

Progression Map: RE

It is important to note that much of the knowledge referenced below will be re-visited in year groups that follow, especially in units that compare and contrast a range of faiths and world views.

New vocabulary is highlighted in yellow

Christianity

Year Group	1	2	3	4	5	6
Church	<p>Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) A1</p> <p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. A1, Sp1</p> <p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do A1</p>	<p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do A1</p>	<p>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. A2, Sp2</p>	<p>Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts. Sp2</p> <p>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). Su2</p> <p>Explore Christian life and practice (pilgrimage) Sp2</p>	<p>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians. Su1</p> <p>Explore the origin and meaning of the Lord's Prayer and how it is used in worship today. A1</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs. A1 & A2</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc. Su2</p>	<p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc. A1</p> <p>Explore Christian life and practice in another country. Su2</p>

<p>Jesus</p>	<p>Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan) Sp1 & Sp2</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. A2, Su1</p> <p>Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Sp2</p>	<p>Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. A2, Su1</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. A2, Su1</p>	<p>Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). A2, Sp2</p> <p>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important. A1</p>	<p>Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels - the Gospels of Matthew, Mark, and Luke, which describe events from a similar point of view, as contrasted with that of John). Explore how he related to the marginalised of society (women, children, the sick) Su2</p> <p>Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity) A1,A2,</p>	<p>Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him. Sp2</p> <p>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important. Sp2</p>	<p>Know major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God Sp2</p>
<p>Bible</p>	<p>Know that the Bible is a special book for Christians because of its message about God and Jesus. A1, Sp1</p> <p>Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness A1, Sp2</p>	<p>Know that it comes in two parts (Testaments) and that one part is also special to Jews. A2</p> <p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) A2</p>	<p>Hear some stories from the Bible (Saints of God) A1, Su2</p>	<p>Know that the Bible is a 'library' of books. Know it contain different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. Su2</p> <p>Know that there are four gospels giving 'good news' about Jesus. Su2</p>	<p>Explore how the belief in God the creator influences Christian views on environment and climate justice. A1</p> <p>Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world. Su1&2</p> <p>Understand that the Bible is the most translated book in the</p>	<p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. A2, Sp1</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice. Sp1</p> <p>Explore how the belief in God the creator influences</p>

				Know how to find a reference in a Bible using chapters and verses. Su2	world and discover the work of the Bible Society or other mission groups. A2	Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world. A2 Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups. A2
Christian Life	<p>Explore special times for Christians (welcoming new babies – including baptism) Sp1</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter A1, A2, Sp2, Su1</p>	<p>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) A1, Su1</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter A1, A2, Sp2, Su1</p>	<p>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life. Au1, Sp2</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost. A1, A2, Sp1 Su1</p>	<p>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost. A1, A2, Sp1/2, Su1</p> <p>Investigate why and how people pray. Hear and talk about some famous prayers. A1</p>	<p>Explore Jesus' teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices <p>Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade A1, Su1</p> <p>Festivals –at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christ-</p>	<p>Explore what Christians mean by/experience as the Holy Spirit in their lives. Su2</p> <p>Festivals –at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost. A1, A2, Sp1 Su1</p> <p>Public life –individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade A1</p>

					mas, Lent, Easter, Ascension Day Pentecost. A1, A2, Sp1 Su1	
Key Vocabulary (new words in yellow)	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.		Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Saint, Ten Commandments, Vicar, Worship.		Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.	

