:</u> Sacred, Holy, Church, Mosque, Worship, Symbols, Qur'an, Crucifix, Font, Bible, Crescent moon and star</p> <p><u>New vocabulary:</u> Special, Precious, Belongings, Respect, Wudu, Calligraphy, Prayer mat, Prayer beads, Minbar, Imam the person who leads prayers in a mosque, Muezzin Altar, Cross, Lord's table, Bread, Lectern, Candles, Dome structure, Minaret, Hymns.</p>	<p><u>Vocabulary embedded:</u> Crucifix, cross, Bible, Jesus, prayer, Torah, church, holy water, Hebrew, Religious/Non religious communities</p> <p><u>New vocabulary:</u> Rosary beads, Mary, Shabbat candles, Kiddush wine, Challah bread, Shalom Aleichem (song), Memento, Baptism/Christened, Promises, Wedding, Marriage, Wedding rings, vows, Chuppah, Hava Nagila, charity work.</p>	<p><u>Vocabulary embedded:</u> Calligraphy, Kaaba, Hajj, Crescent moon, Muhammad, Memento, Baptism, Christened, Holy water, church, bible, holy water, faith, Allah, prayer</p> <p><u>New vocabulary:</u> Pilgrims, Pilgrimage, Forgive, Relieved, Grateful, Islamic initiation ritual, Call To prayer, Allahu Akbar, Muslim wedding, Iman, Arrange married, Bride, Salwar-kameez, Groom, Dua (prayer) Walima, Rukhsat.</p>
Year 2	<p><u>Vocabulary embedded:</u> Religion, Faiths, God,</p>	<p><u>Vocabulary embedded:</u> Special times,</p>	<p><u>Vocabulary embedded:</u> Mosque, Community,</p>	<p><u>Vocabulary embedded:</u> Unique, special, Jesus,</p>	<p><u>Vocabulary embedded:</u> Safe place, Community,</p>	<p><u>Vocabulary embedded:</u> Valuable, precious,</p>



	<p>Non-religious, Christians, beliefs, God/father, Christmas, Jesus Christ, church, font, candle, pray, marriage, baptism, lectern, Muslims, Quran, Prophet Muhammad, Messenger, Place of worship, Mosque, Dome, Wudu, Minbar, Prayer hall, Minaret, Jewish people, Hanukkah, Festival of lights, Menorah, Torah, Synagogue, Dreidel game</p> <p><u>New vocabulary:</u> Diverse society, Carols, Easter, Holy week, Easter eggs, Cross, Bell tower, Stained glass window, Bible stories, Pulpit, Hymns, Judgement day, Eid Al Fitr, Eid Al Adha, angels, Mihrab.</p>	<p>Celebration, Festival, Easter story, Temple, Jewish people, Celebrations, Muslims, Eid-ul-Fitr, Prayers,</p> <p><u>New vocabulary:</u> Procession, Palm Sunday, Jerusalem, Last supper, Crucifixion, Disciples, Judas, Tomb, Easter Sunday, Holy week, Palm leaf, Paschal candle, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Serving, Weeping, Praising, Rejoicing, Passover (Pesach), The story of Passover, Pharaoh, Egypt, Slaves, The burning bush, Plagues, Angel of death, Ramadan, Charity.</p>	<p>Beliefs, God, Allah, Shahadah, Leader, Prophet Muhammad (PBUH), Jesus, Moses, Islam, Creation, Crescent moon, prayer, Minaret, Dome, The hall, Minbar, Wudu, Festival of Sukkot, Creation,</p> <p><u>New vocabulary:</u> Fasting, Fairness, Justice, Prayer caller, prayer mat, Qur'an stand, sacred, Imam.</p>	<p>Disciples, Good samaritan, Inspiring, Religious, non-religious, Fairness, Creation, Bible stories, God.</p> <p><u>New vocabulary :</u> Valuable, Caring, British Values, Tzedakah, Etrog, Lulav, Golden rule, Book of Genesis (Explored in Reception-Creation), Old testament, Tikkun olam.