

Treales CE Primary School Religious Education Knowledge and Skills Progression

<p>Harvest</p>	<p>EYFS Why do people of faith say thank you to God at Harvest time? Children will know that: Christians believe God created the world. Christians believe that we should say thank you to God at Harvest time. Christians celebrate the Harvest Festival with a special service in church. Children will be able to: talk about the food they enjoy. talk about harvest around the world. talk about why we celebrate harvest. talk about why it is important to help others, particularly at harvest time. Key vocabulary: God, food, creation, harvest, thank you and prayer.</p>	<p>KS1 Cycle A How can we help those who don't have a good harvest? Children will know that: Christians believe that it is important to say thank you to God for the harvest. Jewish people also celebrate harvest and this is called Sukkot. Christians believe that helping others is part of putting their faith into action. There are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed. Children will be able to: talk, using religious language, about Harvest Festival Celebrations. express feelings about the issues raised by Christian Aid/Tear Fund materials etc. ask questions about their own and others' experiences. talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. Key Vocabulary: Harvest, Harvest Festival, Sukkot, charity, thankful, generosity</p>	<p>LKS2 Cycle B How do people of faith say thank you to God for the harvest? Children will know that: harvest is celebrated throughout the world by people of all faiths and none. harvest is mentioned throughout the Old Testament. there is a connection between Christian belief and behaviour in relation to celebrating the harvest. Children will be able to: describe the ways in which Christian harvest festival celebrations show Christian values in action. describe and recognise similarities between different religious harvest festivals describe the key features of the Jewish festival of Sukkot. describe the key features of the Hindu festival of Pongal. express their own opinion as to why communities celebrate Harvest. Key Vocabulary: Harvest Festival, thankfulness, generosity Sukkot, Sukkah and Pongal</p>	
<p>Christmas</p>	<p>EYFS How do Christians celebrate Jesus' birthday? Children will know that: For Christians Christmas is the celebration of Jesus' birthday. Jesus was a very special baby. Christians believe he was the Son of God. The church celebrates Christmas in special ways. Children will be able to: recall/retell the nativity story. identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about their own experiences of Christmas. talk about feelings related to celebrating Christmas and birthdays. Key Vocabulary: Christmas, Jesus, Bethlehem, Mary, Joseph,</p>	<p>KS1 Cycle B Why do we give and receive gifts? Children will know that: Christians believe that Jesus is God's gift to the world. the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas. Christians believe that the gift of Jesus shows God's love and care for the world. Christians believe Jesus is God's son the promised Messiah. Children will be able to: talk about the feelings associated with giving and receiving gifts. retell the nativity story in two parts, a) the shepherds and b) the wise men. talk about giving gifts that are not objects. Key Vocabulary: Gift, Wise Men, Magi, Jesus, and promise Cycle A Why was the birth of Jesus such good news?</p>	<p>LKS2 Cycle A How does the presence of Jesus impact on people's lives? Children will know that: Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. Christians believe God is with them through his Son, Jesus, and the Holy Spirit. Christians believe that the presence of God changes their lives. Children will be able to: make links between their own experiences and the experiences of others. retell stories about the presence of Jesus changing people's lives. describe the ways in which the actions of Christians show Jesus' presence in the world. ask good questions about religious beliefs. Key Vocabulary: Emmanuel, Incarnation</p>	<p>UKS2 Cycle A How do our celebrations reflect the true meaning of Christmas? Children will know that: the nativity story is found in the Gospels of Matthew and Luke the true meaning of Christmas is a celebration of the birth of Jesus, the Son of God, Messiah. where the nativity fits into God's Big Story Children will be able to: identify which parts of the nativity story can be found in each Gospel. tell you about the audiences Matthew and Luke were writing for. identify the influence the two stories have on our Christmas celebrations. describe the Christian beliefs revealed in the nativity story. Talk about why the flight to Egypt is a significant event. Key Vocabulary: Saviour, Messiah, Gospel, Matthew, Luke,</p>

	<p>shepherds and star</p>	<p>Children will know that: Christmas is a celebration of the good news. angels are the good news bringers. Christians believe that the good news is that Jesus is the saviour of the world. Christians believe that the content of the Christmas story is good news. the good news impacts on the world then and now. Children will be able to: retell the Christmas story, including the story of Zechariah. talk about their own feelings and experiences of good news. ask and respond sensitively to questions about the experiences of Mary and the shepherds. Vocabulary Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.</p>	<p>Cycle B Why is Jesus described as the light of the world? Children will know that: Hanukkah is an important Jewish festival of light. light is used as a metaphor to describe Jesus and his impact on the world. the light of Jesus brings hope in dark places. Children will be able to: talk with understanding about the ways in which Jesus' followers bring his light into the world. create light metaphors for Jesus that show understanding of Jesus actions and divinity. ask important and relevant questions about religious experiences and beliefs. talk with understanding about the symbolism of Jesus as light. Key Vocabulary: Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukah, Jerusalem, Temple.</p>	<p>nativity, Herod, incarnation, and salvation. Cycle B How do Christians prepare for Christmas? Children will know that: Advent is a time of preparation and the season of hope. during Advent the church spends time focussing on the promise of Jesus' return. Christians believe that Jesus is the promised Messiah, but Jewish people do not. different denominations within Christianity hold differing beliefs about the importance and status of Mary. the themes of Advent tell the 'big story' of God's salvation plan. Children will be able to: explain how Jesus fulfilled the Old Testament prophecies. use religious vocabulary to describe the symbolism, practices, beliefs and themes of the season of Advent. express opinions about what they think the message of John the Baptist would be today. talk about what their hopes and dreams are for the future. reflect and decide what they have learnt from this unit about Christianity and themselves. Key Vocabulary: Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary</p>
<p>Easter</p>	<p>EYFS Why do Christians believe that Easter is all about love? Children will know that: Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. Christians believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church. Children will be able to: tell you that Christians believe Jesus died on the cross because God loves everyone. briefly retell the story of Easter. identify symbols associated with Easter. talk about their own experiences of love and other emotions expressed in the Easter Story.</p>	<p>KS1 Cycle A What do you think is the most important part of the Easter story? Children will know that: the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. Christians believe that Easter is a new beginning Christians believe that Jesus died and rose back to life again Children will be able to: recall events of the Easter story reflect on the awe and wonder of new life and changes in nature. talk about their own experiences of Easter and springtime. retell the events of the Easter story.</p>	<p>LKS2 Cycle B Is the cross a symbol of sadness or joy? Children will know that: that the events of Holy Week reveal what Jesus came to earth to do. that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. the different ways in which the church remembers and marks the events of Holy Week. Children will be able to: retell the stories of Palm Sunday, Holy Week and Easter. ask good questions about the events of Palm Sunday, Holy Week and Easter. make links between Christian beliefs and the stories of Palm Sunday, Holy Week and</p>	<p>UKS2 Cycle A Why do Christians believe that Easter is a celebration of victory? Children will know that: Christians believe that Christ's resurrection is a victory over death and talk about it with understanding. Christians believe that the death and resurrection of Jesus restored the relationship between God and people. the Easter story is at the very heart of Christian belief Children will be able to: retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. talk about and describe feelings in relation</p>

