



Subject Progression Grid for R.E.

Year Group	Areas of Study	Key Knowledge	Key Experiences	Key Vocabulary
Reception Yearly overview	LAS Unit Myself	- To know that they are special and unique. - To know that we are part of a community. - To know that people have different beliefs.	Visits to church or other places of worship. Visitors such as Open the Book or faith leaders. Taking part in the school nativity. Exploring special books and artefacts. Finding out about religious and cultural celebrations such as Diwali and Chinese New Year Taking to other classes who share their experiences and learning Taking part in whole school events such as Black History Month. Expressing their own ideas and listening respectfully to the ideas of other people. Discussing ideas and experiences with each other, with adults and with other classes. Reflecting on what they have read and experienced. Reflecting on their own beliefs and ideas. <u>Non-Fiction Books and Stories</u> Lighting a Lamp Dipal's Diwali	God Jesus Christian Hindu Jew Muslim Vicar Imam Rabbi Muhammad (PBUH) Bible Qur'an Torah Easter cross beautiful care creation peace pray prayer respect values worship
	LAS Unit Special People to Me	- To know that people worship in different ways. - To know the people who are important in their lives.		
	Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?	- Christians believe God came to Earth in human form as Jesus. - Christians believe Jesus came to show that all people are precious and special to God.		
	LAS Unit Our Special Books	- To know that people have different special books. - To know some of the ways that people look after and respect their special books.		
	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	- Christians remember Jesus' last week at Easter. - Jesus' name means 'He saves'. - Christians believe Jesus came to show God's love. - Christians try to show love to others.		
	Creation UC F1 (core) Why is the word 'God' so important to Christians?	- The word God is a name. - Christians believe God is the Creator of the universe.		

		Christians believe God made our wonderful world and so we should look after it.		
	LAS Unit Our Beautiful World	- To know that some people believe that God created the world. - To know examples of reasons that the world is a special place.		

ELG: 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;

In our school, we believe that Reception is the opportunity to build the foundations for learning. In R.E., we provide the children with relevant key experiences to enable them to make links and to support their knowledge of different religious and cultural communities. We foster a respect for themselves and others and adapt our curriculum to the needs of our children, developing an understanding of diversity which they might not otherwise encounter.

This document has been ordered by unit type to support staff in seeing the progression of knowledge and vocabulary. Knowledge and vocabulary that are key to more than one unit are shown in italics when it has been encountered before.

Understanding Christianity

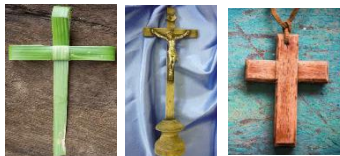
Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
1	God UC 1.1 (core) What do Christians believe God is like?	- Christians believe in one God. - Christians find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving. - Christians also believe that God is Lord and King. - Some stories in the bible show these Christian beliefs. - Christians worship God. - Christians try to live in ways that please God.	- Explain what a parable is. - Tell the story of the Lost Son from the Bible and see the idea of God as a forgiving Father. - Talk about what the story means to Christians. - Give at least two examples of how Christians show their belief in God as loving and forgiving. (For example, by saying sorry themselves and by forgiving others.) - Give an example of things Christians do in worship because of what they believe.	bible fair forgive forgiving kind loving parable



			Think, talk and ask questions about whether I can learn anything from the story for myself, listening to different ideas.	
	Creation UC 1.2 (core) Who do Christians believe made the world? 	- Some people share the belief that God created the world and other people do not.  - Christians believe that: - God created the universe. - The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.	- Retell the story of creation from Genesis 1:1–2.3 in a simple way. - Recognise that 'Creation' is the beginning of the 'big story' of the Bible. - Say what the story tells Christians about God, Creation and the world. - Give at least one example of what Christians do to say thank you to God for the Creation. - Think, talk and ask questions about living in an amazing world.	creation creator Genesis grace prayers harvest sustainer thankful universe
Visitor – speak to linked farmer about the hard work that they do at harvest time.				
2	Incarnation UC 1.3 (core and digging deeper) Why does Christmas matter to Christians?	- Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew). - The Bible shows that he came to bring good news (for example, to the poor, in Luke). - Advent for Christians is a time of getting ready for Jesus' coming. - Christians celebrate Jesus' birth at Christmas. 	- Recognise that stories of Jesus' life come from the Gospels. - Recognise that Incarnation is part of the 'Big Story' of the Bible. - Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. - Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.	advent Bethlehem carol Christmas Gospel incarnation Nativity