</p>	<p>Church, Mosque, Synagogue, , Places of worship, Believers, Sacred, Holy, Church, Synagogue, Mosque, Christians.</p> <p><u>New vocabulary:</u> Rabbi , Ner tamid, Ark, Torah scroll , Bimah, tallit (prayer shawl), Tefillin, Kippah (skullcap), Hanukiah.</p>	<p>religious, Hanukiah, Jewish people, Judaism, scroll, God, believe, beliefs,</p> <p><u>New vocabulary:</u> Mezuzah, Candlesticks, Challah bread, Shabbat, Seder plate, Matzah cover, Star of David, prayer books, Havdalah candle, spice box, Goblet, Jewish prayer (Shema), Daily prayers, Festival of lights, Thanksgiving, Dreidel, Latkes and doughnuts.</p>
Year 3	<p><u>Vocabulary embedded:</u> Faith, Trust, Beliefs, God, Father, Creator, Prayer, Lord's prayer, Lights, Candles, Church services, Genesi, Creation Story, Jewish people, Holy spirit, Moses, Pharaoh Muslims, Allah (God), Prophet, Holy Qur'an, messenger, Muhammad (PBUH),</p>	<p><u>Vocabulary embedded:</u> Festivals, Celebrations, Religious/Non religious celebrations, beliefs, values. Holy week, Palm leaf, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Serving, Weeping, Praising, Rejoicing, Crucifixion, Cross, Virgin Mary, Resurrection.</p>	<p><u>Vocabulary embedded:</u> Bible, Qur'an, Muslims Christians, Sacred, Holy, Prophets, Apostles, Testaments, Prayers, Gospels, Old testament, New testament. Arabic, God, Prophet Mohammad (PBUH), Allah, Islam. Creation. Jews, Genesis 1, Forgiveness,</p>	<p><u>Vocabulary embedded:</u> Jesus, Muhammad (PBUH), Bible, Gospels, Holy week, Easter, incarnation, God, messenger, Qur'an. Teachings, Semon, love, Truthfulness, kindness, Tolerance, good shepherd, Christians, Sin Death, Forgiveness, Prayer, Worship,</p>	<p><u>Vocabulary embedded:</u> Helpfulness, Support, Prayer, God, Believers, Jesus, disciples, Religious communities, forgiveness.</p> <p><u>New vocabulary:</u> Almighty, Confess, intercession, confession, The Lord's prayer, Rosary beads, Votive candles, Incense, Meditation,</p>	<p><u>Vocabulary embedded:</u> Bible, Palm cross, Crucifix, Pictures of Jesus or the holy family (Mary, Joseph and Jesus), Rosary, church, Bible quotes, Christians beliefs, worship, bread, wine, last supper, holy communion, community, bible passages.</p>

	<p><u>New vocabulary:</u> Trinity, Saint Paul, The river baby, Egyptian, Desert shepherd, Slavery, Freedom, Israelites, Captivity, persecutor. Subha beads, devotion, 99 names of Allah, Final revelation, Shahada</p>	<p>Ramadan, Fasting, Eid-Al-Fitr, Community, Celebration</p> <p><u>New vocabulary:</u> Palm leaf, Hot cross buns, Gospel, Eucharist, Meaning of servant (Jesus), Pontious Pilate, Barabbas. Self-disciplined, Sacrificed, Good/Evil, Death</p>	<p><u>New vocabulary:</u> Sources of guidance, Wisdom, Gurus, Laws, Sermon . Meca, Angel Jibril (Gabriel), The revelation, Good deeds. Fall, Incarnation, Salvation, Biblical ideas, Temptation, Adam, Eve, God's garden, Will power, Determination, Reconciliation</p>	<p>Christmas, Easter, Heaven, Crucify.