<p>ask questions about the Easter story.</p> <p>Key Vocabulary: Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb, risen.</p>	<p>Key Vocabulary: Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb.</p> <p>Cycle B</p> <p>How do symbols help us to understand the Easter story?</p> <p>Children will know that: there are different objects and symbols used to help explain and understand the meaning of Easter. the Easter story is central to Christian belief. the death and resurrection of Jesus is part of God's salvation plan.</p> <p>Children will be able to: identify and name some of the symbols of Easter. retell the Easter story. talk about their own experiences of Easter celebrations. use religious vocabulary to simply describe what the symbols of Easter mean. describe briefly why Christian people celebrate Easter. explain what they think to be the most important thing about Easter.</p> <p>Key Vocabulary: Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, sacrifice and celebration.</p>	<p>Easter. use religious vocabulary to make links between people's values and behaviour. ask important questions about beliefs and values. use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</p> <p>Key Vocabulary: Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection</p> <p>Cycle A</p> <p>A story of betrayal or trust?</p> <p>Children will know that: that trust and forgiveness are key values in the teaching of World Faiths. that Christians believe that they can trust Jesus. that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do. that the incidents of betrayal and trust in the Easter story are significant.</p> <p>Children will be able to: identify and explain the significance of the incidents of betrayal and trust in the Easter story – God's salvation plan. use key religious vocabulary to describe and talk about the importance of forgiveness in World Faiths and in my own life. ask good questions about people's values and commitments. use religious vocabulary to make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. describe and show understanding of the Christian value of forgiveness in relation to the story of Peter. use religious vocabulary to make links between religious teaching and practices. talk about my own feelings and the feelings of others.</p> <p>Key Vocabulary: Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem.</p>	<p>to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. describe the impact of belief in the Easter story on a person's life.</p> <p>Key Vocabulary: Victory, triumph, resurrection, sacrifice, salvation and redeemer.</p> <p>Cycle B</p> <p>Who was Jesus? Who is Jesus?</p> <p>Children will know that: Jesus is given a variety of names to describe his character and purpose. there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. Christians believe Jesus was/is the Messiah and what that means. Muslims believe that Jesus is one of the five greatest messengers of God. Hindus believe Jesus was a holy man, a wise teacher and a 'god'. Many Buddhists refer to Jesus as an 'enlightened man'. Jews believe Jesus was a teacher and a healer but not the Messiah. People of no faith generally acknowledge that Jesus was a wise, moral teacher.</p> <p>Children will be able to: express their own and the opinion of others in response to the question 'Who was Jesus?' use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. ask relevant questions in order to discover the answer to the question 'Who was Jesus?' use appropriate religious vocabulary to show they understand Muslim beliefs about Jesus. use appropriate religious vocabulary to show they understand Hindu beliefs about Jesus. use appropriate religious vocabulary to show they understand Buddhist beliefs about Jesus. use appropriate religious vocabulary to show they understand Jewish beliefs about Jesus.</p>
--	---	---	---