			Think, talk and ask questions about the Christmas story and the lessons I might learn from it: for example, about being kind, generous and thankful.	
		Visit to church to look for signs of the Christmas story. Visitor – Open the book		
	Salvation UC 1.5 (core) Why does Easter matter to Christians?	 - Easter is very important in the 'big story' of the Bible. - This section on the Understanding Christianity Big Frieze is salvation. - Christians believe Jesus rose again, giving people hope of a new life. - Eggs are connected to Easter because they are a symbol of new life. - The story of Easter has both happy and sad parts. - Christians believe there is a life after death in heaven.	- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	crucified Easter heaven hot cross buns <i>incarnation</i> resurrection salvation
	Visitor – a member of the clergy or a local Christian to share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter.			
3	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? 	<i>Christians believe in one God.</i> - Christians believe God is Trinity: Father, Son and Holy Spirit. - Christians believe The Father creates; he sends the Son who saves his people and reveals what God the father is like; the Son sends the Holy Spirit to his followers.	- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter in the Bible. - Identify some differences between the Gospel of John and the other Gospels. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians.	<i>baptism</i> Holy Spirit <i>Gospel</i> <i>incarnation</i> The Grace Trinity worship 

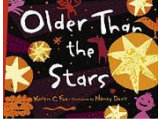
		- Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. - Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. - Christians worship God as Trinity. - Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	
Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?		- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. - Christians today trust that Jesus really did rise from the dead, and so is still alive today. - Christians remember and celebrate Jesus' last week, death and resurrection. - There is a mixture of emotions linked to the Easter story.	- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	altar crucifix disciples Holy Week <i>resurrection</i> <i>salvation</i> triptych



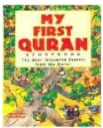
4	Creation UC 2a.1 (core) What do Christians learn from the creation story? 	Christians believe that: • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).	• Place the concepts of God, Creation and Fall on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	<i>creation</i> <i>creator</i> <i>Genesis</i> <i>fall</i> <i>monk</i> <i>nun</i> <i>respect</i> <i>responsibility</i> <i>steward</i> 
5	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians?	• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	• Outline the timeline of the 'big story' of the Bible, placing within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways.	<i>restoration</i> <i>resurrection</i> <i>sacrifice</i> <i>salvation</i> <i>stations of the cross</i> <i>theology</i>

6			- Explain why some people find belief in the Resurrection makes sense and inspires them. - Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	
	Incarnation UC 2b.4 (core) Was Jesus the Messiah? 	- Christians believe in one God. - Christians believe God is Trinity: Father, Son and Holy Spirit. - Jesus was Jewish. - Christians believe Jesus is God in the flesh (God incarnate). - They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. - The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. - Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) - Christians see Jesus as their Saviour.	- Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and what difference that might make in people's lives if they hold that belief.	Christ exile expectations <i>incarnation</i> Messiah prophecy saviour
	God UC 2b.1 (core) What does it mean if God is loving and holy?	- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - Christians believe God is both holy and loving.	- Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms.	cathedral eternal holy loving omnipotent omniscient

		• Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.	• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.	Psalm spirit
	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	• Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	<i>creation</i> <i>cosmology</i> <i>evolution</i> <i>Genesis</i> <i>interpretation</i> <i>majesty</i> <i>science</i> 

	Creation UC 2b.2 (Digging Deeper) Creation and Science: Conflicting or Complementary?	Christians believe that creation reveals something about the nature of God – for example power, creativity and concern for life. 	- Identify the type of text that Psalm 8 is, and its purpose. - Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. - Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. - Show understanding of why some Christians find science and faith compatible. - Respond to the idea that humans have great responsibility for the Earth. - Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious	<i>Psalm</i>
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Islam