Buddhism

Year Group	1	2	3	4	5	6
Deity and key figure	This faith/world view is not introduced until KS2		There is no deity An ordinary person who became 'awakened' (Buddha) Sp1	Buddha means 'one who is fully awake to the truth' or Enlightened Through his own efforts, the Buddha overcame greed, hatred and ignorance. Sp2	Reference to Buddhism may occur during RE lessons where you compare and contrast different faiths/world views: please refer to the statements in Y3/4	
Place of Worship			Building where Buddhists meet Symbols and artefacts found in Buddhist Centres People with a special role (monks, nuns, teachers). Sp1	Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened. Sp2		
Holy book			Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering Stories Buddha told. Sp1	Stories told about and by the Buddha, Jataka Tales Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy. Sp2		
Buddhist way of life			Buddhists believe in: • importance of compassion; • respect for all living things and the intention not to harm them; • importance of being generous, kind, truthful, helpful and patient; and • importance of reflection and meditation, developing inner peace. Sp1, Su2	Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Buddhists aspire to fearlessness, contentment, kindness, meditation Four Noble Truths: • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough		

			<p>– not too much, not too little.</p> <p>Samsara - continual cycle of birth and death</p> <p>Key festivals:</p> <ul style="list-style-type: none"> • Wesak - Buddha's birthday • Dharma Day <p>Sp2</p>	
Key Vocabulary (new words in yellow)		Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation.	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage.	

Hinduism

Year Group	1	2	3	4	5	6
Places of worship	Living a Hindu life: Explore the story of Diwali and its meaning to Hindus Au2	Reference to Hinduism may occur during RE lessons where you compare and contrast different faiths/world views: please refer to the statements in Y5			<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p> <p>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</p> <p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p> <p>Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad).</p> <p>Discover how a mandir also acts as a community centre. Sp1</p>	Reference to Hinduism should occur during RE lessons where you compare and contrast different faiths/world views: please refer to the statements in Y5
Deities and scriptures					<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</p> <p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</p>	

			The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God. Sp1	
Dharma			Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life. Discover some popular Indian recipes and the important Hindu custom of hospitality. Sp1	
Living a Hindu life			If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs. Sp1	
Key Vocabulary			Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship	

Humanism

Year Group	1	2	3	4	5	6
Knowledge and belief (Atheism and agnosticism)	Q: Why humanists believe human beings are special? What human beings share with other animals and what makes us unique Our ability to question and reason, to empathise with other humans and animals, and our creativity How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society Su1	Q: Why humanists believe human beings are special? What human beings share with other animals and what makes us unique Our ability to question and reason, to empathise with other humans and animals, and our creativity How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society Sp2	Q: How do Humanists decide what to believe? The material world as the only one we can know exists Rejection of sacred texts and divine authority; mistrust of faith and revelation Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. Willingness to adapt or change beliefs when faced with new evidence Sp1, Su2	Reference to Humanism may occur during RE lessons where you compare and contrast different faiths/world views: please	Reference to Humanism may occur during RE lessons where you compare and contrast different faiths/world views: please	
Meaning and purpose		Q: How can we be happy? The Happy Human as a symbol of Humanism Happiness as a worthwhile aim; the importance of relationships,				Q: What are Humanists' views on happiness? Happiness as a worthwhile goal; living a flourishing and fulfilling life; Diverse ways of finding happiness;

(happiness)		<p>exploration, and achieving goals</p> <p>Many ways of finding happiness; there is no one recipe for happiness</p> <p>One way to be happy is to make other people happy (Robert Ingersoll) Sp2</p>		refer to Y3 statements	refer to Y6 statements	<p>respecting different people's ways of finding happiness as long as they cause no harm to others</p> <p>The absence of the need for religion or the belief in a god or gods to be happy</p> <p>The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive</p> <p>Human beings' responsibility for their own destiny Su2</p>
Celebrations and ceremonies		<p>Q: What are the special ways Humanists celebrate in their lives?</p> <p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends</p> <p>The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it</p> <p>No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness Sp2</p>	<p>Q: What do humanist celebrations tell us about the things humanists value?</p> <p>Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths</p> <p>The importance of human relationships</p> <p>The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it</p> <p>Humanist weddings: celebrating when two people agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple. Sp1, Su2</p>			
Humanist ethics		<p>Q: Why do Humanists think we should be good to each other?</p> <p>Reasons to be good to each other; promoting happiness and avoiding doing harm</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p>	<p>Q: What do humanists value in life?</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p>			<p>Q: What do humanists value in life?</p> <p>Humanity, the human spirit and human attributes, including our ability to question and reason</p> <p>Human creativity and achievement: intellectual, technological and artistic</p>