				use the Bible as a source to discover the answer to the question 'Who was Jesus?' Key Vocabulary: Messiah, Prince of Peace, Saviour, resurrection, redeemer and servant.
Jesus (God)	<p>EYFS Why do Christians believe Jesus is special? Children will know that: Jesus was special and performed miracles. people choose to do a variety of jobs that particularly show Christian values in action. E.g. health care workers, emergency service workers, parents etc. there are special/important/holy people /leaders/teachers in all world faiths. the Vicar/Priest is the leader of the local church. the Imam is the leader of the local mosque. Children will be able to: recall/retell stories about Jesus. talk about why Christians believe Jesus is the Son of God. talk about people who are special and give reasons why they are special. connect people's actions and Christian values. talk about why the Vicar is special/important to members of the Church. talk about why the Imam is special/important to Muslims. talk about why Guru Nanak is special/holy to Sikhs. talk about why Buddha is special/important to Buddhists. recall the names and stories of important/holy people from different world faiths. Key Vocabulary: Love, trust, compassion, generosity, courage, Jesus, miracle and Bible.</p>	<p>KS1 Cycle A What made Jesus special? Children will know that: the stories of Jesus' miracles can be found in the Gospels in the New Testament. Christians believe that the miracles reveal Jesus as the Son of God. Children will be able to: talk about their own feelings and experiences. ask and respond sensitively to questions about their own and others' feelings and experiences. retell stories of Jesus covered. make the connection between the Bible stories and Christian beliefs about Jesus. Key Vocabulary: Jesus, Son of God, friendship, miracle and disciple. Cycle B How is the place where Jesus lived different from where we live now? Children will know that: Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world Jesus was Jewish not Christian Jesus attended the Synagogue some of Jesus' life experiences were just like ours. Therefore, Christians believe Jesus the Son of God knows exactly what life is like for us. Jesus celebrated Jewish Festivals e.g. Passover Children will be able to: talk confidently about their own life and experiences. talk confidently about the Jewish features of Jesus' life. talk about what they find puzzling or interesting. talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate. recognise that some foods have special symbolic meaning in religious practice. Key Vocabulary:</p>	<p>LKS2 Cycle A How did/does Jesus change lives? Children will know that: Christians believe that Jesus has/had the power to change people's lives. choosing to follow Jesus is not an easy option. lives of people today are transformed by Jesus and they choose to change Children will be able to: talk about their experiences of change. retell the Bible stories you have explored. talk about the ways in which Jesus changed people's lives and the impact that had on them. Key Vocabulary: Jesus, Mother Teresa, disciple, Zacchaeus Cycle B Why do Christians believe Jesus is the Son of God? Children will know that: Christians believe Jesus is the Son of God he was both God and man. Christians believe Jesus has power and authority from God over every aspect of creation, life and death. there are people who have stood up and spoken out against authorities in situations of injustice. the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat. Children will be able to: retell the Bible stories covered in this unit. make links between the Bible texts and Christian beliefs and values. talk about people who have inspired them and why. Key Vocabulary: Son of God, authority, miracle, Sabbath/Shabbat and Pharisees</p>	<p>UKS2 Cycle B Why do Christians believe Jesus was a great teacher? Children will know that: these parables about Jesus' teaching explain Christian beliefs and actions. there are links between Jesus' teaching and the school's Christian values and British values Jesus' teaching makes an impact in people's lives, their values, choices and behaviour. Children will be able to: retell in detail some of the Bible stories covered in this unit. ask important and relevant questions about Jesus' teaching. describe and show understanding of the Christian beliefs revealed through these parables. explain how the parables in this unit answer questions about values and commitments. identify and explain why they think one of Jesus' parables has a particularly strong message for the world today. Key Vocabulary: Parable, Kingdom of God Imagery Cycle B What is the nature and character of God? Children will know that: Bible stories help to deepen our knowledge and understanding of God. Christians believe God is three in one, the Trinity. God is given many names by Christians and members of all world faiths. These names describe His nature and characteristics, there are similarities and differences across World faiths about what people believe about God. Bible texts are used to answer questions about the characteristics and nature of God. Children will be able to: use religious language to show they are developing an understanding of the Trinity. identify the elements in Christian worship</p>

		<p>Jesus, Jerusalem and Nazareth</p> <p>Cycle B</p> <p>Why did Jesus welcome everyone?</p> <p>Children will know that: the stories covered in this unit can be found in the gospels in the New Testament. Christians believe that Jesus' miracles reveal him to be the Son of God. Christians believe that we should welcome everyone and try to be a friend of all as Jesus was.</p> <p>Children will be able to: talk about their own feelings and experiences. retell the stories covered in this unit. make the connection between the Bible stories and Christian belief. talk about the work of Christian charities and make the connection to Jesus teaching and actions.</p> <p>Key Vocabulary: Miracle, New Testament, Gospels, faith and trust</p>		<p>that express Christian beliefs about God. ask big questions and express their own views.</p> <p>identify and talk using religious vocab about Muslim and Hindu beliefs about God. talk with understanding and knowledge about the opinions and ideas of people with the World View that God does not exist.</p> <p>Key Vocabulary: God, Father, Son and Holy Spirit, Trinity and Celtic</p>
<p>The Church</p>	<p>EYFS</p> <p>What makes a place Holy?</p> <p>Children will know that: Christians worship in a church. Muslims worship in a mosque. Hindus worship in a temple/mandir. people consider places to be special for different reasons. some people of faith take off their shoes before entering a place of worship.</p> <p>Children will be able to: talk about their special places. talk about places of worship as special/holy places. talk about taking off your shoes in a special/holy place.</p> <p>Key Vocabulary Church, Mosque, Mandir, Temple, holy</p>	<p>KS1</p> <p>Cycle B</p> <p>Why is the church a special place for Christians?</p> <p>Children will know that: the Hindu word for worship is puja. the church is a special place where Christians meet to worship and pray. It is also the body of people not just the building. for Christians, the church is a holy blessed space. Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. people of Jewish faith meet together for worship in a synagogue. the Ark is the most holy place in the synagogue. It contains the Sefer Torah and is the focal point of prayer. people of Muslim faith meet to pray in a mosque. mosques are often decorated with beautiful patterns and Arabic calligraphy. people of Hindu faith meet to worship in a mandir/temple. most Hindus will have a shrine in their home. there are two main branches of Judaism – orthodox and reform. The Hindu murtis (statues) are expressions of</p>	<p>LKS2</p> <p>Cycle A</p> <p>Are all Churches the same?</p> <p>Children will know that: not all church buildings are the same but have similar features according to the Christian denomination. Peter and the disciples 'built' the church after the events of Pentecost. Christianity is a world-wide multi-cultural faith. the Bible gives guidance to the church about behaviour and attitudes. World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. the Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship. there are similarities and differences between the places of worship they have explored. the symbol of light is used across several religions. the features of the places of worship can be linked to Holy Scripture and beliefs. the Imam is the leader of the Mosque and the local Muslim community. the Rabbi is the leader of the Synagogue.</p>	

