



Woodside Primary Academy Progression Map



Subject: RE

Intent: The Religious Education at Woodside provides children with a deep understanding and knowledge of the core religions, and as a result our children gain a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. Once the age-appropriate knowledge has been acquired, all children develop the skills of asking significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion and develop thoughtful answers to the ultimate questions about the meaning and significance of existence. Through thoughtful and precise teaching, children learn to link the study of religion and belief to personal reflections on meaning and purpose. Like in all foundation subjects, significant levels of originality, imagination or creativity, are shown in their responses to their learning in RE. Woodside promotes the acceptance and tolerance of others, creating an inclusive environment for all - seeking to understand people who are different to us through the lens of Religious Education.

Autumn 1	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 My Day Nursery 3-4 Marvellous Me Year R We are Superheroes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Knowledge	<u>Nursery 2-3</u> To know their immediate family and begin to name them. <u>Nursery 3-4</u> To be able to describe their family and begin to be able to articulate their own family customs <u>Year R</u> To have a sense of their own life story and family's history.	<u>How did the world begin?</u> Believe is when we accept something is true, especially when we do so without proof. Some people believe god exists as a powerful, non-human being. Some religions, followers believe in one supreme being or god who is loving. There are different names for god. Creation stories	<u>Why do we need to give thanks?</u> Some people believe god performed miracles in the past. Pray means communicating with god. Some festivals which are celebrated by religious and non-religious people. Festivals usually celebrate a special or miraculous event from the past. Worship means to	<u>What makes us human?</u> Soul means a person's spiritual and emotional sense of identity. Some people believe all living things have a soul and that it is immortal. Spirituality is connecting with the inner self, immaterial things and belief of something beyond oneself. Some people believe spirituality and the soul are unique to humans. Some people believe connection with god to be a spiritual experience.	<u>Are all religions equal?</u> People from different religions believe some of the same things. There are historical links and connections between religions. Stories and scriptures give insights about how to live. The history of religion affects how people see their own and others' communities.	<u>Why do people have to stand up for what they believe in?</u> The meaning of atheist, agnostic and theist. In the UK religious beliefs are a protected characteristic. In some times and places, people did not or do not have religious freedom. Throughout history and modern times, people have had to protest or fight for religious freedom. Some festivals commemorate times	<u>Why does religion look different around the world? (Part 1)</u> The meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere at all times). Some of the ways that culture, history, migration and tradition influence people's worldviews. People from the same organised worldview often hold the same key beliefs but may interpret and express them differently. There are many reasons for taking part in religious practices including belief, culture, tradition and
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		provide people with possible answers as to why we are here. Followers often read religious stories.	honour and adore. Some objects that are special to followers of religious traditions. One reason religious followers worship is to show gratitude, say 'thank you', to god. Festival is celebrated by many people and happens regularly. People pray in different ways in different places. Objects, words and actions can represent an idea of belief. When some people talk to god they might use their body to show respect. Religious stories can help us to understand religious beliefs. Stories from long ago can be applied to modern life. Many festivals are often celebrated as a community. Offerings used to express gratitude may be used to help a person's local or	Prayer, meditation and rituals are used to connect spiritually.		when religious freedom has been fought for (e.g. Bonfire night). Within and between religious and non-religious groups people may disagree about challenging issues. People are inspired and led by others from within and outside their community. Communities sometimes fight or protest for the rights of themselves or others.	obligation. Some of the ways practices are influenced by culture, tradition, migration and history. Some places are of particular significance due to historical, cultural and geographical reasons. Representation is important to give people a feeling of belonging. Religious people may read stories from the past about how people became close to god to guide them in achieving the same aim. Cultural, historical and geographical context affect how scripture is interpreted. People disagree on whether ancient writings are still relevant to modern life. Same guidance or scripture can be interpreted differently by people.
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			national community.				
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Skills	<u>Nursery 2-3</u> Children will be able to recognise their immediate family and be able to name them.	Talking about their own experiences in relation to their learning.	Exploring similarities and differences between religions and worldviews.	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.	Giving thoughtful insights about why some things are the same and others are different.	Exploring why people from the same religion may disagree.	Considering the thoughts, feelings, experiences, beliefs and values of others.
	<u>Nursery 3-4</u> To be able to begin to describe some of their family's customs.	Commenting on similarities and differences between religions and worldviews.	Exploring similarities and differences within religions and worldviews.	Identifying similarities and differences between religions and worldviews.	Exploring the ways diverse people and groups can work together for good.	Considering the thoughts, feelings, experiences, beliefs and values of others.	Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.
	<u>Year R</u> Talk about the lives of the people around them and their roles in society.	Enjoying seeing diversity in images and videos used.	Making links between religious and non-religious beliefs, practices and symbols.	Identifying similarities and differences between religions and worldviews.	Recognising links with prior learning when encountering new content.	Debating challenging issues with reference to learning and respect for content being debated.	Using complex vocabulary confidently and in different contexts.
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Respectfully sharing opinions about what is important to them and what is important to others.	Commenting on links with prior learning when encountering new content.	Identifying similarities and differences within religions and worldviews.	Presenting different views thoughtfully and creatively, using evidence from learning.	Using complex vocabulary confidently and in different contexts.	Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.
		Listening to others' ideas and comparing them to their own.	Responding sensitively to people whose experiences are different to theirs.	Giving thoughtful insights about why some things are the same and others are different.	Discussing their own and others' ideas about deciding what is good and bad, and right and wrong.	Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.	Asking and exploring questions from different perspectives, including their own.
		Beginning to use correct vocabulary when talking about their learning.	Commenting respectfully on things that they notice which may be surprising or different.	Explaining links between religious and non-religious practices and their significance.	Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.	Using creativity to present their own and others' ideas, explaining their choices.	Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.
		Talking about simple ideas and things that puzzle them about belief in god.	Showing respect when looking at evidence about other people's ideas and beliefs.	Recognising links with prior learning when encountering new content.	Finding out about religions and worldviews through: reading stories and scriptures, debating and discussing, analysing texts, looking at photographs and images and using firsthand accounts.	Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.	Finding out about religions and worldviews through: reading stories or scriptures, analysing texts, looking at news reports, using first-hand accounts, using video or audio footage and looking at photographs and images.
		Sharing opinions respectfully about what is important to them and what is important to others.	Using correct vocabulary when talking and beginning to use in written work.	Developing the ability to use empathy to identify and understand the feelings of others.		Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.	
		Expressing their own ideas and opinions based on personal experience and the beliefs of family members.	Asking questions about what puzzles them about religious and non-religious stories and texts they have read.	Using increasingly complex vocabulary and explaining its meaning to others.		Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking	
		Using various art					

