

# RE Progression Map

*“Differences were meant not to divide, but to enrich.”*

J. H. Oldham





# RE Curriculum Map



Community



Christianity



Judaism



Islam

Christmas

Easter

Places of worship



Islam



Islamic life



Jesus



Y2

Creation

Judaism

Community



Community



Jewish life



God



Y1

Celebrations

Special places



Christmas



Easter

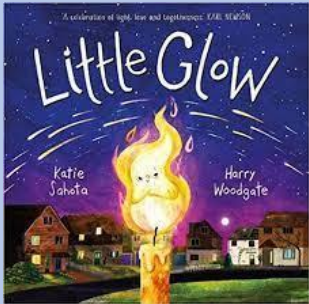
EYFS

**Objective**

To know about celebrations and holy times observed by our class community and beyond.

**Enquiry**

What special times are there in Little Glow?



**Substantive Knowledge (Content)**

- People enjoy coming together to celebrate events – e.g. Bonfire Night, Halloween.
- Diwali is celebrated by Hindus, Jains and Sikhs
- Hindus, Jains and Sikhs live all over the world
- A special story at Diwali is the story of Rama and Sita and the Demon King
- Some aspects of Diwali celebrations include Rangoli, mehndi and diva lamps.
- Eid-ul-Fitr and Eid-ul-Adha are celebrated by Muslims.
- Ramadan is a month of fasting, family, prayer and kindness. At the end of Ramadan, Muslims celebrate Eid-ul-Fitr
- Some aspects of Eid-ul-Fitr celebrations include mehndi, lanterns and the new moon
- Lunar New Year is celebrated in countries all around the world. It is not just a Chinese festival).
- Special stories at Lunar New Year include The Great Race and the Story of Nian.
- Sone aspects of LNY celebrations include dragons, lions, loud noises, red envelopes and lanterns
- Themes across many celebrations include, special food, special clothes, gifts, time with family, lights and fireworks.
- *There may be other substantive knowledge depending on the cultural makeup of the class. For example, we may explore other Hindu celebrations if we have Hindu children celebrating these in the class.*

**Future Learning**

**EYFS**

This is an ongoing unit that will be returned to across the year as each of these celebrations, and others, occur.

**KS1**

Children will be learning about different religious festivals and how people celebrate them.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflection</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

**Key vocabulary**

<b>celebration</b>	A special event, sometimes religious, where you celebrate something
<b>festival</b>	A special day or period, often in memory of a religious event, with its own social activities, food or ceremonies.
<b>Diwali</b>	A festival of light celebrated by Hindus, Sikhs and Jains
<b>Eid-ul-Fitr</b>	A Muslim festival, celebrated at the end of Ramadan
<b>Eid-ul-Adha</b>	A Muslim festival celebrated to commemorate the story of Ibrahim and Ismail
<b>Lunar New Year</b>	A festival to mark the new year, celebrated all around the world, particularly East and South East Asia
<b>Rangoli</b>	Colourful floor patterns using a variety of materials
<b>mendhi</b>	A form of temporary body art often drawn on hands
<b>Diva lamp</b>	Small lamps used in Diwali celebrations
<b>lantern</b>	A container with a handle for holding a light
<b>New moon</b>	The first phase of the moon – a crescent – Eid-ul-Fitr begins when the new moon is first seen
<b>zodiac</b>	The year divided into twelve equal parts, each with different characteristics
<b>Hindu</b>	A follower of Hinduism
<b>Muslim</b>	A follower of Islam

**Assessment points**

- **Recognise** key features of each celebration
- **Describe** some ways in which people celebrate each celebration
- **Compare and contrast** key features of each celebration
- **Recall** stories, or elements of stories from each celebration

**EYFS Coverage**

- 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 *People and Communities ELG*

**SEN/D minimum expectations**

- **Recognise** key features of each celebration
- **Describe** some ways in which people celebrate each celebration

**High prior attainment and extension opportunities**

Learn more about the wider culture of communities who enjoy these celebrations.