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
1	God: Islam What do Muslims believe God is like? 	- Muslims believe in one God who created the universe. - The word God in Arabic is Allah. - Muslims believe it is disrespectful to draw pictures of God. - The Qur'an is the holy book of Islam and helps to guide Muslims. - Muslims learn about Allah and their faith from the Qur'an. - Muslims believe that Allah created human beings to help keep the universe in harmony.	- Explore how Allah is described in the Qur'an. - Understand that the 99 names are a way of trying to understand what God is like. - Recognise that Muslims do not draw images of God and believe that to do so is disrespectful. Begin to make links which explain this. - Retell the story of the Night of Power. - Make connections between this story and how Muslims treat the Qur'an.	Allah harmony Islam Qur'an Prophet Prophet Muhammad (PBUH)
	Community: Islam How do Muslims express their faith?	- Worship is important to Muslims. - Muslims pray five times a day. - During prayer, Muslims make a statement of faith, "There is no God but God and Muhammad is his prophet." - All Muslims pray facing Mecca. - Muslims prepare for prayer by washing. - The festival of Eid ul-Fitr marks the end of a month of fasting.	- Explore what Muslims do to express their beliefs. - Find out about objects linked to prayer. - Describe what Muslims do when they pray, giving at least two details. - Explore how Muslim prayer links to community (e.g. praying at the same time, everyone facing Mecca, harmonious movements). - Describe a celebration which is important to Muslims (Eid ul-Fitr).	community Eid ul-Fitr Mecca (Makkah) prayer mat prayer beads (subha) wudu

2	Being Human: Islam What does the Qur'an say about how Muslims should live their lives?	• <i>Muslims believe in one God who created the universe in harmony.</i> • Muslims believe that following the straight path will help keep the universe in harmony. • The five pillars of Sunni Islam help to 'hold up' the Muslim community. • The five pillars are: statement of faith (shahadah), prayer (salah), charity (zakat), fasting (sawm), pilgrimage (hajj). • Muslims recognise many prophets and Muhammad (PBUH) is the final prophet.	• Make connections between the Qur'an and how Muslims use it to guide their lives. • Identify the things which Muslims use to help them to follow the straight path. • Identify ways in which Islam is similar to other faiths. • Explore the importance of serving others and showing compassion from a Muslim perspective. • Describe how the example of the prophets help Muslims to try and make the world a fair and harmonious place. • Think, talk and ask questions about how easy it is to help others and to accept help ourselves.	guidance <i>harmony</i> iman prophets shariah
	Life Journey: Islam How do Muslims celebrate the life of a new baby?	• The adhaan is the act of whispering the call to prayer into a baby's ear just after it has been born. • When a Muslim baby is 7 days old, it is welcomed into the community at the aqiqah ceremony. • Muslims give thanks for the birth of a baby by making an offering to charity. • The key features of a baptism including prayer, promises, God, water.	• Recap practices linked to Muslim prayer and offer suggestions about how this helps Muslims feel that they belong. • Explore what it means to belong and whether this is important. • Consider the meaning behind actions within Muslim birth rites and how these link to key beliefs. • Make comparisons between how Muslims and Christians welcome babies into their communities. • Create a representation of community, showing why it is important.	adhaan aqiqah ceremony baptism belonging promise ummah - <i>community</i>
	Visit from Imam.			
3	God: Islam How do key Muslim practices link to their beliefs about God?	• <i>Muslims believe in one God who created the universe in harmony.</i> • <i>The five pillars are: shahadah (statement of faith), salah (prayer), zakat (charity), sawm (fasting), hajj (pilgrimage).</i> • The shahadah expresses the key Muslim belief about the oneness of God (tawhid).	• Explore the five pillars of Sunni Islam and how these link to Muslim beliefs about God. • Investigate how key Muslim practices link to beliefs about God and harmony. • Consider how Muslim beliefs about God are reflected in how they pray. • Weigh up the benefits and challenges of sawm for Muslims in the local area. Give reasons why they would carry out this practice, despite the challenges.	<i>Allah</i> <i>harmony</i> ihram itfar ka'bah <i>Mecca (Makkah)</i> pilgrimage Ramadan tawhid