		forms to express their ideas. Asking their own questions about the world around them. Finding out about religions and worldviews through: reading stories or scriptures, debating and discussing.	Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: looking at photographs and images, reading stories or scriptures, looking at artefacts, listening to music and using surveys.	Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Thinking about their own ideas about god in light of their learning, experiences and discussions. Finding out about religion and worldviews through: interpreting art, listening to music, using first-hand accounts, experiencing, debating and discussing, reading stories or scriptures and using video footage.		at news reports; looking at photographs and images; using first-hand accounts; interviewing others; interpreting historical sources.	
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Vocabulary	Nursery 2-3	belief believe Brahma create Christian Christian Bible creation creator Genesis God Hindu Jewish love man-made natural organised worldview personality proof proud religion respect scripture Shiva talent true Torah Vishnu	appreciate autumn Brahman Christian deity disciple diva emotion express grateful gratitude harvest Harvest festival Hindu hymn incense Jesus Krishna kum kum lyrics mandir miracle praise prashad pray provide puja Radha season sense shrine thankful thankfulness worship	belief blurb Buddhist connection consciousness exist express immaterial influence inner self meditation mindfulness organised personal practice represent responsible soul spiritual summarise unique worldview	Athravan Báb Baha'i Bahá'ulláh belief connection equality guidelines gurdwara guru harmony House of Worship improvement invoke Khanda merciful Middle East omniscient origin practice respect scripture unity	agnostic atheist theist conspiracy Catholic Babylonian forces Bandi Chhor Divas denomination disciple discrimination divine authority Diwali Emperor guru Guru Hargobind hardships King Antiochus martyr Mughal empire ordained oppression persecution prejudice protected characteristics Protestant religious freedom religious group stereotype	Abrahamic religions Ashkenazi attributes Charedi covenant descendants Genesis hijab Israelites kippah kippot liberal melacha melachot mitzvah mitzvot monotheism mitzvah niqab omnibenevolent omnipotent omnipresent omniscient Orthodox Reform Sephardi Shabbat tabernacle Tenak Torah
	Nursery 3-4						
	Me Mum Dad Brother Sister Friend						
	Me Mum Dad Brother Sister Friend						
	Year R						
	Special						
	people who help us						
	firefighter policeman						
	policewoman						
	nurse						
	doctor						
	paramedic						
	relations						
	parents						
	teachers						

Autumn 2	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 What's in the Garden? Nursery 3-4 What's on Wood	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Street? Year R Festivals						
Knowledge	<u>Nursery 2-3</u> To know some Christmas songs and rhymes <u>Nursery 3-4</u> To know what the Christmas Story is and who were the special people in the story. <u>Year R</u> To recognise that people have different beliefs and celebrate special times in different ways.	<u>What do some people believe God looks like?</u> Some people believe God exists as a powerful, non-human being. Some religions, followers believe in one supreme being or God who is loving. People have different ways of understanding God on Earth (incarnation). There are different names for God. There are different ways to refer to and represent God. Some religious people use art, objects and special times to represent and remember incarnation (God on Earth).	<u>What do candles mean to people?</u> Some people believe God performed miracles in the past. There are some festivals which are celebrated by religious and non-religious people. Festivals usually celebrate a special or miraculous event from the past. Festivals often use light symbolically as part of celebrations. There are some objects that are special to followers of religious traditions. Festivals are celebrated by many people and happen regularly. Practices associated with festivals have special meanings. People from the same faith may celebrate a festival differently. Objects, words and actions can represent an idea or belief. Many festivals are often celebrated as a community. That members of the same community may have similar	<u>Where do we get our morals from?</u> Actions have consequences and people think differently about what these are. Some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. Morals are our thinking about what is right and wrong. Many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others. The teachings of a religious or non-religious worldview often link with a follower's life choices. People's views about what is right and wrong change over time and place. Many factors affect our morals and life choices. All communities have rules and guidance for how to live together.	<u>What makes some texts sacred?</u> Holy means divine, sacred or connected to God. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time.	<u>Why doesn't Christianity always look the same?</u> Some of the ways that history, migration and leadership influence people's worldviews. Leadership and authority can impact people's worldviews. The community or group someone is part of shapes their sense of belonging. People are inspired and led by others from within and outside their community. Scripture can be interpreted in different ways.	<u>Why does religion look different around the world? (Part 2)</u> Some of the ways that culture, history, geography and tradition influence people's worldviews. People from the same organised worldview often hold the same key beliefs but may interpret and express them differently. There are many reasons for taking part in religious practices including belief, culture, tradition. Some of the ways practices are influenced by culture, tradition, geography and history. Religious people may read stories from the past about how people became close to God to guide them in achieving the same aim. Cultural, historical and geographical context can affect how scripture is interpreted. People disagree on whether ancient writings are still relevant to modern life. Shared practices can be important to give people a feeling of belonging. The same guidance or scripture can be interpreted differently by people.