**Objective**

To know about the Christian Nativity Story and some ways in which Christians might celebrate Christmas

**Enquiry**

Why is Christmas special to Christians?



**Substantive Knowledge (Content)**

- At Christmas, Christians remember when Jesus was born.
- Jesus is very important to Christians.
- Key characters in the nativity story: baby Jesus, Mary, Joseph, donkey, angels, shepherds, kings / wise men.
- At Christmas Christians might sing carols, give gifts, go to church, light candles, spend time with family, eat special food.

**Prior Learning**

**EYFS**

Children have learnt about Diwali and how Diwali is special to Hindus, Jains and Sikhs.

**Future Learning**

**KS1**

Children will be learning why the birth of Jesus is important to Christians.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflection</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

**Key vocabulary**

<b>Jesus</b>	The central figure to Christianity
<b>Christmas</b>	A festival to celebrate the birth of Jesus
<b>Christian</b>	A follower of Christianity
<b>Bethlehem</b>	A town near Jerusalem – the birthplace of Jesus
<b>stable</b>	A building in which animals are kept
<b>manger</b>	A food trough for animals
<b>angel</b>	A spiritual being in human form with wings
<b>shepherd</b>	Someone whose job is to care for sheep – the first visitors to baby Jesus
<b>King / wise man</b>	Men who studied the stars and followed one star to find Jesus
<b>Bible</b>	Christian holy book
<b>carol</b>	A Christian song sung at Christmas

**Assessment points**

- **Recognise** key characters from the Christmas story
- **Describe** some ways in which Christians might celebrate Christmas
- **Compare and contrast** key features of Christmas with other celebrations we have learned about
- **Recall** and retell the Christmas story

**EYFS Coverage**

- 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 *People and Communities ELG*

**SEN/D minimum expectations**

Children will know who was born at Christmas. With support, children can say what some people do at Christmas time.

**High prior attainment and extension opportunities**

Find out more about Christian stories about Jesus when he grew up.



**Objective**  
To know that some religious people have places that have special meaning to them.

**Enquiry**  
What is a place that is special to you?



- Substantive Knowledge (Content)**
- A church is a special building for Christians – it is their place of worship.
  - A mosque is a special building for Muslims – it is their place of worship.
  - *We may learn about other special buildings depending on the religious makeup of the class. We will tell children that temples are special places for Hindus but our main focus will be churches and mosques.*
  - Different places of worship contain different special objects and features.
  - Religious people take part in special activities in their places of worship.

**Prior Learning**

**EYFS**  
Children have been introduced to different faiths as we have discussed celebrations.

**Future Learning**

**KS1**  
Children will be learning about places of worship and looking at their similarities and differences.

Skills	
Recognise	Name and point out who or what something is
Describe	‘Say what you see’. Give an account in words of something or someone
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts	
Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflection	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary	
Christian	A follower of Christianity
church	Christian place of worship
Muslim	A follower of Islam
mosque	Muslim place of worship
pray	To speak to a god
prayer	The words that someone says or thinks when they are praying
Bible	Christian holy book
Qur’an	Muslim holy book

- Assessment points**
- **Recognise** places of worship for different faiths
  - **Describe** places of worship, focussing on key features, e.g. cross, roof shape etc
  - **Describe** some things that religious people might do in their place of worship
  - **Compare and contrast** different places of worship

- EYFS Coverage**
- 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 *People and Communities ELG*

- SEN/D minimum expectations**
- **Recognise** places of worship for different faiths
  - **Describe** places of worship, focussing on key features, e.g. cross, roof shape etc

**High prior attainment and extension opportunities**  
Explore the significance of some features of different places of worship.





Objective

To know about the Christian Easter Story and some ways in which Christians might celebrate Easter

Enquiry

Why is Easter special to Christians?



Substantive Knowledge (Content)

- When baby Jesus grew up, he was a man and he died.
- At Easter, Christians celebrate Jesus coming back to life after he died.
- At Easter Christians might sing songs, give Easter eggs, go to church, spend time with family, eat special food.

