

Religious Education





Subject Definitions

KS1 definition:

Learning about different religions.

KS2 definition:

Learning about different religions and beliefs from around the world.



Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N						
	Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays.					
R						
Year 1	What does it mean to belong? CWAC	Why do Christians give gifts at Christmas? PlanBee	Wonderful World PlanBee	What did Jesus teach us? PlanBee	Special Books PlanBee	What do Muslims Celebrate CWAC & PlanBee
Year 2	Leaders and Teachers PlanBee	Christmas Celebrations PlanBee	Christian Rites of Passage PlanBee	Who is Jesus and why is he important today? CWAC	How do Muslims express new beginnings? CWAC	What do Hindus celebrate? PlanBee
Year 3	Islamic Rites of Passage PlanBee	Why is the Torah special? PlanBee	What is the Bible? PlanBee	What do we know about Jesus? PlanBee	Jewish Celebrations PlanBee	Divali PlanBee
Year 4	Identity and Belonging PlanBee	Christmas Journeys PlanBee	Hindus home and Mandir PlanBee	Why is Easter important? PlanBee	How did Jesus teach through parables? CWAC	Sikh rites of passage PlanBee
Year 5	Why is Muhammad important to Muslims? PlanBee	Belief in our Community PlanBee	Stories of Christianity PlanBee	Which concepts are hard to understand Christianity? CWAC	What is the Qur'an? PlanBee	Humanism CWAC
Year 6	Stories of Hinduism PlanBee	What is a Church? PlanBee	What happens when we die? PlanBee	Sikh worship and community PlanBee	Expressing faiths through the arts PlanBee	

Progression - skills

	Nursery (3/4 year olds)	Reception	Year 1	Year 2
	<p>(Range 4/5 in Birth to 5 Matters)</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Enjoys joining in with family customs and routines</p> <p>Recognises and describes special times or events for family or friends</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>(Early Learning Goals)</p> <p>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>Talk about the lives of the people around them and their roles in society.</p>	<p>I can talk about a practice from a religion.</p> <p>I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p> <p>I can recognise some religious symbols and words.</p> <p>I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>I can ask 'who', 'what' and 'when' questions when exploring a religion.</p> <p>I have started to share my opinions and say what is important to myself and to others.</p> <p>I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.</p> <p>I can see how I can work together with others even if we have differences.</p> <p>I can say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.</p> <p>I can tell you different ways of expressing identity and belonging.</p> <p>I notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</p> <p>I can find out about and respond with ideas to examples of co-operation between people who are different</p> <p>I can find out about questions of right and wrong and begin to express my own ideas and opinions.</p>

	Year 3	Year 4	Year 5	Year 6
	<p>I can describe religions and world views, connecting my ideas and prior learning.</p> <p>I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p> <p>I can explore belief in action and make connections with my own life and communities.</p> <p>I can give thoughtful responses using different forms of expression.</p> <p>I understand the commitment and dedication needed for those who follow a religion or non-religious world view.</p> <p>I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p> <p>I can consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means.</p> <p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>I can describe and make connections between different features of the religions and worldviews we have studied.</p> <p>I can describe and understand links between stories and other aspects of the communities I have been investigating.</p> <p>I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.</p> <p>I can observe and understand varied examples of religions and worldviews.</p> <p>I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable in my own life.</p> <p>I can observe and consider different dimensions of religion.</p> <p>I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.</p> <p>I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>	<p>I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>I can discuss my own and other's spiritual experiences.</p> <p>I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.</p> <p>I can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>I can explore responses to ultimate questions.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect</p> <p>I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p>	<p>I can explain how history and culture can influence an individual and how some question these influences.</p> <p>I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.</p> <p>I can discuss my own and other's spiritual experiences and find connections between communities.</p> <p>I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p> <p>I can develop insight and start to analyse the impact of diversity within a community.</p> <p>I can discuss the nature of religion and compare the main disciplines which we have studied.</p> <p>I can explore and make personal informed responses to ultimate questions.</p> <p>I can discuss issues about community cohesion and demonstrate understanding of different views.</p> <p>I can explore moral and ethical questions using examples.</p>



Foundation Stage Progression - knowledge

Pre School and Nursery

Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays. Children are encouraged to remember this and talk about it with adults as and when it is appropriate. Focus on language around the past.

Maple

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Reception

Au1: Children will learn about Harvest Festival and how some people will celebrate it. Children will learn how Hindus celebrate Diwali.

Au2: Children will learn Christmas story from the Bible and how Christians celebrate Christmas. Children will learn about how different families celebrate birthdays.

Sp1: Children will learn how Lunar New Year is celebrated.