		<p>god. They are not worshipped. They are a focus to enhance worship.</p> <p>Children will be able to:</p> <p>ask good questions that reveal understanding about the places of worship studied and what happens there.</p> <p>connect the features of the church to Bible Stories and Christian belief.</p> <p>use religious vocabulary to name and describe the features of a church building.</p> <p>use religious vocabulary to name and describe the features of a mosque.</p> <p>use religious vocabulary to name and describe the features of a synagogue.</p> <p>use religious vocabulary to name and describe the features of a mandir/temple.</p> <p>use religious vocabulary to name and describe the features of a Hindu shrine.</p> <p>talk about and identify the objects on a Hindu puja tray.</p> <p>use religious vocabulary to describe what happens in a synagogue.</p> <p>use religious vocabulary to describe what happens in a mosque.</p> <p>use religious vocabulary to describe what happens in a mandir/temple.</p> <p>use religious vocabulary to describe features of the worship that takes place in a mosque.</p> <p>use religious vocabulary to describe features of the worship that takes place in a synagogue.</p> <p>use religious vocabulary to describe features of the worship that takes place at a Hindu shrine.</p> <p>use religious vocabulary to describe Hindu worship/puja.</p> <p>use religious vocabulary to identify and describe a few similarities and differences between the places of worship they have explored.</p> <p>Key Vocabulary:</p> <p>church, vicar, minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, Minaret tower, Temple, shrine, Mandir, Synagogue, Ark.</p>	<p>Darshan is important to Hindus</p> <p>Children will be able to:</p> <p>use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.</p> <p>identify similarities and differences between churches and Christian denominations worldwide.</p> <p>ask good questions about the similarities and differences between different Christian denominational practices.</p> <p>make links between values and beliefs and behaviour.</p> <p>talk knowledgeably about places of worship, the features of the building and the worship that takes place there.</p> <p>recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara</p> <p>use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara.</p> <p>describe why light is used as a symbol for God in several religions.</p> <p>describe the role of the Imam. v describe the role of the Rabbi.</p> <p>recognise the links between the different places of worship they have explored and beliefs of the worshipper.</p> <p>ask quality questions informed by their learning.</p> <p>use appropriate religious language to talk about the symbols used in the religions explored.</p> <p>Key Vocabulary:</p> <p>church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara, and Langar.</p>	
<p>The Bible</p>		<p>KS1</p> <p>Cycle B</p> <p>Why is the Bible such a special book?</p> <p>Children will know that:</p> <p>the Bible is the Christian holy book.</p> <p>the Bible is made up of a library of books.</p> <p>the Bible is in two sections the Old</p>	<p>LKS2</p> <p>Cycle A</p> <p>Is the Book of Proverbs still relevant today?</p> <p>Children will know that:</p> <p>Proverbs is in the Old Testament and is a book of wise advice written by Solomon</p> <p>Solomon chose wisdom as a gift from God</p>	<p>UKS2</p> <p>Cycle B</p> <p>How and why do Christians read the Bible?</p> <p>Children will know that:</p> <p>there are several different genres of writing in the Bible.</p> <p>there are many translations of the Bible in</p>

		<p>Testament and the New Testament, owning a Bible is very important to Christians.</p> <p>the Bible contains God's big story from the beginning through to the kingdom of God.</p> <p>people of world faiths have different holy books and there are some similarities and differences between these books and the Bible.</p> <p>the Torah is the most important Holy Scripture for Jewish people. The Torah is the first five books of the Hebrew Bible.</p> <p>the Qur'an is the most important Holy Scripture for Muslims as it is believed to be the final word of Allah.</p> <p>the Qur'an was revealed to Muhammed by Angel Gabriel.</p> <p>the Guru Granth Sahib is the Sikh Holy Book and it is treated with as much reverence as a living Guru.</p> <p>the Simchat Torah is a Jewish festival celebrating the Torah and the practice of reading it through from beginning to end each year.</p> <p>The Night of Power celebrates the revelation of the Qur'an.</p> <p>the Guru Granth Sahib is treated with as much reverence as a living Guru.</p> <p>Holy Books give believers guidance for living their lives as God has commanded.</p> <p>Children will be able to:</p> <p>talk about the Bible and why it is Holy.</p> <p>talk about why the clergy think the Bible is Holy.</p> <p>talk about why owning a Bible is very important to Christians worldwide.</p> <p>identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue.</p> <p>identify a Torah, Qur'an and Guru Granth Sahib from photographs.</p> <p>talk about why the Holy books are so important to people of faith.</p> <p>make links between the books of the Bible and God's big story.</p> <p>reflect on the story of Mary Jones and consider ways in which they can make a difference.</p> <p>name and talk about the holy books from world faiths they have investigated</p> <p>use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated.</p> <p>identify and describe the impact of the</p>	<p>Children will be able to:</p> <p>make connections between the context of the proverbs and Christian Values, attitudes and behaviour.</p> <p>interpret a proverb and express an opinion about the advice given.</p> <p>Apply the wisdom of a proverb to a situation in their own lives</p>	<p>English and other languages.</p> <p>the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues.</p> <p>each world faith has a holy book that teaches, guides and impacts on the daily life of believers.</p> <p>Christians believe that the Bible is the inspired word of God.</p> <p>the Bible gives guidance for Christian living and this impacts on believers lives and communities.</p> <p>Children will be able to:</p> <p>make links between Holy Scriptures and the values, attitudes and beliefs of believers.</p> <p>use religious language to ask relevant questions.</p> <p>talk about the work and perseverance of Bible translators.</p> <p>describe what inspires and influences them.</p> <p>use religious vocabulary to show understanding of religious texts.</p> <p>make comparisons between the holy books of at least three world faiths including the Bible.</p> <p>interpret and discuss quotes from Sacred scripture in the light of a current situation in the news.</p> <p>Key Vocabulary:</p> <p>Old Testament, New Testament Gospel, Word of God and translation</p> <p>Cycle A</p> <p>Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>Children will know that:</p> <p>the Exodus is a significant event in Jewish and Christian history</p> <p>the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover.</p> <p>Christianity is rooted in Judaism and Jesus celebrated the Passover.</p> <p>for Jews, the event of the Exodus and Passover are at the very heart of their beliefs.</p> <p>Children will be able to:</p> <p>retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal.</p> <p>make links between the Passover, Last Supper and the Eucharist.</p> <p>use appropriate religious vocabulary to show they understand why Passover is a</p>
--	--	---	---	--