			or different ways of life.				
Skills	<u>Nursery 2-3</u> To learn some Christmas songs. <u>Nursery 3-4</u> To be able to recall a Christmas story. <u>Year R</u> 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	Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others.	Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Using correct vocabulary when talking and beginning to use in written work. Showing respect when looking at evidence about other people's ideas and beliefs.	Identifying similarities and differences between religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Exploring the ways diverse people and groups can work together for good. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Asking questions about how people show their faith and considering why they might have these questions. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning.	Understanding and evaluating the importance of diversity within religions and worldviews. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Researching from a range of sources. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; using video or audio footage; interpreting historical	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Finding out about Religion and worldviews through: Using complex vocabulary confidently and in different

		Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Talking about simple ideas and things that puzzle them about belief in God. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at artefacts; looking at photographs and images.	Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: exploring stories or scriptures; looking at artefacts; debating and discussing; interpreting art; listening to music; using first-hand accounts; using video or audio footage.	others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Finding out about religion and worldviews through: using first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts.	Asking open questions and suggesting responses. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; interpreting historical sources.	sources; listening to music; interpreting art.	contexts; exploring stories or scriptures; looking at artefacts; analysing texts; looking at photographs and images; using first-hand accounts
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Vocabulary	Nursery 2-3	Allah	Advent	adultery	authoritative	Anglican	abstain
	Christmas	belief	calendar	Christian Bible	Baghavat Gita	baptism	adornment
	Sing	believe	candle	commandment	Buddhist Canon	Catholic	avatar
	Nursery 3-4	Brahman	Christmas	covenant	communication	Catholicism	Buddhist Canon
	Special	Christian	culture	decision	divine	church	celestial
	Christmas	Christian Bible	Diwali	duty	Guru Granth Sahib	Church of England	commemorate
	Mary	Christmas	festival	envious	holy	colonisation	consent
	Joseph	God	fire	experience	oral tradition	confession	cultivate
	Donkey	Hindu	gallery	forbidden	origin	confessional	culture
	Baby Jesus	idea	hanukiah	Golden Rule	sacred	congregation	deities
	Star	Jesus	Hanukkah	good deed	source	convert	devotee
	Year R	Muslim	hanukkiyot	guidance	sovereign	depiction	Dharma
	Diwali	religion	light	Hajj	Tripitaka	Emperor Constantine	Dharmic religion
	Birthday	respect	Maccabees	Humanist	value	entity	diversity
	Hanukkah		miracle	mitzvot	Veda	Eucharist	Diwali
	Celebrate		prayer	moral	Waheguru	evangelising	edicts
	Presents		Rama	Moses		fasting	Eightfold Path
	Light		Ramayana	Niyama		ichthus	impermanence
	Shepherds		sacred	observance		Latin	incarnation
	King		Sita	prayer shawl		lectern	interpretation
			Sunday	reasoning		liturgy	intervention
			symbol	restrictive		Magi	King Ashoka
			temple	right		Mass	liberation
			wick	rule		messiah	Mahavira
			wreat	sabbath		Methodist	Mahayana
				Salat		monarchy	monastic practices
				Shahadah		nave	monastic practices
				Sawm		Pentecost	monastics
				tallis		persecution	omnipresent
				tassel		piety	Pandit
				Torah		pilgrimages	prevail
				tzitzit		polytheistic	righteousness
				wrong		Pope	Sacred Thread
				Yama		priest	Ceremony
				Zakat		prophecy	stupa
						prophet	Theravada
						Protestant	Tirthankara
						pulpit	tradition
						Quakers	Vajrayana
						resurrection	values
						rosary beads	vanquish
						sacraments	virtue
						speaking in tongues	Zen
						stoup	
						successor	
						the sign of the cross	
						Trinity	
						theses	

Spring 1	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Our Pets Nursery 3-4 People who Help Us Year R Wonderful Walthamstow	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Knowledge	<u>Nursery 2-3</u> To have a sense of their own immediate family and relationships. <u>Nursery 3-4</u> To be able to name different occupations in their local community. <u>Year R</u> To understand that some places are special to members of their community	<u>What is God's job?</u> In some religions, followers believe in one supreme being or God who is loving. People have different ways of understanding God on Earth (incarnation). Some people believe that humans have a special relationship with God. There are different names for God. There are different ways to refer to and represent God. People have different ideas about the role of God.	<u>How do we know some people have a special connection to God?</u> Some people believe God performed miracles in the past. Some people believe there are people who are chosen for a special purpose by God. Religious stories can help us to understand religious beliefs.	<u>Is scripture central to religion?</u> Some people believe connection with God to be a spiritual experience. Religious and non-religious people have ideas about the relationship between God and humans. The way scriptures are used and treated reflects beliefs about their importance. Prayer, meditation and rituals are used to connect spiritually. Worship can take many forms and often involves symbolism. Teachings of a religious or non-religious worldview often link with a follower's life choices. All communities have rules and guidance for how to live together.	<u>Just how important are our beliefs?</u> Sacrifice means giving up something valued for the sake of something else. Holy means divine, sacred or connected to God. The way scriptures are treated and used reflects beliefs about their meaning and origin. Rituals and practices can be based on religious and cultural roots and that often these are interconnected. Being part of a community with similar beliefs is important to some people. For some people outward expressions of belief are important for a sense of belonging.	<u>What happens when we die? (Part 1)</u> People have different beliefs about what happens when we die. Some people believe in God, who may judge their actions when they die. Some people believe in life after death and others may believe death is the end of our life in any form. The following vocabulary in relation to death: afterlife, soul, judgement, eternity, heaven and hell. Many people who are not religious believe in some form of afterlife. Funeral practices often reflect beliefs about life after death. Funerals can be important to help people grieve. Reasons for some people taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, geography, leadership and history. Ideas about the afterlife come from many sources.	<u>Why is it better to be there in person?</u> Experiencing a pilgrimage together can help some people feel a sense of community and belonging. Some people often feel significant connection to a building or place. For some, the people in a particular space are more important than the place itself. Shared practices can be important to give some people a feeling of belonging. Some practices might demonstrate belonging to a particular community. Shared challenge can bring people closer together. A pilgrimage is a journey to a place of religious significance. Pilgrimages are an important part of some people's life. Pilgrimage helps some people to feel close to God. Visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. There are many reasons for some people taking part in religious practices including belief, culture and tradition. Some people use stories about how others became close to God to
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						Beliefs about life after death can affect how people choose to live their lives. Within and between religious and non-religious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community.	guide them in achieving the same aim. The same guidance or scripture can be interpreted differently by people.
Skills	<u>Nursery 2-3</u> To begin to be able to talk about their immediate family. <u>Nursery 3-4</u> To be able to name occupations of people in the local community. <u>Year R</u> 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	Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use	Exploring similarities and differences between religions and worldviews. Commenting on links with prior learning when encountering new content. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. correct vocabulary when talking and beginning to use it in written work. Asking questions about what puzzles them about religious and non-religious stories and texts	Identifying similarities and differences between, and within, religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Explaining links between religious and non-religious practices and their significance. Exploring the ways diverse people and groups can work together for good.	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the world and	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview. Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content. Considering the	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own.

		correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Using art to show their ideas about identity and belonging. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising, role-play or dancing.	they have read. Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising role-play or dancing.	Developing the ability to use empathy to identify and understand the feelings of others. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about religion and worldviews through: exploring scriptures; looking at artefacts; debating and discussing; interpreting	how they can show respect for viewpoints different to their own. Asking questions about how people show their faith and considering why they might have these questions. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about Religion and worldviews through: looking at photographs and images; using first-hand accounts; looking at artefacts; using surveys; interviewing others.	thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences	Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Finding out about Religion and worldviews through: exploring stories or scriptures, looking at photographs and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps.
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				art; looking at photographs and images; using video and audio footage and using first-hand accounts.		Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: exploring stories or scriptures; using surveys; debating and discussing; analysing texts; looking at photographs and images; interpreting art.	
Vocabulary	<u>Nursery 2-3</u> Me Family teacher <u>Nursery 3-4</u> Ambulance Vet Doctor Dentist <u>Year R</u> Homes Walthamstow City Borough Live Community	Abraham Ahura Mazda Allah Angra Mainyu belief caretaker characteristic Christian Christian Bible creator destroyer generation God Jewish life cycle incarnari incarnation miracle Muslim negative Old Testament positive promise protect quote religion renew role scripture shepherd shield symbol Tenak	Angel Gabriel Angel Jibril Brahman Christian Bible chosen Christian Daniel encounter God guru Guru Nanak Hindu inspire Krishna Last Prophet messenger miracle Muhammad Old Testament pbuh (peace be upon him) prophet revelation Sikh special Tenak	Abrahamic Alimah annotate central Chumash Christian Bible dictated faith Gideon Bible gurdwara Hadith holy inspired Jibril Ketuvim lectern mandir Muhammad Mus'haf Nevi'im New Testament Old Testament ornate precious prophet Psalms Quaker Qur'an recite revelation sahaba scroll sermon Sheba sacred synagogue Sefer scroll	Amritdhari Aqiqah baptism Bar Mitzvah Bat Mitzvah Brit Bat Brit Milah Confirmation fast Khalsa Namakarana naming ceremony persecuted sacrifice Upanayana	atonement Barzakh cremate Dia de los Muertos embalm eternal Gehinnom Jahannam judgement mourning Olam Ha-Ba purgatory reconciliation solemn soul tachrichim Tawhid Yarm al-Qiyamah Yizkor Yom Kippur	Al-Masjid Al-Aqsa Al-Masjid Al-Haram Annunciation Arafah Ark of the Covenant atheist condemned convention doctrines Dome of the Rock entombed Hajj Ihram Isra' Jerusalem Ka'bah Makkah martyrdom Mi'raj obligation pilgrimage qiblah Rami al-Jamarat relic resurrected Sa'i secular significant spirituality Tawaf Temple Mount