Prior Learning

EYFS

Children have learnt about Diwali and how Diwali is special to Hindus, Jains and Sikhs. Children have learnt about Christmas and how Christmas is special to Christians. Children have learnt about Jesus being born at Christmas. Children have learnt that a church is a special place for Christians.

Future Learning

KS1

Children will be learning why the death of Jesus is important to Christians.

Skills

Recognise	Name and point out who or what something is
Describe	‘Say what you see’. Give an account in words of something or someone
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflection	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary

Jesus	The central figure to Christianity
Easter	A festival to celebrate Jesus’ resurrection.
tomb	An underground room where someone is buried
rock	A very large stone
angel	A spiritual being in human form with wings
Christian	
eggs	
family	
church	

Assessment points

- **Recognise** that Jesus in the Easter story is the same person as Jesus in the Christmas story but as an adult, many years later.
- **Describe** some ways in which Christians might celebrate Easter
- **Compare and contrast** key features of Easter with other celebrations we have learned about
- **Recall** key aspects of the Easter story

EYFS Coverage

- 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 *People and Communities ELG*

SEN/D minimum expectations

- **Describe** some ways in which Christians might celebrate Easter

High prior attainment and extension opportunities

Find out more about Christian stories about Jesus.




Objective

To know what a faith community is

Enquiry

What does it mean to belong to a faith community?



Substantive Knowledge (Content)

- What does belonging mean
- Which groups they belong to
- How to recognise a community
- How everybody is important
- How people express their identity

Prior Learning

EYFS  
Children have been introduced to Hinduism, Islam and Christianity, through the exploration of festivals and places of worship.

Future Learning

Y1

Children will be learning about different faith groups live their lives.

Y2

Children will be learning about similarities and differences between different faiths and communities.

Skills

Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something

Concepts

Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary

community	A group of people
belonging	Being part of something
identity	Who or what something is
family	A group of people who are related
school	A place where children learn
baptism	
bar mitzvah	
Christians	
Jews	
love	
menorah	
mezuzah	
Muslims	
wedding	

Assessment points

- Recognise what a community is
- Understand that loving others is important in other communities
- Explain what Jesus taught about loving other people
- Reflect on what communities they belong to
- Make connections between their community and other communities

Target Tracker statements

- Recognise religious objects/places/people/practices
- Express his/her own experiences and feelings, recognising what is important in his/her own life
- Recount elements of religious stories

SEN/D minimum expectations

Children will recognise which communities they belong to. With support, explain what is meant be loving other people.

High prior attainment and extension opportunities

Children to think about, discuss and reason the similarities and differences between different communities.



## Objective

## To know what Christians believe about God

## Enquiry

## What do Christians believe God is like?



## Substantive Knowledge (Content)

- What Christians believe
- Who God is
- What a parable is
- How Christians show forgiveness

## Prior Learning

**EYFS**

Children have been introduced to the figure of Jesus through the celebrations of Christmas and Easter.

## Y1

Children learned what belonging is and know there are faith communities.

## Future Learning

## Y1

Children will be learning about the idea of creation

## Y2

Children will be learning about the importance of Allah to Muslims

## Skills

<b>Recognise</b>	Name and point out who or what something is
<b>Explain</b>	To say something so that others can understand
<b>Understand</b>	To know what something means
<b>Retell</b>	To say what happened
<b>Making connections</b>	Seeing how some things are similar
<b>Reflect</b>	To think carefully about something

## Concepts

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflect</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

## Key vocabulary

<b>God</b>	Who Christians believed created the world
<b>Christians</b>	People who believe in God
<b>Jesus</b>	The son of God
<b>Bible</b>	The holy text of Christianity
<b>parable</b>	A story you can learn from
<b>church</b>	
<b>forgive</b>	
<b>forgiveness</b>	
<b>pray/prayer</b>	
<b>worship</b>	

### Assessment points

- **Recognise** what Christians believe God is like
- **Understand** what a parable is
- **Retell** the story of the Lost Son means to Christians
- **Reflect** on the idea of forgiveness
- **Make connections** between parables and other stories

## Target Tracker statements

- Recognise some religious symbols and use some religious vocabulary correctly
- Recount elements of religious stories

## SEN/D minimum expectations

Understand that Christians believe in God. With support, retell the story of the Lost Son.