</p> <p><u>New vocabulary:</u> Inspired, Joy, Peace, Patience, Goodness, Faithfulness, Hadith, Sunna. Miracles, Christian vicar, Bread of life, Resurrection, Vine.</p>	<p>Stillness, Meditate, Spiritual, Non religious, Atheist, Light, Darkness, Comfort, Pain, Truth, Fear, ignorance, Thankful, Praise.</p>	<p><u>New vocabulary:</u> Acolyte, Alb, Cincture, Church Services, Hymns, Congregation, church Choir, Anglican church, Methodist church, Catholic church, Baptist church, Foodbanks, Homeless people, Rosa Parks, Montgomery bus boycott, Civil rights movement, Racism.</p>
Year 4	<p><u>Vocabulary embedded:</u> Faith, trust, belief, God. Jewish people, Shabbat, Moses, Rabbi, Commandment, Synagogue, Kippah, Prophet, Tanakh.</p> <p><u>New vocabulary:</u> Inner eye. Abraham, covenant, bar/bat, Middle East, David. Trimurti-Brahma, Vishnu, Shiva, Durga Devi, Aum. Humanism, Humanist, Codes for living, Freedom, Celestial. Atheist views, Christians views, Muslims views, Jewish people views,</p>	<p><u>Vocabulary embedded:</u> Celebrations, Jewish people, God, Holy, 4th Commandment, Shabbat, Torah scrolls, Kiddush prayers, Challah, Synagogue, 10 Commandments, forgiveness, salvation, exodus, 10 plagues, slavery, pharaoh, Egyptians, Moses, Pesach.</p> <p><u>New vocabulary:</u> Laws of Kosher, Shema Rosh hashanah, Yom Kippur, Repent, Shofar Almighty, Days of Repentance, Jonah, Tashlich, Repentance, Deliverance, Seder</p>	<p><u>Vocabulary embedded:</u> Rules, Golden rules, Values, Christians, Humanists, Jewish people, Ten Commandments, Torah Scroll Christians beliefs, Beatitudes. Humanists, Temptation Adam, Eve.</p> <p><u>New vocabulary:</u> Morals, Moral choice/ decision, guidance, Reason, Conscience, Blaming.</p>	<p><u>Vocabulary embedded:</u> Moses, Rama, Jesus. Prophet Muhammad, Bible, Values, Ten commandments, Messenger, Judaism, Book of exodus, Slavery God, Festival of Passover, Abraham, The book of Genesis, Inspired.</p> <p><u>New vocabulary:</u> Inspiration, Holy man, Yahweh. Holy land, Religious leader, Monotheistic beliefs, Jiva, Shiva, Evil.</p>	<p><u>Vocabulary embedded:</u> Prayer, Christians, Muslims, Jewish people, Hindus, Non-religious people, Rosary beads, Surah, Wudu, Praying mat, Subha beads, The Bible, The Holy Qur'an, The Lord's of prayer, Hail Mary, Incense. Synagogue, Torah, Tefillin, Kippah, Siddur, Tallit. Prayer beads, Mandala, Rangoli patterns, God.</p> <p><u>New vocabulary:</u> Wailing wall, Jerusalem, Pilgrimage, Congregation. Hindu shrine, Lord Ganesha, Puja, Bindi, Puja tray, Mantras,</p>	<p><u>Vocabulary embedded:</u> Hinduism, Hindus, Brahman, Dharma, Puja, Justice, equality, Injustice, Murti, Holi, Diwali.</p> <p><u>New vocabulary:</u> Vegetarians, Cycle of life: birth, death and rebirth, Karma, Hindu deities, Hanuman, Ganesh, diva lamp, Aarti, Bhajans, Moksha, Mumbai, Bombai.</p>

	Hindus views.	plate, Hebrews, Kosher, Chametz. Ark, Mount Sinai, The Talmud, Blessings, Siddur, Gratitude, rituals.			Prashad, Murtis, Karma, Agni, Raga, The bell, The Aum symbol, Garlands, Incense, Conch, Arti lamp, The picca (or tylak), Krishna, Lakshmi, Bhagavad Gita Hindu Gayatri Mantra, Shacharit or Shaharit, Arvit or Maariv.	