		Trimurti Zoroastrian		Tenak Torah scroll ulama			The Night Journey The Prophet Muhammad Via Dolorosa Western Wall
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Spring 2	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Farm Animals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Nursery 3-4 Our Garden Year R Little Investigators						
Knowledge	<u>Nursery 2-3</u> To notice differences in people. <u>Nursery 3-4</u> To understand that people are different and begin to celebrate these differences. <u>Year R</u> To know how to compare and contrast characters from stories, including figures from the past	<u>Why should we care for the world?</u> Some people believe that humans have a special relationship with God. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories. Some religious stories may guide people to care for animals and the planet. Religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it. People with similar worldviews often work together to care for the world and for others.	<u>What is a prophet?</u> A prophet is someone who is believed to talk about God's plan or will. Some people believe there is a God who has made a promise with people. Books and stories can have different meanings to different people. Religious stories can help us to understand religious beliefs. Stories from long ago can be applied to modern life. A saviour is someone who is sent to save a group of people. Wisdom means knowledge that comes from experience.	<u>What happens if we do wrong?</u> Morals are our thinking about what is right and wrong. Teachings of a religious or non-religious worldview often link with a follower's life choices. Actions have consequences and people think differently about what these are. Forgiveness is cancelling out wrongdoing or removing punishment. Some people believe all living things have a soul and that it is immortal.	<u>Who was Jesus really?</u> Religious and non-religious worldviews change over time for individuals and groups. People from different religions believe some of the same things. There are links and connections between religions. Jesus was a historical figure and people have different beliefs about his significance. Some people who follow the Christian worldview generally believe God wants to have a relationship with humans which can be achieved through Jesus. Some people who follow the Christian worldview generally believe Jesus was resurrected (raised from the dead) after his crucifixion. Some people who follow the Christian worldview generally believe Jesus fulfilled prophecies from the Old Testament. Some people who follow the Jewish worldview	<u>What happens when we die? (Part 2)</u> The meaning of atheist, agnostic and theist. That people have different beliefs about what happens when we die. That some people believe in God, who may judge their actions when they die. That some people believe in life after death and others may believe death is the end of our life in any form. How to correctly use the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell. Many people who are not religious believe in some form of afterlife. Funeral practices often reflect beliefs about life after death. Funerals can be important to help people grieve. Some reasons for some	<u>Why is there suffering? (Part 1)</u> Free will means a belief that humans can make their own choices and determine their own fate. Beliefs about the nature of God may impact people's ideas about and responses to suffering. Some people may use religious practices (e.g. prayer, worship) to help them in times of suffering. Within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. Writings from long ago can give people insight into modern-day issues. Ideas and beliefs about suffering come from many sources. People respond in different ways when they see people in their community suffering. The same guidance or scripture can be interpreted differently by people.

					generally may see Jesus as a teacher which is what some people at the time of Jesus may have thought. Some people who follow the Jewish worldview generally believe that God made a covenant with the Jewish people. Some people who follow the Jewish worldview generally believe that the prophets told of a messiah which some interpret as a person, but that the Messiah has not yet come. Many people who follow the Christian worldview may believe that Jesus' teachings were radical in the historical and geographical context he was living. Many people who follow the Christian worldview may celebrate Easter remembering Jesus' death and resurrection.	people taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, geography, leadership and history. Ideas about the afterlife come from many sources. Beliefs about life after death can affect how people choose to live their lives. Within and between religious and non-religious groups people may disagree about challenging issues. can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community. Some places are of particular significance due to historical, cultural and geographical reasons. Some people believe they will be reincarnated in a different form after death.	
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Skills	<u>Nursery 2-3</u> To begin to notice that some people are different and begin to be able to list how we are different.	Commenting on similarities and differences between religions and worldviews.	Responding sensitively to people whose experiences are different to theirs.	Identifying similarities and differences between, and within, religions and worldviews.	Recognising how religious and non-religious worldviews evolve for individuals and communities.	Interpreting expressions of the same concept by people whose worldview differs.	Considering the thoughts, feelings, experiences, beliefs and values of others.
	<u>Nursery 3-4</u> To begin to understand that it is okay to be different and be able to articulate these differences.	Commenting on similarities and differences within religions and worldviews.	Commenting respectfully on things that they notice which may be surprising or different.	Giving thoughtful insights about why some things are the same and others are different.	Identifying common beliefs shared across different religions. Exploring the links and connections between various religions.	Interpreting expressions of the same concept by people with the same worldview.	Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.
	<u>Year R</u> now some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Enjoying seeing diversity in images and videos used. Making links between religious and non-religious beliefs and practices. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Exploring stories or scriptures. Debating and discussing. Sharing opinions respectfully about what is	Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Exploring similarities and differences between religions and worldviews. Asking questions about what puzzles them about religious and non religious stories and texts they have read. Expressing creatively their own ideas about the questions: Who am I? Where do I belong? Understanding that others may have different ideas from their own and	Recognising links with prior learning when encountering new content. Explaining links between religious and non-religious practices and their significance. Exploring the ways diverse people and groups can work together for good. Developing the ability to use empathy to identify and understand the feelings of others. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning.	Acknowledging Jesus as a historical figure and understanding the diverse beliefs regarding his significance. Appreciating that followers of the Christian worldview often believe in a divine relationship with humans through Jesus. Understanding that many Christians believe in the resurrection of Jesus after his crucifixion. Recognising that some Christians believe Jesus fulfilled prophecies from the Old Testament. Considering that some followers of the Jewish worldview may see Jesus primarily as a teacher, similar to views held during Jesus' time. Acknowledging that followers of the Jewish worldview generally	Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Making links and	Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news reports, looking at photographs and images, using first-hand accounts and debating and discussing.

		important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Asking their own questions about the world around them.	responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Explaining why they feel something is right or wrong and comparing their ideas to others. Finding out about Religions and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage, dramatising role-play or dancing and using first-hand accounts.	Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about religion and worldviews through: exploring scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage and using first-hand accounts.	believe in a covenant between God and the Jewish people. Understanding that some in the Jewish community await the coming of a Messiah, as foretold by prophets, but believe this event has not yet occurred. Reflecting on how Jesus' teachings were seen as radical within his life's historical and geographical context. Recognising that many Christians commemorate Jesus' death and resurrection during Easter.	comparisons between their own and others' views about belonging, meaning, purpose and truth. Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own. Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: exploring stories or scriptures; analysing texts; looking at photographs and images; interpreting art.	
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Vocabulary	Nursery 2-3	ahimsa belief Bible Brahma Brahman care Christian creation creator Earth environment gift Hindu Humanist Jewish mitzvot ownership qualities religion responsibility scripture stewardship Torah	characteristic chosen doubt messenger special Angel Jibril hesitant Prophet Muhammad reluctant Abraham Moses Peace be upon him Qur'an Messiah Yeshua Jesus Saviour eternal guru Guru Nanak Guru Granth Sahib Wisdom	affect amends authority baptism Brahman Catholic cleansed choice confession Confessional consequences forgiveness immoral infant intention Jesus karma mercy moral Original sin priest Prophet Muhammad repentance reunite sacrament sin severe soul wrongdoing ultimate	depictions faith Messiah miracles perception Pharisees prophecy resurrection Sadducees traditions	atma atman bodhisattva Brahmins cremation dukkha Eightfold Path enlightenment Four Noble Truths Hukam karma Kshatriyas liberation marga moshka mukti nirvana rebecoming reincarnation samsara Shudras The Divine Vaishyas varna Waheguru	balance blessings conscience contradictory controversial crucifixion evil free will Genesis omnibenevolent omnipotent omnipresent omniscient prayer response resurrection Satan suffering temptation
	Nursery 3-4						
	Year R						
	Same Hair Colour Eyes clothes Different Same Similar Face Skin Country Home House Rooms Colours						