		- The shahadah is part of salah which Muslims perform 5 times a day. - Muslims give money to charity (zakat) to help bring about harmony in the world. - Muslims fast during Ramadan as a reminder of their commitment to God. - Muslims are expected to carry out a pilgrimage to Mecca (Makka) at least once in their lifetime. They believe this brings them closer to God.	- Identify how key aspects of the hajj link to Muslim beliefs about God and harmony. - Explain how key Muslim beliefs are shown in Muslim practice.	
4	Community: Islam How does Muslim worship and practice build a sense of community?	<i>The five pillars of sunni Islam are: shahadah (statement of faith), salah (prayer), zakat (charity), sawm (fasting), hajj (pilgrimage).</i> - The mosque is an important place of worship and learning for the Muslim community. - The mosque is a centre of the community and supports the community through welfare (distributing the zakat), as a place of education and as a place of belonging. - The key practices of Eid ul-Fitr include thanking God, giving zakat, enjoying a celebratory meal and wearing new clothes. - The key practices of Eid ul-Adha include sacrificing a sheep or goat and sharing the meat with family, giving presents, giving to charity and wearing new clothes.	- Explore the features of a Mosque and how a Mosque is used by the Muslim community. - Describe how these practices link to key Muslim beliefs. - Consider the key symbols in a Mosque and how they connect to key Muslim beliefs. - Explain how Eid ul-Fitr links to community. - Explain how Eid ul-Adha celebrates and supports a feeling of community. - Retell the story of Ibrahim which is remembered at Eid ul-Adha. - Compare the story of Ibrahim in the Qur'an and the bible.	<i>Eid ul-Fitr</i> Eid ul-Adha <i>hajj</i> imam mosque (masjid) sacrifice <i>ummah – community</i> welfare umrah
Visit to a mosque.				
5	Being Human: Islam What does the Qur'an say about how Muslims should treat others and	- Key Muslim practices are linked to key beliefs. - Not all Muslims will live out their worldview in the same way. - Muslims believe that humans were created to be abd and khalifa to help God keep things in harmony. - Family life is important to Muslims and the support and shared experiences within a family contributes to them following the straight path.	- Recap the importance of the five pillars of Sunni Islam. - Explain how the five pillars link to how Muslims choose to live their life. - Make connections between key Muslim beliefs and practices. - Consider the importance of family life and how this contributes to Muslims following the straight path.	abd family Hadith khalifa muslim <i>shariah</i> Sunnah <i>Tawhid</i>

	live their lives?	• Muslims believe that family life was created by God to help bring about harmony in the world. • Muslims believe that it is important to follow the example of the Prophet Muhammad (PBUH). • The Qur'an, Sunnah and Hadith are important sources of knowledge and guidance for Muslims.	• Investigate the work of a Muslim charity and why Muslims consider this work is to be important. • Explore examples of contemporary Muslims and the way that their faith impacts their life.	
6	Life Journey: Islam How do Muslims show they belong? (link to Life Journey: Hinduism)	• Key features of Muslim rights of passage. • Key features of a marriage in different religious worldviews.	• Recognise diversity within the celebration of life events. • Make comparisons between birth rites in different religious and non-religious worldview communities. • Consider how rites of passage link to promises. • Identify key features, similarities and differences within marriage ceremonies held by different religious and non-religious worldview communities. • Make connections between beliefs and rites of passage. • Show a clear process of reasoning, giving evidence to support their views.	