		<p>Holy Books and their content on the lives of believers.</p> <p>Key Vocabulary: Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls</p>		<p>festival of memory and freedom. express their opinion about what freedom is and what it is not. identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians. explain, using appropriate religious language, the significance of the Passover and why it is not forgotten</p> <p>Key Vocabulary: Moses, Exodus, Israel, freedom, slavery, Seder, Passover.</p>
<p>Special Times</p>	<p>EYFS</p> <p>How do you celebrate special times?</p> <p>Children will know that: Christians celebrate the arrival of the Holy Spirit at Pentecost. people of faith have special times of celebration. special times create memories. celebrating special festivals and occasions is important.</p> <p>Children will be able to: talk about special times. talk about the festivals they have explored. recall/retell the story of Pentecost. talk about feelings associated with special times, festivals and celebrations. ask questions about special/holy times.</p> <p>Key Vocabulary Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday.</p>	<p>KS1</p> <p>Cycle A</p> <p>Why is Baptism Special?</p> <p>Children will know that: baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. water is a symbol of baptism. people can be baptised at any age, in the font at church, in a pool, a river or the sea. Jesus was baptised in the river Jordan by John the Baptist. people of world faiths welcome new babies in special ways. the words of the call to prayer are whispered in the ear of new born Muslim babies. giving babies a meaningful name is important to people of faith</p> <p>Children will be able to: talk about what belonging means to them. use religious vocabulary such as vicar, priest, font, baptism church and prayer. tell you about what happens when a baby is baptised. talk about the ways in which people of world faiths welcome new babies. talk about why there are dates and honey in your chatterbox. Talk about why sometimes hair is shaved from the new-born's head.</p> <p>Key Vocabulary: Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging.</p> <p>Cycle A</p> <p>What happened at the Ascension and Pentecost?</p> <p>Children will know that: Christians believe that 40 days after the</p>		

		<p>resurrection, Jesus ascended into heaven. Christians believe that God is three in one – Father, Son and Holy Spirit. Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. the events of Pentecost still impact on the church today.</p> <p>Children will be able to: retell the stories of Jesus' ascension and the events of Pentecost. talk about their ideas of heaven. connect the gifts of the spirit with the school's Christian values. describe the symbols of the Holy Spirit.</p> <p>Key Vocabulary: Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.</p>		
<p>Values to live by</p>	<p>EYFS What makes a good friend? Children will know that: Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples. Children will be able to: recall/retell stories of Jesus with his friends. talk about why friendship is important. talk about their own experiences of friendship Key Vocabulary Friend, friendship, trust, love, Jesus</p>	<p>KS1 Cycle B What are your favourite things in creation? Children will know that: Christians, Muslims, and Hindus believe that God created the world. the creation stories are at the very beginning of the Bible and be able to recall details briefly. Christians, Muslims, and Hindus believe that people should be taking care of our world. Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God. Children will be able to: talk about what they find amazing, interesting or puzzling in creation. understand that they are creative beings and enjoy their creative skills. Key Vocabulary: God, Creation, Genesis, pollution, world, environment.</p>	<p>LKS2 Cycle B What does it mean to be called by God? Children will know that: the Old Testament Prophets were called by God to give his message to the people. the Prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan. people are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc. Children will be able to: talk about in detail the Bible stories you have discussed. ask important questions about religion and beliefs. interpret the stories and identify Christian beliefs. describe aspects of the daily life of a Rabbi. describe aspects of the daily life of an Imam. identify similarities and differences between the roles of faith leaders. use developing religious vocabulary to show that they understand the Christian beliefs. describe the impact of responding to God's call on a person's life. tell you what they think God would be asking prophets to speak out against today.</p>	<p>UKS2 Cycle A Is every person's journey the same? Children will know that: some people undertake a pilgrimage as part of living out their faith. the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today. being a Christian and following Jesus' teaching has an impact on a person's life. Christians in many countries across the world are persecuted because of their faith. Children will be able to: recognise similarities and differences between pilgrimages made by Christians and people of world faiths. identify several places of pilgrimage around the world describe the impact that following the teaching of Jesus has on people's lives. describe the features of living life as a Christian. Describe the actions of pilgrims in the places studied. explain why people of faith make pilgrimages Key Vocabulary: Baptism, Confirmation, pilgrimage, rites of passage and Holy Land Cycle A How does having faith affect people's lives? Children will know that:</p>