Summer 1	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Making Music Nursery 3-4 Little Explorers Year R Traditional Tales	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<u>Nursery 2-3</u> To know the features their family and other families have	<u>How do we know that new babies are special?</u> Some people believe that humans have a special relationship with God.	<u>How do some people talk to God?</u> Prayer means communicating with God.	<u>Why is water symbolic?</u> Rituals are a way of expressing beliefs and ideas about God.	<u>Why is the Bible the best-selling book of all time?</u> Religious and non-religious worldviews change over time for individuals and groups.	<u>Who should get to be in charge?</u> Leadership and authority can impact people's worldviews. Worldviews impact the process of choosing leadership and authority.	<u>Why is there suffering? (Part 2)</u> Free will means a belief that humans can make their own choices and determine their own fate.
	<u>Nursery 3-4</u> To begin to relate emotions to different experiences <u>Year R</u> To be able to compare and contrast characters from stories, including figures from the past.	Many people have special ceremonies when babies are born. Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.	Some people who follow the Hindu worldview believe that they can communicate with God through prayer. People pray in different ways in different places. Objects, words and actions can represent an idea of belief. When some people talk to god they might use their body to show respect. Some people talk to god in different ways and for different reasons. Some people who follow the Muslim worldview carry out Wudu before prayer.	Water is often used in ceremonies and rituals to symbolise cleansing and purity. Worship can take many forms and often involves symbolism. Ceremonies involving water and fire are important occasions for some communities. People who follow the Muslim worldview generally believe that water has a special meaning and purpose. People who follow the Muslim worldview may use water to	Organised and personal religious beliefs change and develop over time. There are historical links and connections between religions. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time. People with similar worldviews may practice in different ways due to historical events.	There are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed upon. Some people believe leaders are anointed (chosen by God). People from the same organised worldview often hold the same key beliefs but these may interpret and express them differently. Wisdom can mean	Beliefs about the nature of God may impact people's ideas about and responses to suffering. Some people may use religious practices (e.g. prayer or worship) to help them in times of suffering. Within and between religious and non-religious groups, teaching about challenging issues can be contradictory and controversial. Ideas and beliefs about suffering come from many sources. People respond in different ways when they see people in their community suffering. Shared challenges can

			Some people who follow the Muslim worldview use special positions and actions during prayer called Rakat. Within a community people have different values, ideas and beliefs. Some people who follow the Hindu worldview visit the mandir to worship and pray with members of their community. Some people who follow the Muslim worldview visit the mosque to worship and pray with members of their community.	perform Wudu before prayer and worship. People who follow the Christian worldview may use water for baptism, following the example of Jesus in the bible. People who follow the Christian worldview may take part in baptism ceremonies. People who follow the Shinto worldview may use water for ritual cleaning and as a symbol of nature.	Practices change over time. Why the Christian Bible has a significant role in public life in many countries, including the UK. Religious scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can affect interpretation. Disagreement and change happen in communities.	thinking sensibly and taking into account knowledge and experience. Guidance means advice, information or rules given by someone in authority. Some believers may read stories from the past about how people became close to God, which may help guide them in becoming closer to God. Cultural, historical and geographical context can affect how scripture is interpreted. Religious communities usually have a leader who carries out certain duties with or on behalf of the community. Some people who follow the Muslim worldview may not agree on who should have succeeded Muhammad in the past. Some people who follow the Muslim worldview may interpret the Hadith and Sunna (sayings and accounts relating to Muhammad) to guide them in living a life submitting to God. Some people who follow the Sikh	bring people closer together. Some practices might demonstrate belonging to a particular community.
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						worldview may believe that the succession of Gurus enabled the message of Guru Nanak to be continued. Some people who follow the Sikh worldview may believe that these Gurus were spiritually liberated from birth.	
Skills	<u>Nursery 2-3</u> To begin to be able to compare their family with other families. <u>Nursery 3-4</u> To be able to explain why someone is happy or sad. <u>Year R</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.	Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in the images and videos used. Making links between religious and non-religious beliefs and practices Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important	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. 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. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can	Explore how rituals express beliefs and ideas about God in various religions. Investigate the symbolism of water in ceremonies and rituals across different cultures and religions. Discover the diverse forms of worship and the role of symbolism within these practices. Examine the significance of ceremonies involving water in community traditions. Understand the special meaning and purpose of water in the Muslim worldview. Learn how followers of Islam use water for Wudu to prepare for prayer and worship.	Identifying similarities and differences within religions and worldviews. Exploring the ways diverse people and groups can work together for good. Recognising links with prior learning when encountering new content. Asking questions about how people show their faith and considering why they might have these questions. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Thinking about their own	Reflect on how leadership and authority influence individual and collective worldviews. Analyse how worldviews affect the selection of leaders and authority figures. Compare different methods of leadership selection, such as democracy or inheritance, and understand the disagreements that may arise. Discuss the belief that some leaders are divinely chosen and what this signifies in various religions. Develop an understanding of wisdom as sensible thinking informed by knowledge and experience. Identify the role of guidance in religious and	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at photographs and images, debating and