### High prior attainment and extension opportunities

Children to think about, discuss and reason whether they can learn anything from the story themselves.





Objective

To know about some aspects of Judaism

Enquiry

Who is Jewish?



Substantive Knowledge (Content)

- Know that Judaism is a religion
- Know that Jewish people believe in God
- Know that Shema is a Jewish prayer
- Explain why Jewish artefacts are important

Prior Learning

EYFS

Children have been introduced to Hinduism, Islam and Christianity.

Y1

Children have learnt what Christians believe

Future Learning

Y1

Children will explore how Jewish people live their lives

Y2

Children will be learning about Islam

Skills

Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something

Concepts

Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary

Judaism	The religion of Jewish people
Jew	Somebody who follows Judaism
religion	a group of beliefs and rituals
Torah	The holy text of Judaism
artefacts	An object with historic or religious importance
Challah bread	
Jewish	
kosha	
mezuzah	
scroll	
Shabbat	
Shema	
Star of David	

Assessment points

- Recognise that Judaism in a religion
- Understand that the Shema is a Jewish prayer
- Explain the importance of Jewish artefacts
- Reflect on the idea that some people follow a different religion
- Make connections between Judaism and Christianity

Target Tracker statements


- Recognise interesting/puzzling aspects of life
- Recognise religious objects/places/people/practices
- Recognise some religious symbols and use some religious vocabulary correctly

SEN/D minimum expectations

Recognise that Judaism is a religion. With support, explain why Jewish artefacts are important.

High prior attainment and extension opportunities

Children to think about, discuss and reason why people follow a different religion.



**Objective**  
To know how some Jewish people live their lives

**Enquiry**  
How do Jewish people live?



**Substantive Knowledge (Content)**

- What Jewish people believe in
- Which festivals Jewish people celebrate
- How Jewish people celebrate festivals
- How Christianity and Judaism are similar

**Prior Learning**  
  
**EYFS**  
Children have learnt about Hindu, Muslim and Jewish festivals.  
  
**Y1**  
Children have learnt that Jewish people believe in God

**Future Learning**  
  
**Y1**  
Children will be learning how Christians show thanks and forgiveness  
  
**Y2**  
Children will explore how Islamic people live their lives

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Explain</b>	To say something so that others can understand
<b>Understand</b>	To know what something means
<b>Retell</b>	To say what happened
<b>Making connections</b>	Seeing how some things are similar
<b>Reflect</b>	To think carefully about something

**Concepts**

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflect</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

**Key vocabulary**

<b>Jewish</b>	People who follow Judaism
<b>Star of David</b>	A Jewish symbol
<b>Shabbat</b>	A Jewish festival
<b>Sukkot</b>	A Jewish festival
<b>Shema</b>	A Jewish prayer
<b>artefacts</b>	
<b>celebration</b>	
<b>Challah bread</b>	
<b>Chanukah</b>	
<b>Jew</b>	
<b>Judaism</b>	
<b>kosha</b>	
<b>mezuzah</b>	
<b>religion</b>	
<b>scroll</b>	
<b>Torah</b>	

**Assessment points**

- **Recognise** some of the things Jewish people do
- **Understand** that Jewish people celebrate different occasions
- **Explain** how Jewish people celebrate these occasions
- **Reflect** on the similarities and differences between Judaism and Christianity
- **Make connections** between how Jews and Christians live their lives

**Target Tracker statements**


- Recognise interesting/puzzling aspects of life
- Recognise religious objects/places/people/practices
- Recognise some religious symbols and use some religious vocabulary correctly

**SEN/D minimum expectations**

- Recognise some of the things Jewish people do. With support, explain how Jewish people celebrate different events.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason why people follow a different religion.