Year 5	<p><u>Vocabulary embedded:</u> Theist, Agnostic, Atheist, God, Christians beliefs, Metaphors, Similes, Genesis, Bible stories.</p> <p><u>New vocabulary:</u> Maimonides, Fact, Opinion, Interpretation, Evidence, Point of view, Evolution, Creation accounts, The Big Bang theory.</p>	<p><u>Vocabulary embedded:</u> Jesus, Mission, Peace, God, Light, Father, Heaven, Pray, Freedom Lord, Love, Christians, Death, Forgiveness, Crucifixion, Romans, Justice, Fairness, Prayer, Sharing, Kindness, Jesus's teachings, The Christian Cross.</p> <p><u>New vocabulary:</u> Anointed, Proclaim, treasure, friends, enemies, torture, punishment, Mother Teresa. Generous, Greedy, Money, Charity, Organisations, Mission statement.</p>	<p><u>Vocabulary embedded:</u> Death, God, Hindu Belief Reincarnation. Karma. Moksha, Afterlife, Heaven/paradise, Repent, Allah, Christian Prayers, resurrection, Bereavement, Muslims funerals.</p> <p><u>New vocabulary:</u> Life's big questions, Ultimate questions, Body, Soul. Spirit, characteristics, Personality traits, Nirvana, Judgement good/bad deeds, Barzakh Funeral service, Eulogy.</p>	<p><u>Vocabulary embedded:</u> Place of worship, Types of worship, Purposes of worship, meditating, Mandir, Murti, Puja Synagogue, Bimah, Ark Ner Tamid, Skull caps, Prayer shawls, Deity, shrine, Torah scribes, Sacred, Mezuzah, Kiddush cup, Prayer book, Hebrew letters, Kosher guidance book</p> <p><u>New vocabulary:</u> Temple, Shrine, Sadhus, Shikara, OM Schul, Orthodox, Reform Kumbh Mela, pride, determination.</p>	<p><u>Vocabulary embedded:</u> Metaphor, Journey, Milestones, Ambitions, Ceremonies, Baptism, Symbolism, Initiation ceremony, Holy water, Baptism service, Promises Bar/Bat Mitzvah, Mitzvot, Commandments, Jewish people Hindus, Vedas, Dharma, Reincarnation, suffering Marriage, love, bible, Corinthians, Christians, Groom, Bride.</p> <p><u>New vocabulary:</u> Confirmation, Misery, Ashrams, Sannyasa, Samskaras, upanayana ceremony, Alms, Guru Gayatri mantra, Jenoy (Thread) Wedding vows, Ketubah.</p>	<p><u>Vocabulary embedded:</u> Beliefs, Allah, Prophet Muhammad, Kabah, Prayer, Charity, Generosity, Qur'an, Surah.</p> <p><u>New vocabulary:</u> Shahadah, Salah, Sawm Hajj, Zakah, Rak'ah, Hadiths, Laylat-al-qadr</p>
Year 6	<p><u>Vocabulary embedded:</u> Religion, Racism, fairness, Goodness, Justice, Scripture, Slavery, Peter, Cornelius, Community, Golden</p>	<p><u>Vocabulary embedded:</u> Place of worship, Types of worship, Purposes of worship, Holy book., Churches, Christian church, Baptistery,</p>	<p><u>Vocabulary embedded:</u> Charity, Generosity, Religious people, Holy, sacred, Temples, Mosques, Charity, Generosity, Allah,</p>	<p><u>Vocabulary embedded:</u> Catholic, leaders, Christians, God, Prophet, Muslims, Allah Creator, Qur'an, Prophet Muhammad</p>	<p><u>Vocabulary embedded:</u> Choices, Values, Code for living, Greediness, Humankind, Equality, Fairness, Justice, Forgiveness, Love ,</p>	<p><u>Vocabulary embedded:</u> Commitment, Ummah, Faith, commitment, Prophet Muhammad, Makkah, Messengers, Adam, Abraham, Jesus,</p>

	<p>rule, Humanism.</p> <p><u>New vocabulary:</u> Prejudice, Discrimination, Stereotyping, Equality, Slave trader, Abolitionist Anti-slavery, Racial justice, Anti-racist, Silver Rule, British Values, Democracy, Mutual Respect, The rule of law, Tolerance, Individual liberty, vision, legacy.</p>	<p>Lectern, Font, Cross, Candlestick, Holy communion, Community, God, Muslim community, Mosque, Prayer, Silence, Meditation, Corinthians, Body of Christ, Jesus, Hymns, Bible readings, Sermons, Nature, worshippers, Pilgrimage</p> <p><u>New vocabulary:</u> Anglican church, Baptist church, Anglican beliefs, Baptist beliefs, Quaker worship,</p>	<p>Mohammed, Community, 99 names of Allah, compassion, Jesus, Bethlehem, Salvation, love, Injustice, charitable, Poverty, Qur'an.</p> <p><u>New vocabulary:</u> Art, Architecture, Cathedrals, Islamic Art, Muslim Architecture, Spiritual power, Poverty, Humanity, Steadfast, Ummah, Zakat, Wealth, fellowship, Christian Aid.</p>	<p>(PBUH), The earth, Living creatures</p> <p><u>New vocabulary:</u> Sustainability, Pope, Climate change, Climate justice, Pagans, Gaia, Islamic ceramic tile, Eco-mosque, Khalifah, Corruption</p>	<p>Peace, Honesty, The fall, God the Rescuer</p> <p><u>New vocabulary:</u> Considerate, Inconsiderate, Effects, Consequences, Jealousy, Hatred, Freedom of action, Togetherness,</p>	<p>Allah, Masjid, Eid-ul-fitr, Laylat-ul-Qadr, Ahimsa, Harmlessness, Hindu, Gandhi, Karma, Reincarnation</p> <p><u>New vocabulary:</u> Grace, , Ahimsa, The night of power, The night of ascent, Farewell, Sunni Shi'ah,</p>
