

Curriculum Overview for Religious Education

<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Attitudes</u>	<u>Vocabulary</u>
Nursery	- Explains own knowledge and understanding, and asks appropriate questions of others. - Confident to talk to other children when playing, and will communicate freely about own home and community. - Confident to speak to others about own needs, wants, interests and opinions. - Can express their own feelings such as sad, happy, cross, scared, worried. - Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. - Listens to stories with increasing attention and recall. - Listens and responds to ideas expressed by others in conversation or discussion. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Create simple representations of events, people and objects. - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	- Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family or friends. - Enjoys joining in with family customs and routines. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	- Shows interest in the lives of people who are familiar to them. - Shows interest in different occupations and ways of life. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Initiates conversations, attends to and takes account of what others say. - Responds to the feelings and wishes of others. - Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Growth, awe, wonder, belief, respect, feelings vocabulary, meaning, love, concern, right, wrong, worship, family, friends, community, belonging, receiving, religion, value, celebrate, Christianity, holy, sacred, prayer, worship, festival, symbol, faith.
Reception	- Children play co-operatively, taking turns with others. - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	- Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	- They know that other children don't always enjoy the same things, and are sensitive to this. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Growth, awe, wonder, belief, respect, feelings vocabulary, meaning, love, concern, right, wrong, worship, family, friends, community, belonging, receiving, religion, value, celebrate, Christianity, holy, sacred, prayer, worship, festival, symbol, faith.
Year 1	Express their ideas and insights, raise questions and suggest answers in response to their enquiry into the stories of Zacchaeus and Easter.	- Know and recognise stories from the Bible and understand that they are important to Christians. - Identify Jesus with the religion of Christianity.	Recognise that people have a variety of life experiences.	Christianity, Islam, Buddhism, Sikhism

	- Attempt to support and explain their ideas in simple terms using reasons with religious language. - Raise questions which show they are developing an enquiring approach to life and use a number of religious words. - Reflect what is precious or sacred in their own lives and express their ideas through art and music. - Attempt to support and explain their ideas in writing in simple terms using religious language.	- Understand 'Christian love' may require showing love towards someone who is not very loveable. - Identify some religious festivals, practices and symbols. - Know the Bible is important to both Jews and Christians. - Explore the meaning of the words holy and sacred in describing the Bible. - Recall stories associated with the last eight days of Jesus' life. - Identify stories with the religion of Christianity. - To explore questions about belonging, meaning and truth so that they can express their own ideas using words, music, art and poetry.	Ask and respond to questions about what individuals and communities do and why, and identify what difference belonging to a community might make.	Jesus, Bible, Zacchaeus, 'Christian love', Christmas, symbol, Mary, Joseph, angel, shepherd, wise men, Bethlehem, Jerusalem, holy, sacred, Judaism, Jew, Samaritan, Easter, spring, The Last Supper, crucifixion, resurrection, betrayal, Sikh, Khanda, Chakkar, The 5 Ks, Kesh, Kangha, Kara, Kirpan, Kaccha, spirituality, cleanliness, good deeds, protection, self-discipline, community, Muhammed, Qur'an, prayer, prayer flags, call to prayer, prayer mat, Mecca, hassock
Year 2	- Retell and suggest meaning to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. - Name some people and leaders of faith and identify the communities they belong to.	- Develop a knowledge and understanding of different religions through their key traditions and sacred writings. - Develop a knowledge and understanding of religious language and symbols. - Know and understand the influence of key religious figures, stories and traditions. - Know that the word "Islam" is the name of a religion. - Know that the word "Muslim" refers to a person who believes in Islam. - Know that all Muslims believe Muhammad to be a "Messenger of God". - Recognise a Qur'an and associate the Qur'an with Islam. - Identify Muhammad with the religion of Islam. - Recall the story of Muhammad's first revelation. - Develop a knowledge and understanding of different religions through their key traditions and sacred writings. - Understand questions of right and wrong and express their ideas and opinions.	- Understand questions of right and wrong and express their ideas and opinions. - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities and differences between communities. - Explain how laws and rules are necessary for people to live together happily and to reflect on the importance of rules in their own lives. - Explore the religious traditions expressed through worship and celebration. - Attempt to support and explain their ideas in simple terms using reasons with religious language.	Christianity, Islam, Hinduism, Buddhism, Sikhism Tradition, sacred, creation, Adam, Eve, betrayal, paradise, temptation, Qur'an, Iblis, forbidden, obey, responsibility, holy, heaven, Vishnu, lotus flower, Hindu, Brahma, flora, fauna, incarnation, reflect, follower, transfiguration, resurrection, heal, guide, Advent, eternity, immortality, Christingle, Bartimaeus, Jericho, Son of David, mercy, disciple, commandment, moral, wisdom, faith, society, Five Pillars of Islam (Shahadah, Salah, Zakah, Sawim, Hajj), Allah, Muhammad, messenger, Mecca, ritual, purify, cleanse, Ramadan, fast, pilgrimage, ihram, Moses, Sabbath, honour, covet, aarti flame, puja, Buddha, worship, temple, Mandir, shrine, diva, incense, kum kum powder, deity, chant, mantra, pagoda, Stupa, offering, meditate, commitment, Muslim, Gabriel, prophet, journey, Sikh, Guru Nanak, honesty, founder, teacher (guru), learner (Sikh), Gurdwara, Gura Granth Sahib, equal, Lalo, serve, Bhago, confess, forgive, truth.
Year 3	- Describe and make connections between different features of the religions and worldviews they study. - Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. - Express their own ideas and insights and raise relevant questions and in response to their enquiry into the	- Develop their knowledge and understanding of religions and world views. - Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong. - Develop their understanding of the different dimensions of religion including different	- Explain and recall different forms of celebrations, worship, pilgrimages, and recognise the rituals which mark important points in believers' lives. - Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is	Islam, Hinduism, Christianity, Judaism, Buddhism, Sikhism Devotion, Makkah, Mecca, pilgrimage, ritual, Allah, mosque, Hajj, scripture, Hagar, Mina, Abraham, Ka'ba, Ihram, Hajji, Hajjah, Dhul-Hijjah, spiritual, heal, remembrance, penance, sacred, purification, calling, evil, Diwali,