Sp2: Children will learn about Shrove Tuesday and what Christians do on this day. Children will learn the Easter story from the Bible and how Christians celebrate Easter. They will learn about the symbol of the cross and its importance.

Su1: Children will learn how Muslims celebrate Eid.



Key Stage One Progression - knowledge

Year 1

Au1: Some Christian churches have baptism services to welcome a baby into the church. Jesus was baptised by his cousin John. Adults and children can be baptised and this can look different in different churches.

Au2: Jesus was born in Bethlehem and his parents were Mary and Joseph. Jesus was visited by wise men who followed a star. He was given gifts of gold, frankincense and myrrh. Christians' believe Jesus is God's gift to the world.

Sp1: Christians believe God created the world in 7 days. Muslims and Jews believe God created the world. Hindus believe that Brahma created the world from himself.

Sp2: Christians believe Jesus lived a long time ago and he was the Son of God. Christians believe Jesus taught them how to live using stories. The Good Samaritan is a story that tells Christians how to be kind. The disciples were Jesus' helpers.

Su1: The Bible is a special book for Christians. The Torah is a special book for Jews. The Qur'an is a special book for Muslims. These books contain stories for each religion and need to be treated with respect.

Su2: Allah is the name of God in Islam. Muslims worship in a Mosque. Muhammed started Islam and Ramadan is when Muslims believe God sent Muhammed messages. Some Muslims fast during Ramadan.

Year 2

Au1: A leader is someone who is in charge. Leaders have responsibilities and make important decisions. Different religions have different leaders. A Rabbi is a Jewish leader. An Imam is a Muslim leader. A Minister is a Christian leader.

Au2: Jesus was born in Bethlehem and angels told Joseph and Mary that this would happen. Angels told shepherds that Jesus had been born. Christians celebrate Christmas in many different ways in Britain and around the world.

Sp1: Some Christians are baptised as a baby and some as an adult. Christians share in communion where they remember Jesus' death using bread and a drink. Christians believe after they die they go to heaven to be with Jesus.

Sp2: Jesus' friends were called the disciples and he chose them. The Bible tells Christians that Jesus fed 5000 people and also healed people. These are called Jesus' miracles. Christians believe Jesus died and rose again; this is celebrated at Easter.

Su1: Wudu is when Muslims wash themselves to get ready for worship. Muslims believe that Allah created the world in 6 days. The Shahadah is when Muslims commit to following Islam. They say special words to show this. The Adhan is whispered to a Muslim baby when they are born. Nikah is the name for the Muslim marriage ceremony.

Su2: Hindus believe that there are lots of different gods. Hindus celebrate lots of different events including a naming ceremony, their first food and starting school. A Hindu wedding lasts for 3 days. Ganesh Chaturthi is a god in Hindu who is celebrated.



Lower Key Stage Two Progression - knowledge

Year 3

Au1: A Muslim is someone who follows Islam. Muslims follow 5 pillars that teach them how to live. Muslims celebrate naming their children by having a ceremony that lasts for 7 days.

Au2: y1/2 unit: Jews believe in one God who created the world. Abraham was the first Jew and God told him what to do. Jews worship in a synagogue and their special book is called a Torah. Jewish people follow food laws.

Sp1: The Christian special book is called the Bible. The Bible is made up of 66 smaller books and is split into the New Testament and Old Testament. It contains laws, hymns, songs and stories. Christians use the Bible to help them write songs to worship God with.

Sp2: Jesus is important to Christians. The Gospels are the first four books of the new testament and tell us about his life. They were written by Matthew, Mark, Luke and John. Romans in the Bible didn't like Jesus.

Su1: A rabbi is a Jewish teacher. God sent 10 plagues to Egypt but Moses helped protect the Israelites. Passover is a Jewish celebration to remind Jews of God's protection. Jewish people celebrate Hanukkah and Rosh Hashanah.

Su2: Hindus celebrate Diwali which marks their new year. Diwali is called the festival of light and Hindus use diyas to remember the story. Hindus celebrate by cleaning their house and sharing presents.

Year 4

Au1: Different religions express their identity in different ways. A kippah is worn by Jews; Sikhs may wear a turban and Muslims may wear a hijab. The United Kingdom is diverse. A refugee is someone forced to leave their home.

Au2: A pilgrimage is a journey to a place special to that person. The shepherds in the Christmas story remind Christians that God came for everyone. The gifts in the story (from the wise men) represented Jesus' life as a leader, his death and him being a king. Herod was a leader who was selfish.

Sp1: Hindu gods are worshipped by Hindus for different reasons. Some Hindus have shrines in their homes. Puja is a daily act of worship. A mandir is the Hindu place of worship.