Hinduism (Key Stage Two)

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
3	God: Hinduism How do symbols help Hindus to understand the divine? 	- Hindus believe - in one ultimate reality, Brahman, the life force in all things. - that the atman (the soul) travels in a cycle of birth, life, death and rebirth (samsara). - the goal for the atman is to break free from this cycle and return to Brahman (moksha). - to achieve moksha, living things should do their duty. - Other deities show different aspects of Brahman.	- Describe the story of Krishna and Arjuna in the Mahabharata. - Explain how this story helps Hindus to understand Brahman and the importance of fulfilling their dharma. - Make connections between the lotus flower, Brahma, Vishnu and the story of creation. - Give examples of how symbols are used in their own experiences. - Compare the Hindu creation story with that of at least one other religion. - Identify how symbols can help Hindus to understand Brahman.	atman aum Brahman deities dharma moksha samsara Trimurti – Brahma, Vishnu, Shiva
4	Community: Hinduism How is Hindu belief expressed collectively? 	- Hindus worship at home at a shrine which often contains a murti. - Hindus can pray to different deities for help with different things. - A mandir is a Hindu place of worship. - The arti ceremony is a ritual used in Hindu worship. - Diwali is a Hindu festival linked to the story of Rama and Sita. <i>Raksha Bandhan helps Hindus to remember what is important about family, duty and community.</i>	- Recognise the importance of family in Hindu worship and how this links to dharma. - Explain the significance of objects on a puja tray. - Retell the story of Rama and Sita in the Ramayana. - Describe key practises associated with the festival of Diwali. - Make connections between the story of Rama and Sita, Lakshmi and Diwali. - Identify how Hindu practices build a sense of community. - Make simple connections between Hindu beliefs and Hindu practices.	arti Diwali murti mandir puja <i>Raksha Bandhan</i> shrine

5	Being Human: Hinduism How do Hindu beliefs link to the way they may choose to act?	• Key Hindu practices are linked to key beliefs. • Not all Hindus will live out their worldview in the same way. • Hindus try to carry out good actions and avoid bad actions in order to fulfil their dharma. • Hindu stories help believers to decide how to behave in order to fulfil their dharma. • Hindus believe that community is important in helping someone to fulfil their dharma. • Stories about their gods are important sources of knowledge and guidance for Muslims.	• Explain how stories relating to Krishna might link to how Hindus treat animals and the natural world. • Understand the role of yoga, meditation and renunciation in helping Hindus to focus on Brahman. • Explore examples of Hindus and the way they live(d) their lives. • Make connections between Hindu beliefs and the way Hindus may choose to act. • Provide evidence for their reasoning.	ahimsa karma meditation <i>moksha</i> renunciation sadhus and sadhvi satsang
6	Life Journey: Hinduism How do Hindus show they belong? (link to Life Journey: Islam)	• Key features of some Hindu samskaras. • Key features of a marriage in different religious worldviews.	• Recognise diversity within the celebration of life events. • Make comparisons between birth rites in different religious and non-religious worldview communities. • Consider how rites of passage link to promises. • Identify key features, similarities and differences within marriage ceremonies held by different religious and non-religious worldview communities. • Make connections between beliefs and rites of passage. • Show a clear process of reasoning, giving evidence to support their views.	marriage namakarana samskara samskaras vivaha

Additional Units

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
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1	Places of Worship What do special buildings tell us about what people believe?	• Different faith communities have different places of worship. • Members of a faith community do not only worship in a particular building. • Key features of a synagogue, church and mosque.	• Explore what makes places of worship special to believers. • Identify key features of different faith communities. • Make connections between these features and key beliefs.	Synagogue Ner Tamid tallit yad Church altar candle font Mosque minaret prayer mat qibla
2	Thankfulness How do religious and non-religious people say thank you?	• Different religious communities have special festivals to say thank you to God. • Harvest festival is a way of saying thank you for the gifts of the natural world. • Jews believe in one God. • Jews believe that they have a special covenant with God. • Sukkot is the Jewish harvest festival which is celebrated as a community. 	• Explore different ways that religious and non-religious people show they are thankful. • Consider whether people only have to say thank you if they believe in God. • Find out about different ways that Christians around the world celebrate harvest. • Recognise different types of gifts and create a special event which gives gifts instead of saying thank you. • Identify key features of the Jewish Passover festival and how these connect to belief. • Make connections between Sukkot, key beliefs and things which Jewish people say thank you to God for. • Think about how a sukkot helps Jewish people to say thank you to God as a community.	covenant gifts gratitude harvest Passover synagogue thankfulness