	traditional Christian Salvation story and why Jesus is called the Saviour. - Suggest answers to the questions they raise using reasons and evidence to support or justify their views using religious language. - Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	narratives, beliefs, ethics and social life and the similarities and differences. - Know that many Christians refer to Jesus as “the Saviour”. - Know that many Christians describe Jesus as the “Son of God” and the understand that this is not the same as a human father who has a human son. - Know and understand the main beliefs of the traditional Christian Salvation story. - Know and show a simple understanding of the Christian belief that the life we know -“earthly life” is different from “eternal life” not merely in terms of length (quantity) but in quality – “eternal life” is glorified. - Develop an understanding of a range of beliefs and symbols and how they are expressed in the actions of believers.	just and fair, and express their own ideas clearly in response.	conquer, Rama, Sita, Lakshmana, exile, Ravana, demon, Hanuman, triumph, mendhi, Rangoli, saviour, salvation, Son of God, eternal, glorified, kingdom, Nazareth, Messiah, forgiveness, miracle, Hannukah, Jewish, idol, worship, religious freedom, Holy Temple, Jerusalem, Miracle of Oil, purified, Menorah, Israel, dreidel, latkes, Antiochus, Judah, Maccabee, discourage, wisdom, inner peace, just, community cohesion, freedom from disturbance, tranquillity, enabler, conflict, Ashima (non-violence), Shalom, Torah, prosperity, harmony, well-being, generosity, enlightenment, reconciliation, pacifist, Quaker, submission, Jihad, Salaam Aleiykum, prejudice, kirpan, human rights, devotion, mindfulness, Gandhi, The Call to Prayer, calling, God’s will, burden, missionary, Moses, Mohammed, Hebrew, Conaan, Mount Sinai, Daniel, test, obey, disobey, serve, Nehemiah, trust, prophet, disciple, ministry, Galilee, Bilal, Adhan, witness, salvation, oppress, suffer, Holy Prophet, virtue, responsibility.
Year 4	- Suggest answers to the questions they raise using reasons or evidence to support or justify their views. - Discuss and present views on challenging questions about belonging, meaning and truth in different forms (e.g.) reasoning, music, art and poetry. - Suggest answers to the questions they raise using reasons and evidence to support or justify their views. - Observe and understand varied examples of religions and worldviews. - Develop an understanding of questions about truth and meaning and using a variety of expression. - Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong.	- Know and understand the following Muslim beliefs: a) Muhammad received messages from God. He received these in many revelations beginning with the first revelation which took place on the Night of Power b) Muhammad preached telling everyone that the words he was speaking were the words God had given to him c) some people wrote down the words Muhammad preached which he said came from God. They wrote them down exactly d) all of the messages from God that had been given to Muhammad were made into a book called “The Qur’an”. - Know that as well as being called the “Messenger of God” Muhammad is also known as the “Prophet” or “The Prophet of God”. - Know and understand that Muslims believe that the Qur’an is revelation from God and only from God. Neither Muhammad nor any other human wrote it or any part of it. - Recall the main details of “The Lost Sheep” story (Matt 18 v 12-14), Luke 15 v 3-7).	- Express their own ideas and insights and raise relevant questions in response to their what they learn about the Muslim belief that Muhammad was “The Messenger of God”. - Explain, with reasons, religions meanings and significance to individuals and communities. - Express their own and raise relevant questions in response to their enquiry into the story of “The Lost Sheep” and what the undertaking of “Christian love” might require of a person. - Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. - Describe and show an understanding of the links between	Islam, Christianity, Judaism, Hinduism, Buddhism, Sikhism Mohammad, messenger, revelation, preach, Qur’an, prophet, responsibility, freedom, Muslim, Noah, Abraham, Moses, Jesus, Mecca, Ramadan, Gabriel, Hijra, dilemma, consequence, sin, evil, obey, disobey, guilt, banish, Passover, freedom, boundary, Hebrew, enslave, slavery, plague, Conaan, Mount Sinai, Ten Commandments, offering, Seder plate (beitzah, maror, chazeret, z’ro’a, charoset, karpas), Pesach, Haggadah, symbolic, Holy Temple, matzot, kohain, levi, Yisroel, arba, kosot, parable, love, agape, Christian love, astray, sacrifice, lost, message, moral, spiritual, forgiveness, dharma, duty, boundaries, deity, monotheism, polytheism, Mahadevasi, Trimurti, Tridevi, deva,