Sp2: Christians believe Jesus was the Messiah. The Last Supper is the last meal Jesus had on earth with his disciples. Christians believe it was God's plan for Jesus to die. Jesus was crucified but rose again.

Su1: Jesus used stories to teach people how to live. Jesus taught Christians not to boast. Christians believe God answers prayer if they ask.

Su2: Sikhism is a religion that was founded by Guru Nanak. Sikh children are named during a naming ceremony. Sikh weddings can last for several days. Sikhs are baptised and follow rules after this.

Upper Key Stage Two Progression - knowledge

Year 5

Au1: Muslims believe the Muhammed was a prophet who wrote the Qur'an in a special way. Muslims believe the Qur'an is the voice of God. Muhammed is a role model to Muslims. The Hadiths are what Muslims believe Muhammad said.

Au2: Make specific (if not relevant): Mo Farah and Daniel Radcliffe have different beliefs and faith that have shaped their lives. There is a mosque, many churches and a Kingdom Hall in Ellesmere Port. People follow their own beliefs and this can influence their daily life.

Sp1: Christians believe the Bible tells the story from creation to Jesus coming again. The Bible teaches Christians how to trust God and live. Paul wrote many books in the New Testament (as letters) and helped form the early church.

Sp2: Christians believe Jesus will forgive them if they repent and ask. Christians believe in the trinity (God the Father, God the Son and God the Holy Spirit). The week before Jesus' death is called Holy Week. Christians believe Jesus rose again after his death.

Su1: Muslims believe the Qur'an is sacred and it guides them in how to live their lives. The Qur'an has 99 names for God (Allah) to show what he is like. Some Muslim children go to a Madrasah.

Su2: Humanism has 5 core features: Human beings, Understanding the world, The one life, Humanist ethics, society. Humanists believe that this life is the only life we have. Humanists believe that the world is a natural place with no supernatural side. Humanists believe we should have the freedom to shape our own lives. Humanists believe that right and wrong choices come from inside ourselves. Humanists believe human beings alone are responsible for improving the world.

Year 6

Au1: Hindus believe in one God, Brahman, who takes many forms (different gods and goddesses). The Hindu story of 'Knapper the Hunter' teaches the reader that loyalty and devotion is rewarded. Krishna is the eighth avatar of Vishnu. He features in several Hindu stories. 'The fruit of service' Hindu story emphasises that there is no need for greed. 'The sesame scholar' Hindu story shows what can be achieved with courage and determination. The Hindu story about 'Ajamil' teaches the reader that God is forgiving. The Hindu story about Kabir highlights the importance of telling the truth.

Au2: Most Christians believe a church is both a building and a community of people. There are many different types of church buildings in the UK (look at Chester cathedral). The Bible teaches Christians how they should live.

Sp1: Each religion has their own view about what happens when a person dies. Muslims believe when Allah decides, those who have lived well will be raised to paradise. Sikhs believe in reincarnation.

Sp2: Sikhs believe in one God. Sikhs worship at the gurdwara. The Khanda represents the power of God. Some Sikhs have routines they follow to pray. The langar is an important part of the gurdwara.

Su1: Muslims do not have pictures of Muhammad or other religious figures. Colour is used in some denominations of Christianity throughout the year to represent festivals. Different religions use different art forms to represent parts of their faith.

Su2: Many religions use music as a way to express their faith. Some religions use colour to show religious beliefs or feelings. Many religions use art to show sacred moments and as a way of sharing their faith. Muslims use art to help them in worship. Drama is used in some religions to show important teachings and stories.



Christianity and Islam - vocabulary

Christianity	Islam
<p>Christmas – Christian festival that celebrates the birth of Jesus</p> <p>Wise men – important people who brought gifts to Jesus at his birth</p> <p>Gold – an expensive metal</p> <p>Frankincense – an expensive perfume</p> <p>Myrrh – an expensive spice</p> <p>Bethlehem - the town where Jesus was born</p> <p>Nativity – the birth of Jesus</p> <p>Tradition – events that are repeated over many years</p> <p>Carols – Christian songs sung at Christmas</p> <p>Pilgrimage – journeys to places of religious importance</p> <p>Nazareth – the village that Jesus grew up in</p> <p>Apostles – special followers of Jesus</p>	<p>Ramadan - A month where some Muslims won't eat or drink between dawn and sunset.</p>



Judaism, Sikhism and Hinduism - vocabulary

Judaism	Sikhism	Hinduism
kosher – meat and milk products not mixed together		
kosher meat – meat that has been slaughtered properly		

General vocabulary

Key Stage 1	
Leader – person who is in charge of something Teacher – person who shows others how to do something Celebrate – take part in a religious ceremony or mark a special event Baptism – a ceremony to welcome someone into the church and show their Christian faith	