**Objective**  
To know about the story of Creation

**Enquiry**  
Who do Christians say made the world?  


**Substantive Knowledge (Content)**

- What Christians believe about how the world was made
- What creation is and why it is important
- How Christians say thank you

**Prior Learning**  
**EYFS**  
Children have been introduced to Christianity as they have learnt about Easter and Christmas and about how the church is a special place to Christians.  
**Y1**  
Children have learnt what Christians believe God is like

**Future Learning**  
**Y1**  
Children will be learning how people show care for each other  
**Y2**  
Children will be learning why Christmas is important to Christians

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Explain</b>	To say something so that others can understand
<b>Understand</b>	To know what something means
<b>Retell</b>	To say what happened
<b>Reflect</b>	To think carefully about something

**Concepts**

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflect</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

**Key vocabulary**

<b>creation</b>	The making of something
<b>creator</b>	The person who made something
<b>God</b>	Who Christians believed created the world
<b>Bible</b>	The holy text of Christianity
<b>Christian</b>	People who believe in God
<b>world</b>	
<b>Earth</b>	
<b>church</b>	
<b>thanks</b>	
<b>world</b>	
<b>Adam and Eve</b>	

**Assessment points**

- Recognise** that Christians believe God made the world
- Understand** what creation means
- Retell** the story of creation
- Reflect** on how Christians say thank you to God

**Target Tracker statements**

- Recognise interesting/puzzling aspects of life
- Recount elements of religious stories

**SEN/D minimum expectations**  
Recognise that Christians believe God made the world. With support, retell the creation story.

**High prior attainment and extension opportunities**  
Children to think about, discuss and reason why people say thank you to God.





Objective

To know how people care for the natural world

Enquiry

How should we care for others and the world and why does it matter?



Substantive Knowledge (Content)

- What does ‘care’ mean
- How people care for each other
- How stories in the bible teach about forgiveness.
- How Christians and Jews care for the natural world

Prior Learning

EYFS

Children have been introduced to Christianity as they have learnt about Easter and Christmas and about how the church is a special place to Christians. Children have spent time learning about the Golden Rule ‘we are kind and helpful’ and have explored ideas about how to be kind to others, and why, in the context of school and their own experiences, through circle times and stories.

Y1

Children have learnt about how different faiths live their lives.

Future Learning

Y2

Children will be learning about Bible stories that relate to kindness.

KS2

Children will recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour

Skills	
Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something
Concepts	
Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.
Key vocabulary	
care	To look after something or someone
friendship	Being friends with someone
humans	People
natural world	All the animals, plants and other things that exist that are not made by people
The Good Samaritan	A charitable or helpful person
Bible	
Christian	
God	
Jewish	
Ruth and Naomi	
Torah	

Assessment points

- Recognise that people can care for others
- Understand what care means
- Retell the story of The Good Samaritan/Ruth and Naomi
- Reflect on how Christians and Jews care for the natural world
- Make connections between how Jews and Christians care for the world

Target Tracker statements


- Express what is of value and concern to himself/herself and others in relation to matters of right and wrong
- Express his/her own experiences and feelings, recognising what is important in his/her own life

SEN/D minimum expectations

Recognise that people can care for others. With support, retell the story of The Good Samaritan.

High prior attainment and extension opportunities

Children to think about, discuss and reason why Christians and Jews care for the natural world.

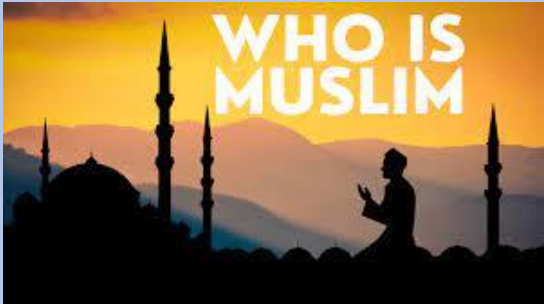


Objective

To know some aspects of Islam

Enquiry

Who is Muslim?



Substantive Knowledge (Content)

- What Islam is and that Muslims follow Islam
- Who Allah is and how he is important
- What the Shahadah is and why it is important
- How people follow different religions

Prior Learning

EYFS

Children have learnt about Eid-ul-Fitr, Eid-ul-Adha and Ramadan and features of these celebrations and holy times, primarily in the context of how these special times are observed by their Muslim friends. Muslim children and their families share their experiences with the other children. Children have learnt that mosques are special places for Muslims.