		to others. Listening to others' ideas and comparing them to their own. Beginning to use the correct vocabulary when talking about their learning Debating and discussing Dramatising, role-play or dancing. Looking at photographs and images. Experiencing. Using first-hand accounts. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members.	identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Understand that others may have different ideas from their own and respond respectfully. Express their own ideas and opinions, including considering worldviews studied. thoughtful questions relating to their learning. Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.	Recognise the importance of water in Christian baptism and its biblical roots in the life of Jesus.	ideas about God in light of their learning, experiences and discussions. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; using first-hand accounts; using surveys; interpreting historical sources and interpreting art.	secular contexts and its importance in decision-making. Learn about the roles and responsibilities of religious leaders within communities and how they serve their followers. Interpret the significance of the Hadith and Sunna in guiding Muslims.	discussing and using first-hand accounts.
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Vocabulary	<u>Nursery 2-3</u>	Adhan	Allah	Amritsar	apply	adhere	Chardi Kala
	Family	Allah	Brahman	Amrit Sanchar	authority	admiration	dukkha
	Friend	Aqiqah	communicate	baptism	canon	Angad	Eightfold Path
	<u>Nursery 3-4</u>	baptism	deity	blessing	Christian Bible	anointed	Four Noble Truths
	Happy	Brahman	Hindu	calm	culture	authority	Hukam
	Sad	celebration	Jewish	cleansing	depict	bloodline	kami
	Party	ceremony	mandir	commitment	Gospel	compassion	karma
	Present	Christian	mosque	daily routine	impact	dedication	magga
	<u>Year R</u>	church	Muslim	Ganges	interpretation	devotion	margas
	Long time ago	Church	prayer	ghusl	literal	dignity	Naam
	Now	creation	puja	guardian	message	falcon	nirodha
	Past	God	Qur'an	holy water	moral	government	sukha
		godparents	scripture	Kumbh Mela	relevant	Guru Nanak	samudaya
		Hindu	shrine	offering	secular	Guru Panth	
		Humanist	synagogue	planet	significance	Hadith	
		Jatakarma	Torah	practical	spiritual	honesty	
		Muslim	Veda	preparation	translation	humility	
		Namakarana		preserve		integrity	
		promise		protect		interpretation	
		religion		purity		Kalgi	
		Trimurti		renewal		Khalsa	
		Zakat		resource		Kirpan	
				ritual		law	
				sacred		legal system	
				saltwater		Lehna	
				Shinto		lineage	
				shrine		merit	
				significance		open-minded	
				Suijin		parliament	
				symbolise		religious law	
				symbolism		religious oppression	
				Wudu		revelation	
						role model	
						sacrifice	
						selflessness	
						succession	
						Sunnah	
						ummah	
						wisdom	

Summer 2	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Musical Stories	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Nursery 3-4 Let's Pretend Year R Modern Tales						
Knowledge	<u>Nursery 2-3</u> To imitate everyday actions and events from their own family and cultural background. <u>Nursery 3-4</u> To be able to express a point of view <u>Year R</u> To compare and contrast characters from stories, including figures from the past.	<u>Why should we care for others?</u> Some people believe that humans have a special relationship with God. Many people give money, time or donations to charity as a way of showing that caring for others is important. That followers often read religious stories. Some stories may guide people to care for others. Religious (and non-religious) groups often provide support and care to their local and worldwide communities. People with similar worldviews often work together to care for the world and others.	<u>Where do some people talk to God?</u> That prayer means communicating with God There are some objects that are special to followers of religious traditions. People pray in different ways in different places. Objects, words and actions can represent an idea of belief. Some people talk to god in different ways and for different reasons. Some people find praying or worshipping as part of a community helpful. Members of the same community may have similar or different ways of life. Within a community people have different values, ideas and beliefs. Some people who follow the Jewish worldview believe God communicated with humans through the Torah. Some people who follow	<u>Why is fire used ceremonially?</u> Rituals are a way of expressing beliefs and ideas about God. Ceremonies involving fire are important occasions for some communities. Fire is often used in ceremonies and rituals to symbolise purity. Fire can represent peace and unity in some ancient traditions. In some ceremonies, fire is used to symbolise protection, good luck and harmony. Fire is sometimes used as a sign of remembrance. People who follow the Hindu worldview may use fire symbolically during marriage ceremonies or Puja. People who follow the Zoroastrian worldview may use fire as a symbol of purity and	<u>Does the language of scripture matter?</u> Religious and non-religious worldviews change over time for individuals and groups. Organised and personal religious beliefs change and develop over time. Holy is often linked to words that also mean divine, sacred or connected to God. There are historical links and connections between religions. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time. People with similar worldviews may practise in different ways due to historical events. Practices change over time. Religious scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can	<u>Why are some places in the world significant to believers?</u> Some of the ways that history, geography and leadership influence people's worldviews. Leadership and authority can impact people's worldviews. Some people believe leaders are anointed (chosen by God). Reasons for some people taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, geography, leadership and history. The community or group someone is part of shapes their sense of belonging. Some places are of particular significance due to historical, cultural and geographical reasons.	<u>What place does religion have in our world today?</u> Some of the ways that culture, history, geography and tradition influence people's worldviews. That there are many reasons for some people taking part in religious practices including belief, culture, tradition. That some people may find religious spaces special even if they are not part of that religion.