		Taking care of other living creatures and the natural world Sp2	Our ability to improve our quality of life and make the world a better place for everyone. Sp1, Su2			The natural world and other living things; the environment in which we all live Su2
Key Vocabulary (new words in yellow)		Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.	Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.			
Islam						
Year Group	1	2	3	4	5	6
Mosque		Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do. Su2 Explore stories connected with the mosque (name, when was it built) Meet the people who go to the mosque. Su2		Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque. Au1 Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying. Su2 Have an opportunity to question believers. Au1	Have an opportunity to question believers. Au1	
Prophet Muhammad (pbuh)	Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was	Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)	Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Su2	Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith:	Link stories-Prophet & the woman who used to throw rubbish (or other story). Su2 Prophet and how he was given the title of	Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Sp2 & Su2

	sent to him as a guide for the people Sp1 & Su2	Know some stories about Prophet Muhammad and how the society was before he announced his Prophet hood. Su2		<p>Muslims express-Oneness of God and the Prophethood of Muhammad. Su2</p> <p>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Su2</p>	the 'truthful'. Consider and discuss how Prophet is a role model for Muslims. Au1, Su2	
Holy Qur'an	Know that the Qur'an is a special book for Muslims. Sp1 & Su2	<p>Know that the Qur'an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them. Au 2 & Su2</p> <p>Qur'an was sent to Prophet Muhammad as a guide to humanity. Au2 & Su2</p>		<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Su2</p> <p>Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Su2</p> <p>Know how to find a reference in a Qur'an.Listen to a Qur'an verse or chapter in Arabic. Find its meaning. Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives. Su2</p>	Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives. Au1 & Su2	<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Sp1</p> <p>Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Sp1</p> <p>Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning. Sp1</p> <p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives. Sp1</p>
Muslim life	Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers) Special times for Muslims (e.g. welcoming new	Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up? Su2		Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make		

	babies) Sp1 & Su2 Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up? Su2	Explore some stories about Muslims e.g. going for Hajj Su2		students aware). Su2 Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer –why and how people pray. Understand some of the actions that form a prayer. Su2 Prayers can be offered at the mosque or at home or wherever a Muslim is. Su2 How does prayer help a Muslim? Make your own prayer mats. Su2		
--	--	---	--	--	--	--

Key Vocabulary	Allah, Islam, Mosque, Muslim, Prophet, Quran, Minbar, Minaret, Qiblah, Prayer mat, Imam, Wuzu	Allah, Hajj , Islam, Jum'ah, Mihrab , Mosque, Muslim, Prophet, Qiblah, Quran, Salaah Sawm, Shahada, Zakat (giving to charity)
----------------	---	--

Judaism

Year Group	1	2	3	4	5	6
Synagogue	Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals Au2 Recognise some Jewish symbols: Star		Reference to Judaism may occur during RE lessons where you compare and contrast different	Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls. Sp1 Know that a Synagogue is a meeting place and a studying place but also a place where Jewish		

	of David, Menorah and some ceremonial clothing like Kippah and Tallit. Au2		faiths/world views: please refer to Y1/2 statements	<p>people celebrate most of their Festivals. Sp1</p> <p>Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit. Sp1</p> <p>Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt Au1</p>		
Shabbat				<p>Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew. Au1</p> <p>Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Sp1</p> <p>Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during</p>		

				<p>the creation of the world. Sp1</p> <p>Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day. Sp1</p>		
Torah and Commandments		<p>Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Au2</p> <p>Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe. Au2</p>		<p>Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Sp1</p> <p>Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe. Sp1</p> <p>Know that it includes the 10 Commandments (also regarded as important</p>		<p>Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses. Sp1</p> <p>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms. Sp2</p> <p>Find out about King David and his story. Interpretation of Psalms. Sp2</p>