		- Identify the story with the religion of Christianity. - Know that the story was told by Jesus and that it is in the Bible - Understand that the story of “The Lost Sheep is a parable and that in parables things or characters represent something else. - Understand that one interpretation of the story is that it provides a demonstration of what “Christian love” as Jesus perhaps taught it might involve the following:- (a) “Christian love” may require showing love towards a person who is not very lovable. (b) “Christian love” may require of a person, effort, risk, hardship, even sacrifice. - Recognise links between the parable of the “lost sheep” and the story of Jesus’ willingness to help Zacchaeus. - Develop a knowledge and understanding of a range of sources including sacred writings and subject specific vocabulary	stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. - Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance. - Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. - Respond thoughtfully to ideas about community, values and respect.	truth, eternal, reincarnation, Moksha, right behaviour, moral law, duty, virtue, morality, society, obligation, philosophy, way of life, worship, scripture, wise, elder, ancestor, serve, respect, reverence, rights, responsibilities, entitlement, obligation, consequence, word of God, true, follow, guidance, revealed, authority, public, private. Bhagavad-Gita, Tipitaka, Pali Canon, Vedas, Qur’an, Torah, Guru Granth Sahib, Bible,
Year 5	- Describe and make connections between different features of the religions and worldviews they study. - Know and consider ideas and insights which challenge the view that Jesus’ death and resurrection involved the paying of a “ransom” or that Satan was tricked. - Express their own ideas and insights and raise relevant questions in response to their enquiry into Christian beliefs about the death and resurrection of Jesus. - Suggest answers to the questions they raise use reasons and evidence to support or justify their ideas and views. - Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	- Develop their knowledge and understanding of religions and world views - Know and show a simple understanding of the Christian belief that Jesus was the “Christ”, the “Son of God”, and that Jesus was both God and man. - Know and understand the early Christian belief that Christ’s death was a ransom that had to be paid to free humanity from Satan’s power. - Know that the belief that Christ’s death was a ransom is expressed in early Christian writing, in Mark’s Gospel 10:45. - Know and understand that Christ’s death is understood as a sacrifice for human sin that has to be paid. - Know the belief that humanity has been saved from “Satan’s power” is expressed in Christian writing, e.g. “The Lion, the Witch and the Wardrobe” by C S Lewis and Christian music, e.g. “God rest ye Merry Gentlemen”. - Explain and recall different forms of celebrations, worship, pilgrimages, and recognise the rituals which mark important points in believers’ lives.	- Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong. - Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. - Respond thoughtfully to ideas about community, values and respect. - Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance.	Buddhism, Sikhism, Judaism, Christianity, Islam, Hinduism Monk, nun, higher state of being, Theravadin, alms, Sangha, generosity, Lent, Ramadan, persecuted, tolerance, intolerance, diversity, respect, consequence, forgiveness, Holocaust, Nelson Mandela, remembrance, suffering, discrimination, oppression, harassment, ill-treatment, sacred, non-respect, pilgrimage, communion, sermon, fellowship, Shabbat, study, meditation, chanting, hymn, faith, offerings. Church (altar, lectern, pulpit, font, Bible), Mosque (minaret, Qur’an, Mihrab, Tasbeeh beads), Synagogue (ark, siddur, Bimah, Torah scrolls, kippah), Gurdwara (Guru Granth Sahib, Chaur, Langar), Buddhist Temple (Buddha, lectern, wheel of life, Nivarna Wesak, shrine), Hindu Temple (mandir, Murtis, shrine, Vedas, Aum, puja) Christ, Son of God, Messiah, ransom, Satan, sacrifice, sin, resurrection, virtue, freedom, Angus Dei (Lamb of God), priest, absolve, self-sacrifice, gratitude, baptism, atonement, remembrance, Baisakhi (Vaisakhi), 5 K’s (Kesh, Kangha, Kara, Kachera,