			<p>Key Vocabulary: Prophet, God, Old Testament, ministry and ordination.</p> <p>Cycle B</p> <p>Which rules should we follow?</p> <p>Children will know that: all world faiths have rules to follow that have been established a long time ago. Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. the 5 pillars set the Muslim rules for living. Muslims follow rules set out in the Qur'an. Muslims have 99 names for God that show his characteristics. Buddhists try to follow the teachings of the Buddha. the ten commandments are the foundation of Christian and Jewish societies. Christians try to live out the commandments given by God and Jesus. Sikhs wear the 5 Ks as a sign of their commitment to God. some people choose not to follow any specific set of religious rules.</p> <p>Children will be able to: talk about the story of Moses and the impact of the ten commandments. identify the Sikh 5 Ks. talk about the rules and laws that they try to follow in their own lives. identify and talk about religious and non-religious rules that affect their lives. describe ways in which Christians live out Jesus' command to love one another. make links between beliefs and behaviour. identify the impact that the 5 pillars of Islam have on a Muslim way of life. identify symbols and objects in their lives that reflect their commitments. make the link between religious texts and rules for living. identify and talk about the ways in which religious rules affect the lives of believers. understand the effects of rules and ask good questions about religious rules. describe the impact that following religious rules has on believers' lives. recognise similarities and differences within and between religions. identify something that is common in all</p>	<p>Muslims are required to live their lives in accordance with the Qur'an and teachings of Muhammad. Buddhists follow the teachings of the Buddha and the Noble Eightfold Path. Hindu practices and beliefs are rooted in the teachings of the sacred texts known as the Vedas. there are people who live and have lived extraordinary lives of faith and we can be inspired by them. there are similarities and differences between the behaviour and values of all people of faith. Christian people are called to live out the teaching in the Bible and build God's kingdom through righteous living.</p> <p>Children will be able to: describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth. use an increasingly wide religious vocabulary to explain what motivates people of faith. talk with understanding about the characteristics of a person living out their faith. explain aspects of the lives of people of faith that inspire them. recognise the similarities and differences within and between the beliefs and lifestyles of the people of faith they have studied. interpret Bible stories and explain how that story answers questions about what it means to have faith.</p> <p>Key Vocabulary: Faith, ministry, mission, kingdom of God and vocation.</p> <p>Cycle A</p> <p>Why do Christians celebrate the Eucharist?</p> <p>Children will know that: links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover. there is important symbolism associated with the Eucharist that explains Christian belief. Christians celebrate the Eucharist and why it is important.</p> <p>Children will be able to: use good religious vocabulary to show</p>
--	--	--	--	--

			<p>religious rules (e.g. charitable giving). make the connection between the Christian concept of the Fall and as a consequence the need for rules. express their own ideas about rules.</p> <p>Key Vocabulary: Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah, Fasting, Charity, Ramadan, Eid, Sikh, Langar, Buddhist, Humanist</p> <p>Cycle B What is prayer? Children will know that: prayer is the way in which believers communicate with God. prayer is connected to faith. Christian beliefs are revealed in the content of prayers. some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day. prayer can be very informal and private. prayer can be a formal set of words. It can also be very creative and varied. believers gather together to pray as a community of faith. for some people of faith the direction in which they pray is important. for some people of faith it is important to wash before you pray</p> <p>Children will be able to: identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles, holding crosses, beads and prayer flags. talk about the similarities and differences in the ways people of faith pray. talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. identify similarities and differences between the way believers pray across world faiths.</p> <p>Key Vocabulary: pray, prayer, collect</p>	<p>understanding of why Christians celebrate the Eucharist. identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist. ask thoughtful questions about the words and actions of the Eucharist service. talk about the way in which the Eucharist service answers questions about Christian beliefs. explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives. suggest reasons for the similarities and differences between denominations.</p> <p>Key Vocabulary: Eucharist, Holy Communion, Last Supper, remembrance, holy, sacrifice, mercy, salvation, sacrament and faith.</p>
<p>Special People</p>			<p>LKS2 Cycle A What values do you consider to be important? Children will know that: David is a key figure in God's plan for his people. some Christians have had to endure great</p>	<p>UKS2 Cycle A How did the news of Jesus resurrection spread around the world? Children will know that: the Book of Acts records the actions of what happened after Pentecost. the early Christians were persecuted for</p>

			<p>struggles and persevere in difficult circumstances to keep faith in God and follow his way.</p> <p>Children will be able to: retell stories about David. recognise their own values and the values of others. connect Christian values and beliefs to events and teaching in the Bible. ask important and relevant questions. show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.</p> <p>Key Vocabulary: Samuel, David, Jonathan, Saul, Goliath, inspiration and Psalm.</p>	<p>over 300 years and had to show great courage and perseverance. St Paul is a significant person in the history of Christianity and why.</p> <p>Children will be able to: retell the story of the conversion of St Paul. explain the impact of the conversion of St Paul then and now. talk about the content and impact of the teaching of St Paul. talk about what they have learnt and in what ways they have been inspired by their learning. interpret Paul's teaching in 1 Corinthians 13 for people in today's society</p> <p>Key Vocabulary: Saul, Paul, New Testament, Letter, Mission, Aidan, Cuthbert,</p> <p>Cycle B Did she make the right choice? Children will know that: there are significant women in the Bible who made incredible choices that have an impact on God's big story. Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation sometimes people of faith face great challenges and remain true to their faith.</p> <p>Children will be able to: make links between their own values and the values of others (i.e. the women in the Bible). ask important and relevant questions about the lives of the women in the Bible. use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible. ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. reflect on the lives of the women in the Bible and describe the features that inspire them.</p> <p>Key Vocabulary: Jochebed, Deborah, Abigail, Rahab, Hannah, Ruth, Esther and Purim.</p>
World Faiths				