Y1

Children have learnt how Jewish people live their lives.

Future Learning

Y2

Children will be learning how Muslims live their lives

KS2

Children will learn about how people follow their own religion

Skills

<b>Recognise</b>	Name and point out who or what something is
<b>Explain</b>	To say something so that others can understand
<b>Understand</b>	To know what something means
<b>Retell</b>	To say what happened
<b>Making connections</b>	Seeing how some things are similar
<b>Reflect</b>	To think carefully about something

Concepts

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflect</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary

<b>Islam</b>	The religion of Muslims
<b>Muslim</b>	Somebody who follows Islam
<b>pray/prayer</b>	Requesting help or showing thanks to God
<b>Allah</b>	The Islamic God
<b>Prophet</b>	A person that does the work of God
<b>God</b>	
<b>Iman</b>	
<b>messenger</b>	
<b>Muhammed</b>	
<b>Ramadan</b>	
<b>Shahadah</b>	
<b>Tawhid</b>	

Assessment points

- **Recognise** that Muslims follow the religion of Islam
- **Understand** Muslim people believe in Allah as the one true God.
- **Explain** what the Shahadah is
- **Reflect** on the idea that some people follow a different religion
- **Make connections** between Muslims and other people

Target Tracker statements

- Describe some religious objects/places/people and practices and begin to be aware of similarities in religions
- Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways
- Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones

SEN/D minimum expectations


Recognise that Muslims follow the religion of Islam. With support, can explain what the Shahadah is.

High prior attainment and extension opportunities

Children to think about, discuss and reason why people follow a different religion.



**Objective**  
To know about the birth of Jesus

**Enquiry**  
Why does Christmas matter to Christians?  


**Substantive Knowledge (Content)**

- Why Christians celebrate Christmas
- Why the birth of Jesus is important to Christians
- How Christians celebrate Christmas
- How Christians get ready for Christmas

**Prior Learning**  
  
**EYFS**  
Children have learnt a basic version of the Christian Nativity story and have learnt that at Christmas, Christians remember when Jesus was born.  
  
**Y1**  
Children have learnt about God including some stories from the Bible.  
  
**Y2**  
Children have learnt how people follow different religions

**Future Learning**  
  
**Y2**  
Children will be learning about the death of Jesus  
  
**KS2**  
Children can use words that are about God to explain what they think

**Skills**

Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something

**Concepts**

Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

**Key vocabulary**

Christmas	The time when Jesus was born
Jesus	The son of God
Bethlehem	A place
Nativity	The birth of Jesus
incarnation	God in human form
Advent	
decoration	
tradition	

**Assessment points**

- Recognise** Christians believe that Christmas is the celebration of the birth of Jesus
- Understand** why Christmas is celebrated
- Retell** the story of The Birth of Jesus Christ
- Reflect** on how Christians use the story of Christmas to guide their beliefs and actions
- Make connections** between different celebrations

**Target Tracker statements**

- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary
- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary
- Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways
- Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values

**SEN/D minimum expectations**  
Recognise Christians believe that Christmas is the celebration of the birth of Jesus. With support, retell the story of The Birth of Jesus Christ.

**High prior attainment and extension opportunities**  
Children to think about, discuss and reason why the birth of Jesus is important to Christians.






Objective

To know how some Muslims live their lives

Enquiry

How do Muslim people live?



Substantive Knowledge (Content)

- Explain how Muslims live their life.
- Why the Shahadah is important
- How Muslims follow The Five Pillars of Islam
- Explain what The Five Pillars of Islam are
- What the similarities and differences between Christian and Muslim life are

Prior Learning

EYFS

Children have learnt about Eid-ul-Fitr, Eid-ul-Adha and Ramadan and features of these celebrations and holy times, primarily in the context of how these special times are observed by their Muslim friends. Muslim children and their families share their experiences with the other children. Children have learnt that mosques are special places for Muslims.