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### Knowledge Progression - KS1 and KS2

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Special people and Beliefs about God</b>	<p>Know that Christians believe in <b>God</b> and follow the example of Jesus(A1).</p>	<p>Know ways in which <b>Jesus</b> was a special person who Christians believe is the <b>Son of God</b> (A2).</p> <p>Know that Muslims do not draw <b>Allah</b> or <b>the Prophet</b>, but use calligraphy to say what God is like (A3).</p> <p>Know some ways that <b>Jewish</b> people remember</p>	<p>Know <b>beliefs</b> about <b>God</b> that are held by <b>Christians</b> and <b>Muslims</b> (B1).</p> <p>Know some of the ways in which Christians and Muslims <b>describe God</b> (A1).</p> <p>Know some similarities and differences between ideas about what God is like in different religions (B3).</p>	<p>Know <b>beliefs</b> about <b>God</b> that are held by <b>Hindus</b> and <b>Jewish people</b>(B1).</p> <p>Know some of the ways in which Hindus and Jewish people <b>describe God</b> (A1).</p> <p>Know ways in which some <b>inspirational people</b> have been guided by their religion (B1).</p> <p>Know that <b>Moses</b> was a</p>	<p>Know and outline <b>Jesus'</b> teaching on how his followers should live (A2)</p>	<p>Know what <b>Ahimsa, Grace</b> or <b>Ummah</b> mean to religious people (A1).</p> <p>Know that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for</p>

		<p><b>God</b> (A3).</p>		<p>prophet of Judaism and a teacher.</p> <p>Know that <b>Yahweh</b> (God) revealed himself in a burning bush and called Moses to deliver the Israelites from Egypt.</p> <p>Know that <b>God</b> delivered the <b>Ten Commandments</b> to Moses.</p> <p>Know that <b>Abraham</b> was the great great great great <b>Moses' grandfather</b>.</p> <p>Know that <b>Moses</b> is considered one of the most important <b>religious leaders</b> in world history.</p> <p>Know that <b>Ramakrishna</b> was an Indian Hindu mystic and <b>spiritual leader</b>.</p> <p>Know that God realisation as the supreme goal of life, harmony of religions and <b>Jiva is Shiva</b> are some of the main Ramakrishna's teachings and that Ramakrishna was a teacher of popular appeal, speaking in rustic Bengali with stories and parables.</p>		<p>anything. This is illustrated by <b>the story of the forgiving father/lost son (Luke 15: 11-32)</b>.</p>
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<p><b>Special books, stories and key texts</b></p>	<p>Know the name of <b>holy texts</b> and the religion they belong to</p> <p>Know some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p>	<p>Know the names of the places of worship and <b>holy books</b> for Christians, Muslims and Jewish people.</p> <p>Know some <b>texts</b> from different religions that promote the '<b>Golden Rule</b>,'</p>	<p>Know the <b>stories</b> behind <b>Easter</b> and <b>Eid ul Fitr</b>.</p> <p>Know some <b>Bible/Quran</b> stories that inspire Christians/Muslims (A2).</p> <p>Know at least two ways Christians/Muslims <b>use</b> the <b>Bible/Quran</b> in everyday life (B1).</p> <p>Know what Christians and Muslims believe makes their book sacred or holy.</p> <p>Know how the bible is divided into books, chapters and verses, and arranged in two '<b>Testaments</b>.'</p>	<p>Know some <b>stories</b> behind <b>festivals</b> e.g. <b>Yom Kippur, Pesach</b> (A2).</p> <p>Know that God realisation as the supreme goal of life, harmony of religions and <b>Jiva is Shiva</b> are some of the main Ramakrishna's teachings and that Ramakrishna was a teacher of popular appeal, speaking in rustic Bengali with stories and <b>parables</b>.</p>	<p>Know reasons why the <b>Holy Qur'an</b> is important to Muslims, and how it makes a difference to how they live (B1).</p>	<p>Know that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. This is illustrated by <b>the story of the forgiving father/lost son (Luke 15: 11-32)</b>.</p>