<p>Judaism</p>	<p>EYFS Through different units, children will know that: there are special/important/holy people /leaders/teachers in all world faiths. recall the names and stories of important/holy people from different world faiths.</p>	<p>KS1 Through different units, children will know and be able to: Jewish people also celebrate harvest and this is called Sukkot. Jesus was Jewish not Christian Jesus attended the Synagogue Jesus celebrated Jewish Festivals e.g. Passover Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. people of Jewish faith meet together for worship in a synagogue. the Ark is the most holy place in the synagogue. It contains the Sefer Torah and is the focal point of prayer. use religious vocabulary to name and describe the features of a synagogue. use religious vocabulary to describe what happens in a synagogue. use religious vocabulary to describe features of the worship that takes place in a synagogue. use religious vocabulary to identify and describe a few similarities and differences between the places of worship they have explored. the Torah is the most important Holy Scripture for Jewish people. The Torah is the first five books of the Hebrew Bible. the Simchat Torah is a Jewish festival celebrating the Torah and the practice of reading it through from beginning to end each year. Holy Books give believers guidance for living their lives as God has commanded. identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue identify a Torah from photographs. talk about why the Holy books are so important to people of faith. name and talk about the holy books from world faiths they have investigated use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated. identify and describe the impact of the Holy Books and their content on the lives of believers. people of world faiths welcome new babies in special ways.</p>	<p>LKS2 Through different units, children will know that: identify similarities and differences between the roles of faith leaders describe aspects of the daily life of a Rabbi. describe and recognise similarities between different religious harvest festivals describe the key features of the Jewish festival of Sukkot. Hanukkah is an important Jewish festival of light. that trust and forgiveness are key values in the teaching of World Faiths. the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat. World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. the symbol of light is used across several religions. the Rabbi is the leader of the Synagogue. recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. describe why light is used as a symbol for God in several religions. describe the role of the Rabbi. recognise the links between the different places of worship they have explored and beliefs of the worshipper. ask quality questions informed by their learning. use appropriate religious language to talk about the symbols used in the religions explored. all world faiths have rules to follow that have been established a long time ago. Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. the ten commandments are the foundation of Christian and Jewish societies. some people choose not to follow any specific set of religious rules.</p>	<p>UKS2 Through different units, children will know that: Christians believe that Jesus is the promised Messiah, but Jewish people do not. Jews believe Jesus was a teacher and a healer but not the Messiah. People of no faith generally acknowledge that Jesus was a wise, moral teacher. use appropriate religious vocabulary to show they understand Jewish beliefs about Jesus. there are similarities and differences across World faiths about what people believe about God. the Exodus is a significant event in Jewish and Christian history the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. Christianity is rooted in Judaism and Jesus celebrated the Passover. for Jews, the event of the Exodus and Passover are at the very heart of their beliefs. retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal. make links between the Passover, Last Supper and the Eucharist. use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom. express their opinion about what freedom is and what it is not. identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians. explain, using appropriate religious language, the significance of the Passover and why it is not forgotten some people undertake a pilgrimage as part of living out their faith. recognise similarities and differences between pilgrimages made by Christians and people of world faiths. identify several places of pilgrimage around the world there are people who live and have lived extraordinary lives of faith and we can be inspired by them. there are similarities and differences</p>
-----------------------	--	---	--	--

				between the behaviour and values of all people of faith. Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation
Islam	<p>EYFS Through different units, children will know that: there are special/important/holy people /leaders/teachers in all world faiths. the Imam is the leader of the local mosque Muslims worship in a mosque. some people of faith take off their shoes before entering a place of worship about why the Imam is special/important to Muslims. recall the names and stories of important/holy people from different world faiths.</p>	<p>KS1 Through different units, children will know and be able to: mosques are often decorated with beautiful patterns and Arabic calligraphy people of Muslim faith meet to pray in a mosque. use religious vocabulary to name and describe the features of a mosque. use religious vocabulary to describe what happens in a mosque. use religious vocabulary to describe features of the worship that takes place in a mosque. use religious vocabulary to identify and describe a few similarities and differences between the places of worship they have explored. the Qur'an is the most important Holy Scripture for Muslims as it is believed to be the final word of Allah. the Qur'an was revealed to Muhammed by Angel Gabriel. The Night of Power celebrates the revelation of the Qur'an. Holy Books give believers guidance for living their lives as God has commanded. identify a Qur'an from photographs. talk about why the Holy books are so important to people of faith. name and talk about the holy books from world faiths they have investigated use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated. identify and describe the impact of the Holy Books and their content on the lives of believers. people of world faiths welcome new babies in special ways. Christians, Muslims, and Hindus believe that God created the world. Christians, Muslims, and Hindus believe that people should be taking care of our world. Christians, Muslims, and Hindus believe that in creation we can see the power and</p>	<p>LKS2 Through different units, children will know that: identify similarities and differences between the roles of faith leaders describe aspects of the daily life of an Imam. that trust and forgiveness are key values in the teaching of World Faiths. World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. the symbol of light is used across several religions. the Imam is the leader of the Mosque and the local Muslim community. recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. describe why light is used as a symbol for God in several religions. describe the role of the Imam recognise the links between the different places of worship they have explored and beliefs of the worshipper. ask quality questions informed by their learning. use appropriate religious language to talk about the symbols used in the religions explored. all world faiths have rules to follow that have been established a long time ago the 5 pillars set the Muslim rules for living. Muslims follow rules set out in the Qur'an. Muslims have 99 names for God that show his characteristics. some people choose not to follow any specific set of religious rules.</p>	<p>UKS2 Through different units, children will know that: Muslims believe that Jesus is one of the five greatest messengers of God. People of no faith generally acknowledge that Jesus was a wise, moral teacher. use appropriate religious vocabulary to show they understand Muslim beliefs about Jesus. there are similarities and differences across World faiths about what people believe about God. identify and talk using religious vocab about Muslim and Hindu beliefs about God. some people undertake a pilgrimage as part of living out their faith. recognise similarities and differences between pilgrimages made by Christians and people of world faiths. identify several places of pilgrimage around the world Muslims are required to live their lives in accordance with the Qur'an and teachings of Muhammad. there are people who live and have lived extraordinary lives of faith and we can be inspired by them. there are similarities and differences between the behaviour and values of all people of faith.</p>