Y1

Children have learnt how people from other religions live their lives.

Y2

Children have learnt that Muslims follow Islam.

Future Learning

Y2

Children will be looking at different places of worship

KS2

Children can talk about how some religions are the same and some different

Skills	
Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something

Concepts	
Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary	
Muslim	Someone who follows Islam
Ramadan	An Islamic festival
The Five Pillars of Islam	Five rules that Muslims must keep
fasting	To stop eating and drinking for a while
Muhammed	The founder of Islam
Allah	
charity	
God	
Hajj	
Ibadan	
Iman	
Islam	
Makkah	
messenger	
Pilgrimage	
pray/prayer	
Prophet	
Salat	
Sawm	
Shahadah	
Tawhid	
Zakat	

Assessment points

- Recognise some of the things Muslim people do
- Understand that the words of the Shahadah are an important belief for Muslims
- Explain what the five pillars of Islam are
- Reflect on the similarities and differences between Muslims and Christians live
- Make connections between how Muslims and other people live their lives

Target Tracker statements


- Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones
- Describe some religious objects/places/people and practices and begin to be aware of similarities in religions
- Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning

SEN/D minimum expectations

Recognise some of the things Muslim people do. With support, explain what the five pillars of Islam are.

High prior attainment and extension opportunities

Children to think about, discuss and reason why Muslims and Christians have different beliefs.



**Objective**  
To know why Christians celebrate Easter

**Enquiry**  
Why does Easter matter to Christians?  


**Substantive Knowledge (Content)**

- Why Christians celebrate Easter
- Why the death of Jesus is important to Christians
- How Christians celebrate Easter
- How Christians get ready for Easter

**Prior Learning**  
  
**EYFS**  
Children have learnt a summarised version of the Christian Easter story and have learnt that at Easter, Christians celebrate that Jesus came back to life after he died.  
  
**Y1**  
Children have heard stories about Jesus from the Bible.  
  
**Y2**  
Children have learnt why Christmas is important to Christians

**Future Learning**  
  
**Y2**  
Children will be learning more about Jesus and other Bible stories  
  
**KS2**  
Children can talk about how there are some things which can't be explained

Skills	
Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something
Concepts	
Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.
Key vocabulary	
Easter	When Jesus was reborn
resurrection	Coming back to life
Good Friday	When Jesus died
salvation	Something that prevents danger or harm
Jesus	The son of God
cross	
crucifix	
death	
God	
heaven	
Holy Week	
incarnation	
Maundy Thursday	
Palm Sunday	

**Assessment points**

- Recognise** that Easter is an important part of The Bible
- Understand** what Incarnation and Salvation mean
- Retell** the story of Easter
- Reflect** on how Christians use the story of Easter to guide their beliefs and actions.
- Make connections** between Christmas and Easter

**Target Tracker statements**


- Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning
- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary
- Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways

**SEN/D minimum expectations**


Recognise that Easter is an important part of The Bible. With support, can retell the story of Easter.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason why the rebirth of Jesus is important to Christians.



**Objective**  
To understand what forgiveness is

**Enquiry**  
What is the ‘good news’ Christians believe Jesus brings?  


**Substantive Knowledge (Content)**

- Know that the bible contains many stories
- Know that Jesus forgives
- Know that Christians show forgiveness
- Explain why forgiveness is important to Christians

**Prior Learning**  
  
**EYFS**  
Children have learnt about Jesus being important to Christians during their learning about Christmas and Easter.  
  
**Y1**  
Children have learnt about how people show forgiveness  
  
**Y2**  
Children have learnt about the birth, death and re-birth of Jesus

**Future Learning**  
  
**KS2**  
Children can understand that people sometimes do things because their religion says they should

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Explain</b>	To say something so that others can understand
<b>Understand</b>	To know what something means
<b>Retell</b>	To say what happened
<b>Making connections</b>	Seeing how some things are similar
<b>Reflect</b>	To think carefully about something

**Concepts**

<b>Understand beliefs and teachings</b>	Understanding the key teachings of various religions.
<b>Understand practices and lifestyles</b>	Understanding the day to day lives and practices of various religions.
<b>Understand how beliefs are conveyed</b>	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
<b>Reflect</b>	An appreciation of how religion plays an important role in the lives of some people.
<b>Understand values</b>	An appreciation of how many people place values as an important aspect of their lives.