<p><b>Values (teachings) and beliefs</b></p>	<p>Know that Christians <b>believe</b> in God and follow the example of Jesus(A1).</p>	<p>Know the name of some religious communities: Christians, Muslims, Hindus and Jewish people and some of their <b>beliefs</b>.</p> <p>Know how religions teach that people are valuable, giving simple examples (B1).</p> <p>Know ways that some people make a response to God by caring for others and the world (B1).</p>	<p>Know what Christians do to show their faith, and make connections with some <b>Christian beliefs</b> and teachings (A1).</p>	<p>Know at least two <b>teachings</b> from religions about how to <b>live a good life</b> (C3).</p> <p>Know that God realisation as the supreme goal of life, harmony of religions and Jiva is Shiva are some of the main <b>Ramakrishna's teachings</b> and that Ramakrishna was a teacher of popular appeal, speaking in rustic Bengali with stories and parables.</p>	<p>Know terms <b>theist, atheist</b> and <b>agnostic</b> and give examples of statements that reflect these beliefs (B1)</p> <p>Know and outline <b>Jesus' teaching</b> on how his followers should live (A2)</p> <p>Know <b>Christian, Hindu, Muslims</b> and/or <b>non-religious</b> beliefs about <b>life after death</b> (A1).</p>	<p>Know about <b>religious teachings, charities</b> and ways of expressing <b>generosity</b> (C3).</p> <p>Know similarities and differences between religious <b>beliefs about the Earth</b> (A1).</p> <p>Know Christian and <b>Humanist values</b> simply (B3).</p> <p>Know similarities and differences between <b>Christian and Humanist values</b> (B3).</p> <p>Know what <b>Ahimsa, Grace</b> or <b>Ummah</b> mean to religious people (A1).</p>

<p><b>Living Practice/ Symbols</b></p>	<p>Know the name of the world's major religions: Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism.</p> <p>Know how people practise their religion</p> <p>Know some <b>religious symbols</b> E.g. Cross (Christians), Menorah (Jewish People) and the Star and Crescent (Muslims).</p> <p>Know some Christian symbols and <b>images</b> used to express ideas about God (A3).</p> <p>Know special objects and symbols found in a place where people <b>worship</b>, what they mean and how they are used (A3).</p> <p>Know <b>symbols of belonging</b> for Christians (A3).</p> <p>Know what happens at a traditional Christian infant baptism/dedication and what the actions and symbols mean (A1)</p> <p>Know two ways people show they belong to each other when they get married (A1)</p> <p>Know symbols of belonging for Muslims (A3)</p> <p>Know what happens at a Muslim baby welcoming ceremony and what the actions and symbols mean (A1).</p>	<p>Know some <b>symbols</b> and <b>actions</b> used in religious celebrations, including Easter/Christmas, Chanukah and Eid-ul-Fitr (A3).</p> <p>Know some <b>objects</b> used by <b>Muslims</b> and suggest why they are important (A2).</p> <p>Know <b>objects</b> in a <b>synagogue</b> and say how they are used and what they mean to believers.</p> <p>Know <b>objects</b> that might be used specifically in a <b>Jewish household</b>. (A3)</p>	<p>Know links between the <b>symbols</b> used by <b>churches</b> and Christians in holy week and the celebration of Easter.</p> <p>Know simple definitions of some key Christian terms (e.g. <b>gospel, incarnation, salvation</b>)</p> <p>Know what some believers say and do when they <b>pray</b> (A1).</p> <p>Know the <b>practice of prayer</b> in the religions studied (A2)</p> <p>Know the connections of what people believe about prayer and what they do when they pray (A3).</p> <p>Know similarities and differences between how people pray (B3)</p>	<p>Know and name examples of what <b>Jewish people</b> have and <b>do</b> in their families to show their <b>faith</b> (A3).</p> <p>Know similarities and differences between the <b>codes for living</b> used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>Know some ways some <b>Hindus pray</b> and worship, including using <b>the Gayatri Mantra</b> (A2).</p> <p>Know similarities and differences between how <b>Jewish people</b> and <b>Hindus pray</b> (B3).</p> <p>Know examples of what <b>Hindus</b> have and do in their families and at <b>mandir</b> to show their faith (A3).</p> <p>Know ways in which Hindus express their faith through <b>puja, aarti</b> and <b>bhajans</b> (A2).</p>	<p>Know simple definitions of some key terms to do with life after death, e.g. <b>salvation, heaven, reincarnation</b> (A3).</p> <p>Know the <b>Five Pillars</b> of Islam and give examples of how these affect the everyday <b>lives of Muslims</b> (A1).</p> <p>Know reasons why the <b>Holy Qur'an</b> is important to <b>Muslims</b>, and how it makes a difference to how they <b>live</b> (B1).</p>	<p>Know key <b>environmental problems</b> and some key religious teachings about the <b>Earth</b> (A1).</p> <p>Know two examples of <b>religious projects</b> seeking to have an environmental impact (C3).</p>
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	Know two ways people show they belong to each other when they get married (A1). Muslims weddings.					