		wonder of God.		
Hinduism	<p>EYFS Through different units, children will know that: there are special/important/holy people /leaders/teachers in all world faiths. Hindus worship in a temple/mandir. recall the names and stories of important/holy people from different world faiths.</p>	<p>KS1 Through different units, children will know and be able to: the Hindu word for worship is puja people of Hindu faith meet to worship in a mandir/temple. most Hindus will have a shrine in their home. there are two main branches of Judaism – orthodox and reform. The Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship. use religious vocabulary to name and describe the features of a mandir/temple. use religious vocabulary to name and describe the features of a Hindu shrine. talk about and identify the objects on a Hindu puja tray. use religious vocabulary to describe what happens in a mandir/temple. use religious vocabulary to describe features of the worship that takes place at a Hindu shrine. use religious vocabulary to describe Hindu worship/puja. use religious vocabulary to identify and describe a few similarities and differences between the places of worship they have explored. people of world faiths welcome new babies in special ways. Christians, Muslims, and Hindus believe that God created the world. Christians, Muslims, and Hindus believe that people should be taking care of our world. Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.</p>	<p>LKS2 Through different units, children will know that: identify similarities and differences between the roles of faith leaders that trust and forgiveness are key values in the teaching of World Faiths. describe the key features of the Hindu festival of Pongal. World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. the Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship. there are similarities and differences between the places of worship they have explored. the symbol of light is used across several religions. Darshan is important to Hindus recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. describe why light is used as a symbol for God in several religions. recognise the links between the different places of worship they have explored and beliefs of the worshipper. ask quality questions informed by their learning. use appropriate religious language to talk about the symbols used in the religions explored. all world faiths have rules to follow that have been established a long time ago some people choose not to follow any specific set of religious rules.</p>	<p>UKS2 Through different units, children will know that: Hindus believe Jesus was a holy man, a wise teacher and a 'god'. People of no faith generally acknowledge that Jesus was a wise, moral teacher. use appropriate religious vocabulary to show they understand Hindu beliefs about Jesus. there are similarities and differences across World faiths about what people believe about God. identify and talk using religious vocab about Muslim and Hindu beliefs about God. some people undertake a pilgrimage as part of living out their faith. recognise similarities and differences between pilgrimages made by Christians and people of world faiths. identify several places of pilgrimage around the world Hindu practices and beliefs are rooted in the teachings of the sacred texts known as the Vedas. there are people who live and have lived extraordinary lives of faith and we can be inspired by them. there are similarities and differences between the behaviour and values of all people of faith.</p>
Buddhism	<p>EYFS Through different units, children will know that: there are special/important/holy people /leaders/teachers in all world faiths. talk about why Buddha is special/important to Buddhists</p>	<p>KS1 Through different units, children will know and be able to:</p>	<p>LKS2 Through different units, children will know that: identify similarities and differences between the roles of faith leaders that trust and forgiveness are key values in the teaching of World Faiths.</p>	<p>UKS2 Through different units, children will know that: Many Buddhists refer to Jesus as an 'enlightened man'. People of no faith generally acknowledge that Jesus was a wise, moral teacher.</p>

	<p>recall the names and stories of important/holy people from different world faiths.</p>		<p>World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. the symbol of light is used across several religions. recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. describe why light is used as a symbol for God in several religions. recognise the links between the different places of worship they have explored and beliefs of the worshipper. ask quality questions informed by their learning. use appropriate religious language to talk about the symbols used in the religions explored. all world faiths have rules to follow that have been established a long time ago Buddhists try to follow the teachings of the Buddha. some people choose not to follow any specific set of religious rules.</p>	<p>use appropriate religious vocabulary to show they understand Buddhist beliefs about Jesus. there are similarities and differences across World faiths about what people believe about God. some people undertake a pilgrimage as part of living out their faith. recognise similarities and differences between pilgrimages made by Christians and people of world faiths. identify several places of pilgrimage around the world Buddhists follow the teachings of the Buddha and the Noble Eightfold Path. there are people who live and have lived extraordinary lives of faith and we can be inspired by them. there are similarities and differences between the behaviour and values of all people of faith</p>
<p>Sikhism</p>	<p>EYFS Through different units, children will know that: there are special/important/holy people /leaders/teachers in all world faiths. talk about why Guru Nanak is special/holy to Sikhs. recall the names and stories of important/holy people from different world faiths.</p>	<p>KS1 Through different units, children will know and be able to: the Guru Granth Sahib is the Sikh Holy Book and it is treated with as much reverence as a living Guru. the Guru Granth Sahib is treated with as much reverence as a living Guru. Holy Books give believers guidance for living their lives as God has commanded. identify a Guru Granth Sahib from photographs. talk about why the Holy books are so important to people of faith. name and talk about the holy books from world faiths they have investigated use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated. identify and describe the impact of the Holy Books and their content on the lives of believers. people of world faiths welcome new</p>	<p>LKS2 Through different units, children will know that: identify similarities and differences between the roles of faith leaders that trust and forgiveness are key values in the teaching of World Faiths. World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. the symbol of light is used across several religions. recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara. describe why light is used as a symbol for God in several religions. recognise the links between the different</p>	<p>UKS2 Through different units, children will know that: there are similarities and differences across World faiths about what people believe about God. some people undertake a pilgrimage as part of living out their faith. recognise similarities and differences between pilgrimages made by Christians and people of world faiths. identify several places of pilgrimage around the world there are people who live and have lived extraordinary lives of faith and we can be inspired by them. there are similarities and differences between the behaviour and values of all people of faith.</p>

babies in special ways.

places of worship they have explored and beliefs of the worshipper.
ask quality questions informed by their learning.
use appropriate religious language to talk about the symbols used in the religions explored.
all world faiths have rules to follow that have been established a long time ago
Sikhs wear the 5 Ks as a sign of their commitment to God.
some people choose not to follow any specific set of religious rules.