**Key vocabulary**

<b>Jesus</b>	The son of God
<b>gospel</b>	The teaching of Christ
<b>New Testament</b>	The second part of the Bible
<b>forgive</b>	Stop feeling angry or upset to other people
<b>peace</b>	Freedom or quiet
<b>beliefs</b>	
<b>Bible</b>	
<b>good news</b>	
<b>sorry</b>	

**Assessment points**


- Recognise** that The Bible contains many stories
- Understand** the concept of forgiveness
- Explain** how Christians can ask and show forgiveness
- Reflect** on why Christians ask and show forgiveness
- Make connections** between Bible stories and other stories they know

**Target Tracker statements**

- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary
- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary
- Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning

**SEN/D minimum expectations**  
Recognise that The Bible contains many stories. With support, children can explain ways to show forgiveness.

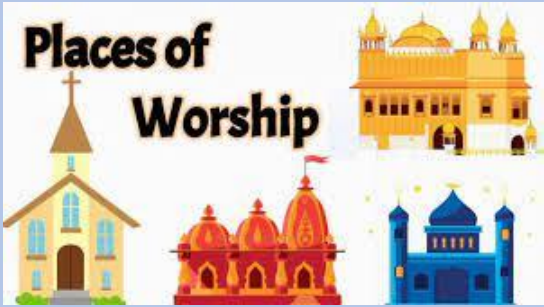
**High prior attainment and extension opportunities**  
Children to think about, discuss and reason why forgiveness is important.





**Objective**  
To know about different places of worship

**Enquiry**  
What makes some places sacred to believers?



- Substantive Knowledge (Content)**
- Know that people worship in different places
  - Know what a Synagogue, Church and Mosque are
  - Know the similarities and differences between places of worship
  - Identify some features of special places.
  - Explain why places of worship are special

**Prior Learning**

**EYFS**  
Children have learnt that churches are special buildings for Christians and mosques are special buildings for Muslims. Children have learnt that different places of worship contain different special objects and features. Children have learnt that religious people take part in special activities in their places of worship. Children may have visited a church and/or a mosque.

**Y1**  
Children have learnt that there are different faith communities and looked at how they live their lives

**Y2**  
Children have learnt how and why people show their faith

**Future Learning**

**KS2**  
I can discuss how different religions affect people's lifestyles and behaviour

Skills	
Recognise	Name and point out who or what something is
Explain	To say something so that others can understand
Understand	To know what something means
Retell	To say what happened
Making connections	Seeing how some things are similar
Reflect	To think carefully about something

Concepts	
Understand beliefs and teachings	Understanding the key teachings of various religions.
Understand practices and lifestyles	Understanding the day to day lives and practices of various religions.
Understand how beliefs are conveyed	Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
Reflect	An appreciation of how religion plays an important role in the lives of some people.
Understand values	An appreciation of how many people place values as an important aspect of their lives.

Key vocabulary	
worship	Expressing a devotion to something
sacred	Connected with God
church	A place to worship
synagogue	A place to worship
mosque	A place to worship
Christians	
Jews	
Muslims	

- Assessment points**
- **Recognise** some different places of worship
  - **Understand** that different religions worship in different places
  - **Explain** the similarities and differences between places of worship
  - **Reflect** on what makes these places of worship special
  - **Make connections** between the different places of worship

- Target Tracker statements**
- Describe some religious objects/places/people and practices and begin to be aware of similarities in religions
  - Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways
  - Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones
  - Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values

**SEN/D minimum expectations**  
Recognise some different places of worship. With support, can identify some similarities and differences between places of worship.

**High prior attainment and extension opportunities**  
Children to think about, discuss and reason why places of worship may look different but are important to people.