				<p>by Christians) (among many other commandments kept by Jewish people). Sp1</p> <p>Know that the stories in the Torah are known to Christians as the Old Testament. Sp1</p> <p>Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God. Sp1</p>		
Jewish life	<p>Find out about the Maccabbees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. Au2</p> <p>Listen to some Chanukah songs, sing some in English. Play dreidel. Au2</p>			<p>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community? Sp1</p>	<p>Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain. Au1</p> <p>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community? Au1</p>	<p>Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). Au1</p> <p>Learn that Jews see God as the creator and God's gift to humanity. Understand how this belief causes Jews to feel a sense of responsibility for the natural world and its creatures. Also a duty to enjoy its pleasures</p>

						and thank God. Sp1
Key Vocabulary (new words in yellow)	Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar		Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine. Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur. Please note that some of this vocabulary will not be covered in KS2 as not all of the recommended syllabus is covered			

Sikhism

Year Group	1	2	3	4	5	6
Knowledge and belief	Explore the story of Diwali and its meaning to Sikhs Au2	Sikhs believe about God and the creation that we live in? Sp1 Sikhs believe we are all special Sp1 Sikhs believe that we are all Gifts from that One Creator Sp1 How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator Sp1	Explore Sikh belief about God expressed in the Mool Mantar.Eg Creator, Sustainer etc Su2 How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ? Su2 What does the Guru Granth Sahib teach about ones relationship with the Creator, the world		What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life Su2 Explore Sikh belief about God expressed in the Mool Mantar.Eg Creator, Sustainer etc Su2	Explore Sikh belief about God expressed in the Mool Mantar.Eg Creator, Sustainer etc Sp1 Know that Sikh believe in God as the creator and that this causes them to respect their environment and take responsibility for it. Sp1

		<p>What can be learnt from the lives of the 10 Gurus Sp2</p> <p>How the Guru Granth Sahib is respected as the Living Guru Sp2</p>	<p>and life –how does reincarnation work? Su2</p>			
Meaning and purpose (belonging)		<p>What does it mean to belong to a family? Sp1</p> <p>Where male and female are treated equal? Sp1</p> <p>Where all race, religions and nationalities are treated equally Sp1</p> <p>Where respectfully we have all been created differently. Sp1</p> <p>How may the 5ks help a Sikh to always remember God is with them. Sp1</p> <p>Why would they be described as Articles of Faith and not symbols. Sp1</p>	<p>How do Sikhs meditate and serve in Gurdwaras and in their own homes? Su2</p> <p>What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK). Su2</p>			

<p>Celebrations and ceremonies</p>		<p>How does a Sikh family choose to name a child that they have been blessed with? Sp1</p> <p>How going to the Gurdwara brings people together: example when a Turban is first tied on a child. Sp1</p> <p>How life is celebrated and accepted. Sp1</p> <p>Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this. Sp2</p>	<p>What happens in Sikh celebrations and ceremonies in the Gurdwara? Su2</p> <p>How does music and meditation play an important part in Sikh ceremonies. Su2</p> <p>Explore how music and meditation can make you feel Su2</p> <p>How is the Guru Granth Sahib respected in the Gurdwara? Su2</p>	<p>How does music and meditation play an important part in Sikh ceremonies. Au1</p> <p>Explore how music and meditation can make you feel. Au1</p>		
<p>The Sikh way of life</p>		<p>Why do Sikhs think we should be good to each other? Sp1&2</p> <p>☐RESPECT</p> <p>☐EQUALITY</p> <p>☐FORGIVENESS</p> <p>How can Meditation, honest living and</p>	<p>Why is Seva (Selfless Service) such an important aspect of human life? Su2</p> <p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life? Su2</p>		<p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life? Au1&Su2</p>	<p>In what ways do Sikhs make a difference in the local community? Su2</p>

		<p>serving humanity help us become better people? Sp2</p> <p>Doing good deeds. Sp1</p>	<p>In what ways do Sikhs make a difference in the local community? Su2</p> <p>How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator? Su2</p>			
<p>Key Vocabulary (new words in yellow)</p>	<p>Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban</p>		<p>Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.</p>			