				Kirpan), turban, faith, obedience, cleanliness, duty, warrior, dignity, self-respect, defend, truth, sacred, social responsibility, community, morality, baptism of the sword, Khanda di pahul, obligation, moral standard, armit, justice, equality, Golden Rule of morality, Sewa (service to the community, Khalsa, Waheguru and others), manmukh (self-centred), gurmukh (God centred), service, selfless, Tan, Man, Dhan, wealth, poverty, responsibility, moral principles, laws, action, generosity, kindness.
Year 6	- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. - Express their own ideas and insights and raise relevant questions in response to their enquiry into what "Christian love" is and what it requires of a person. - Suggest answers to the questions they raise using reasons and evidence to support or justify their ideas and views. - Develop an understanding of a range of beliefs and symbols and how they are expressed in the actions of believers. - Express their own ideas and insights and raise relevant questions in response to their enquiry into Muslim beliefs about role of the Prophets in Islam.	- Know that Jesus said that the greatest commandment was to "love one another as I have loved you" (John 15:12). - Understand that the word for "love" used in John 15:12 is the Greek word "agape" and that this word is often used in the New Testament for "Christian love". - Recall the parable of "The Good Samaritan" (Luke 10:25-37) and show understanding of the following: a) the Samaritan provides an example of a higher type of love that is "Christian love" (or "agape") b) the Samaritan demonstrates "agape" - this higher type of love by stopping. He puts himself in great danger risking his own life c) by taking the man to safety the Samaritan makes a sacrifice and accepts cost to himself to help not a friend but a person who most Samaritans would regard as an enemy d) the Samaritan does not expect to get anything back in return – it is not a favour which is likely to be returned. - Know the that Christians believe that God has this higher form love towards humankind that this is expressed in the words, "For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life" (John 3:16). - Understand that "agape" or "Christian love":- a) is not the same as romantic love or passionate attraction (that would be "eros") b) involves freely giving kindness or help to another person including the outcast, the rejected, even an enemy c) involves not expecting to get anything back in return may involve effort, cost, risk and danger.	- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. - Respond thoughtfully to ideas about community, values and respect. - Explore the connection between belief and values understanding that actions are based on a belief about what is right and wrong. - Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. - Describe the way in which people belong to different communities and explain the meaning of diversity and evaluate the concepts of respect and tolerance.	Humanism, Hinduism, Christianity, Islam Humanist, shared view, commitment, relationships, love, responsibility, celebrant, human nature, empathy, Golden Rule, reason, consequence, moral value, harmony, evidence, agnostic, atheist, believer, The Happy Human, ahima (without harm), non-violence, violence, respect, vegetarian, divine creation, enlightened, mantra, guru, chant, self-defence, Gandhi, values, peaceful solutions, philosophy, protest, sin, baptism, purification, atone, forgiveness, John the Baptist, repent, Holy Spirit, confession, cleanse, ritual, declaration of faith, Father Son and Holy Spirit, bless, Holy Water, font, sacred, puja, Svarga (paradise), pilgrimage, original sin, freedom of expression, discrimination, symbolism, alpha, omega, essence, calligraphy, geometry, cultural values, spiritual representation, Christian love, good Samaritan, agape, sacrifice, commandment, selfless, sacrificial, unconditional, Bible, eros, prophet, prophethood, Allah, Muhammad, Adam, Abraham, Moses, Jesus, Straight Path, pride, inflated self-confidence, Qur'an, The Seal of the Prophets, the Shariah, messenger, Noah, Isa Bin Maryam (Jesus son of Mary), consequence, obstacle.

		• Know the Arabic word for God is “Allah” which mean “the God” (“Al Lah”). • Know and understand the Muslim belief that the Prophet Muhammad and all the Prophets that came before him including Adam, Abraham, Moses and Jesus taught the same message about following the Straight Path. • Know and understand the Muslim belief that due to pride and inflated self-confidence in their ability to know what is best, humans have a tendency to: a) forget about the Straight Path b) ignore it, or c) tamper with it • This inflated self-confidence often leads to humans straying off the Path and losing their way. Because of this God has in the past sent many Prophets to bring humanity back onto the Straight Path. • Know and understand the Muslim belief that Muhammad is the last and final Prophet. If the message of the Qur’an is again forgotten, ignored, or tampered with no more Prophets will be sent again to guide humanity. • Know and understand the meaning of the term “The Seal of the Prophets”. • Know and understand that in the Qur’an beginning with Adam, 25 Prophets are named and that other include Abraham, Moses and Jesus. • Know and understand the Muslim belief that “God’s Guidance” is often called the “Straight Path” and the “Straight Path” is in turn often called “the Shariah”.		
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