			the Christian worldview visit a church to worship and pray with members of their community. Some people who follow the Jewish worldview visit a synagogue to worship and pray with members of their community. Some people who follow the Muslim worldview visit a mosque to worship and pray with members of their community. Some people who follow the Muslim worldview visit a mosque and some of the features help them to pray. Some people who follow the Sikh worldview visit a gurudwara and some of the features help them to pray. Some people who follow the Alevi worldview believe that they can communicate with God through prayer. Some people who follow the Alevi worldview visit a cemevi and some of the features help them to pray.	of the light of God. People who follow the Sikh worldview may use fire in their community kitchens, known as Langar. People who follow the Jewish worldview may use an eternal burning flame to symbolise the continuous presence of God in their synagogues.	affect interpretation. Disagreement and change happen in communities.		
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Skills	Nursery 2-3						
	To be able to show their friends some of the family customs that they have at home.	Commenting on similarities and differences between religions and worldviews.	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.	Explore how ceremonies express beliefs and ideas about fire in various religions.	Identifying similarities and differences within religions and worldviews.	Interpreting expressions of the same concept by people whose worldview differs.	Considering the thoughts, feelings, experiences, beliefs and values of others.
	<u>Nursery 3-4</u> To be able to answer a question and begin to be able to articulate an appropriate response.	Commenting on similarities and differences within religions and worldviews.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Investigate the symbolism of fire in ceremonies and rituals across different cultures and religions.	Exploring the ways diverse people and groups can work together for good.	Interpreting expressions of the same concept by people with the same worldview.	Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.
Year R	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.	Enjoying seeing diversity in the images and videos used.	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.	Discover the diverse forms of worship and the role of symbolism within these practices.	Recognising links with prior learning when encountering new content.	Exploring why people from the same religion may disagree.	Debating challenging issues with reference to learning and respect for content being debated.
		links between religious and non-religious beliefs and practices.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Examine the significance of ceremonies involving fire in community traditions.	Asking questions about how people show their faith and considering why they might have these questions.	Understanding and evaluating the value of diversity within religions and worldviews.	Using complex vocabulary confidently and in different contexts.
		Talking about their own experiences in relation to their learning.	Notice and respond sensitively to some similarities between different religions and worldviews.	Understand the special meanings and purposes of fire in the Hindu worldview.	Using increasingly complex vocabulary and explaining its meaning to others.	Evaluating links between religious and non-religious traditions, beliefs and practices.	Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.
Year 1		Respectfully sharing opinions about what is important to them and what is important to others	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.	Learn how followers of the Zoroastrian word view use fire as a symbol of purity.	Presenting different views thoughtfully and creatively, using evidence from learning.	Identifying increasingly subtle links with prior learning when encountering new content.	Using creativity to present their own and others' ideas, explaining their choices.
		Listening to others' ideas and comparing them to their own.	Find out about religion and worldviews through: using first-hand accounts, looking at photographs and images, using video or audio footage and exploring stories or scriptures.	Recognise the importance of using fire for remembrance in Christian and Jewish worldviews.	Asking open questions and suggesting responses.	Considering the thoughts, feelings, experiences, beliefs and values of others.	Asking and exploring questions from different perspectives, including their own.
		Beginning to use the correct vocabulary when talking about their learning.			Thinking about their own ideas about God in light of their learning, experiences and discussions.	Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.	Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.
Year 2		out about religion and worldviews through exploring stories or scriptures, debating and discussing, looking at			Finding out about Religion and worldviews through exploring stories or scriptures, debating and discussing, analysing texts, using first-hand accounts, interpreting historical sources, and interpreting art.	Using complex vocabulary confidently and in different contexts.	
						Finding out about Religion and worldviews through exploring stories or scriptures,	

		photographs and images, using first-hand accounts, sharing opinions respectfully about what is important to them and what is important to others and expressing their own ideas and opinions based on personal experience and the beliefs of family members.	examples of co-operation between people who are different. Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.			analysing texts, debating and discussing, looking at photographs and images, using first-hand accounts, using video or audio footage, and using maps.	Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: looking at photographs and images; using surveys; using first-hand accounts; debating and discussing; using video or audio footage; using maps.
Vocabulary	<u>Nursery 2-3</u> Tea Mum Dad Pray Gift Room <u>Nursery 3-4</u> Think No Yes <u>Year R</u> Same Similar Different I think	act of kindness Allah charity Christian creation donate fair God guidance Humanist Jesus Jewish Muslim religion responsibility scripture service Sewa Sikh The Five Pillars of Islam	Alevi Bible cem church community dome equality gurdwara Guru Granth Sahib Langar mosque Pagan place of worship statue synagogue Torah the Trinity	Ahura Mazda Atash Bahram community divine eternal equality Guru Nanak Hózhó Langar memoriam memory Ner Tamid Olympic flame Olympic Games prayer candle purity remembrance renewal torch bearer transformation Trimurti unity volunteering	classical commentary culture dialect diaspora first language holy language linguist oral tradition tradition transition translation written scripture	authentic cleansing covenant Darbar Sahib descendants diaspora exile Goddess Ganga Harmandir Sahib holy Israelites Pagan pilgrimage Promised Land relic replica sacred shrine significant stupa	census colonialisation conserve citizen data discriminate diversity harmony heritage human rights immigration local area limit missionary personal development place of worship protected characteristics religious

		Tzedakah Waheguru Zakat		Yahrzeit candle			secular spread spirituality worldview
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	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. 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. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 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. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a	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. 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. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 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. 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.	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. 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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 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. Observe and consider	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. 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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 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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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 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. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between	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. 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. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 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. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between

	community might make.					
	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	different religions and worldviews.	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.	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.
	Notice and respond sensitively to some similarities between different religions and worldviews.	Notice and respond sensitively to some similarities between different religions and worldviews.	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.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	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.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
	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.	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.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	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.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	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.
	Find out about and respond with ideas to examples of co-operation between people who are different.	Find out about and respond with ideas to examples of co-operation between people who are different.	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.		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.	
	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.				