3	What is a good life?	• The word good means different things to different people. • The word good can mean different things in different situations. • Sometimes it can help to understand what is not good to help us to identify what is good. • People's religious and non-religious worldviews influence what they believe is good. • Members of faith communities recognise different guidance to help them to know what is good.	• Explore ways in which people live out what is good. • Make connections between what people believe about being good and how they live their lives. • Describe some of the explanations of what is good in Christianity. • Describe some of the explanations of what is good in Islam. • Analyse texts which are used by people to explore what is good. • Explain that different worldviews acknowledge different authorities on what is good. • Present arguments about what it means to live a good life which acknowledges different points of view.	authority good <i>parable</i> The Ten Commandments The Sermon on the Mount via negative worldview
4	Why do we celebrate?	• People celebrate things in different ways but there are some common themes. • Celebration can be linked to remembering, for example in a Remembrance Service. • Christians believe that confirmation strengthens their relationship with God and their commitment to their faith. • Eid-ul-Fitr helps Muslims to remember those who do not have enough. • Raksha Bandhan helps Hindus to remember what is important about family, duty and community.	• Consider ways in which we celebrate. • Make connections between happy celebrations and celebrations which help us to remember. • Explore the importance of remembering. • Understand different ways in which religious and non-religious people celebrate special times, events and people. • Explain different practices that are carried out during these celebrations. • Describe some ways in which celebrating connects with remembering. • Present arguments from more than one point of view.	bishop celebrate confirmation Eid-ul-Fitr Raksha Bandhan remembrance 
	Pilgrimage	• A pilgrimage is a significant journey carried out for a special reason. • The destination for a pilgrim is a place of significance to them. • Jerusalem is a place of pilgrimage for Jews, Christians and Muslims.	• Consider different examples of religious and non-religious pilgrimages. • Explain the significance of Jerusalem for people belonging to different religious groups. • Describe key features of pilgrimages to Jerusalem for each religious group.	al-Asqa Mosque Church of the Holy Sepulchre destination Jerusalem pilgrim <i>pilgrimage</i> Western Wall

		- Some faith believers have a duty to go on a pilgrimage. - Know the key features of the hajj. - Pilgrimage can have different significance for different people.	- Explore two sites of Christian pilgrimage. - Make connections between key features of a pilgrimage and key beliefs. - Give reasoned answers about questions relating to pilgrimage. - Recognise the impact of pilgrimage on the natural world and the way this challenges the values of religious believers.	
	Visit from a pilgrim.			
5	Expressing beliefs through the arts. How do religious and non-religious people express their beliefs and views creatively?	- Creativity is an important way of expressing meaning, emotion and knowledge. - Different words and symbols can mean different things to different people. - People try to express their understanding about God in different ways. - Know some reasons why some people will depict God visually and others will not. - Know that when we analyse art, we need to take into account a wider context such as culture and history rather than just the piece of art itself.	- Make connections between creativity and what it means to be human. - Recognise different ways in which human being communicate meaning and that different forms of expression are more suited to particular contexts. - Understand the challenges of communication. - Consider the difficulties in communicating ideas about God using just words. - Explore some examples of religious art and consider what they are communicating. - Analyse works of art. - Create art which expresses beliefs of views.	art belief creativity communicating expression meaning views
6	Do you have to believe in God to be good?	<i>The word good means different things to different people.</i> - Humanists believe that we can use reason, evidence and science to know what is true. - Humanists believe we can use reason and empathy when deciding how to behave. - Religious and non-religious world views can share common values. - The 'golden rule' is an approach shared by worldviews.	- Consider how understanding what is bad helps us to understand what is good. - Consider what motivates people to be good and whether these motivations are helpful. - Understand how humanists' beliefs and values impact the way they live. - Make personal responses to questions about being good.	agnostic atheist empathy humanist humanism <i>good</i> motivation reason
	Visitor from Humanist UK			