<b>Special places</b>	<p>Know that there are special places where people go to worship, and what people do there (A1).</p> <p>Know that some people regularly <b>worship God</b> in different ways and in different places (B3).</p>	Know the names of the <b>places of worship</b> and holy books for Christians, Muslims and Jewish people.	<p>Know what Christians have and do in their families and at <b>church</b> to show their faith (A3)</p> <p>Know similarities and differences between at least two different ways of worshipping in two different <b>Christian churches</b> (A3).</p>	Know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).	Know some key <b>features</b> and <b>functions</b> of <b>places of worship</b> studied (A1).	Know some key features of <b>places of worship</b> studied (A1).
<b>Community</b>	Know the name of the world's major religions: Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism Religious <b>communities</b>		Know what <b>Christians</b> have and do in their families and at church to show their faith (A3)	Know how Jewish people show their beliefs through worship in festivals, both at home and in wider <b>communities</b> (B1).		<p>Know how different religious leaders have responded to the challenges of <b>racism</b> in and beyond their own <b>communities</b> (A1).</p> <p>Know what <b>Ahimsa, Grace</b> or <b>Ummah</b> mean to religious people (A1).</p>
<b>Special times</b>	<p>Know what happens at a <b>traditional Christian infant baptism/dedication</b> and what the actions and symbols mean (A1)</p> <p>Know two ways people show they belong to each other when they get married (A1)</p> <p>Know two ways people show they belong to each other when they get married (A1)</p> <p>Know what happens at a</p>	<p>Know some ways Christians <b>celebrate Christmas /Easter/Harvest/Pentecost</b> and some ways a festival is celebrated in another religion (<b>Hanukkah</b>-Jewish people and <b>Eid-ul-fitr</b>-Muslims) (A1)</p> <p>Know that <b>Shabbat</b> is a special day of the week for <b>Jewish people</b> (B1)</p>	<p>Know <b>differences</b> between <b>Easter</b> and <b>Eid ul Fitr</b> or <b>non-religious</b> celebrations.</p> <p>Know similarities and differences between the way two Christian denominations celebrate Easter.</p> <p>Know how Christians celebrate <b>Holy Week</b> and <b>Easter Sunday</b> (A1).</p> <p>Know the most important parts of Easter for Christians and say why</p>	<p>Know how Jewish people show their beliefs through worship in <b>festivals</b>, both at home and in wider communities (B1).</p> <p>Know that the escape of the Jews from Egypt is remembered by Jews every year in the <b>Festival of Passover</b> (B1)</p>	<p>Know some of the ways religions mark <b>milestones of Commitment</b> (including <b>marriage</b>) (A1).</p> <p>Know what happens in <b>Christian, Jewish, and/or Hindu ceremonies of commitment</b> and say what these rituals mean (A3).</p> <p>Know at least two <b>promises</b> made by</p>	



	<p><b>Muslim baby welcoming ceremony</b> and what the actions and symbols mean (A1).</p> <p>Know two ways people show they belong to each other when they get married (A1). <b>Muslims weddings</b></p>		they are important (B1).		believers at these ceremonies and say why they are important (B1)	
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