

# Beamont Primary School Religious Education



## Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



## Beamont Primary School- RE progression through EYFS

### UW- People/Culture and Communities

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

ELG –

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shred human experience	Vocabulary- to be used daily
Nursery Skills	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story &amp; family history</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li> <li>Shows interest in the lives of people who are familiar to them</li> <li>Enjoys joining in with family customs &amp; routines</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they have experienced or seen in photos</li> </ul>	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year, Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. Class floor books to be used to showcase a learning journey over time of significant events.



## Beaumont Primary School- RE progression through EYFS

### UW- People, Culture and Communities

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

ELG –

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shred human experience	Vocabulary-
Reception Skills	<ul style="list-style-type: none"> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Talks about past &amp; present events in their own life &amp; in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> <li>Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family &amp; community</li> <li>Enjoys joining in with family customs &amp; routines</li> </ul>	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year, Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. Class floor books to be used to showcase a learning journey over time of significant events.

Year 1: RE Skills Progression	
<p><b><u>Vocabulary</u></b>                  Christian, God, Jesus, Father, Prayer Lord's Prayer, Parable, candles, icons, rosary beads, church nativity, Mary, Joseph, shepherd, Angel Gabriel, innkeeper, wise men, welcoming, vulnerable God, Allah, Muslim, created, creator, natural world, caretaker, steward, Khalifahs, respect, Prophet Muhammad (pbuh), environment,                  Jewish, Noah, Sukkot, celebration, God, promise, trust, Sukkah                  Hindu's, Hinduism, God, statues, Murtis. Worship, symbols, deities, Brahman, Lakshmi, Ganesh                  Christianity, baptism, church, ceremony, family font, candles, godparents, certificate, belonging, cross, priest, minister, vicar.</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>• Give an example of a key belief and/or a religious story</li> <li>• Give an example of a core value or commitment</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious traditions</li> <li>• Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>• Notice and show curiosity about people and how they live their lives</li> </ul>

**Year 1 – End points**

Christianity- God	<ul style="list-style-type: none"> <li>• To know and understand why Christians refer to God as 'Father'</li> <li>• To talk about why Christians might compare God to a loving parent.</li> <li>• To discuss how and why Christians might want to talk to God (prayer)</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>• To retell a simple version of the nativity story and explain why Christians would say that Jesus is a special baby.</li> <li>• To discuss how different characters in the nativity welcome the baby Jesus.</li> <li>• To identify religious aspects of Christmas celebrations and explain why Christmas is a special time for Christians.</li> </ul>
Islam	<ul style="list-style-type: none"> <li>• To understand that Muslims believe in one God (Allah) who Muslims believe created the world.</li> <li>• To discuss why Muslims might value the natural world.</li> <li>• To explain know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and how Muslims show respect to God when caring for the world.</li> </ul>
Judaism	<ul style="list-style-type: none"> <li>• To understand that Jews believe in one God)</li> <li>• To retell the story of Noah and understand how Noah trusted in God to keep his problem.</li> <li>• To explain about the history of the festival of Sukkot and how this is celebrated by Jewish families today.</li> </ul>
Hindu dharma	<ul style="list-style-type: none"> <li>• To know that Hindus believe in one God in many forms who is present in all living things.</li> <li>• To discuss how and why Hindus might use statues and images (murtis) in their worship and the symbolic meanings.</li> </ul>
Christianity (Church)	<ul style="list-style-type: none"> <li>• To understand that some Christians welcome babies into God's family (the Church) with baptism ceremonies.</li> <li>• To discuss what it might mean to belong to the Church family</li> <li>• To identify features of baptism – eg. the font, candles, godparents and talk about why parents might want to have their child baptised.</li> </ul>

Year 2: RE Skills progression	
<p><b><u>Vocabulary</u></b>                  Christianity, God, creation, Genesis 1, Bible, worship, Harvest, creator, sustainer, stewardship, hymn, charity.                  Jesus, Advent, Christmas, preparing, Christingle, Advent wreath, symbols, light, dark, Bible,                  Hindu, God, Brahman, worship, qualities, devotion, deities, Mandir, shrine, puja tray, Shiva, Vishnu, Brahma,                  Lakshmi, Durga, Saraswat, bell, incense holder, incense stick, diva lamp, water pot and spoon, kum kum powder                  Arti ceremony                  Islam, Muslim, Five Pillars of Islam, prayer, rituals, Shahada, Qur'an, Prophet Muhammed, mosque, fasting,                  Ramadan, prayer mat, Wudu                  God, Jesus, Cross, symbols, unite, Christian community, worship, symbols, church, Pulpit, lectern, alter, pew,                  Judaism, Jewish Moses, Pharaoh, Prophet, Ten Commandments, Rules, The Sabbath, Shabbat , Holy, blessings,                  Challah bread.</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>• Retell and suggest meanings for religious stories and/or beliefs</li> <li>• Use some religious words and phrases when talking about beliefs and values</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe how religion is expressed in different ways</li> <li>• Suggest the symbolic meaning of imagery and actions</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Talk about their own identity and values</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>• Identify things that influence a person's sense of identity and belonging</li> </ul>

Year 2 – End points	
Christianity (God)	<ul style="list-style-type: none"> <li>• To simply retell the Genesis 1 story of creation.</li> <li>• To suggest why Christians might think it is important to look after the world.</li> <li>• To describe how and why Christians might thank God for creation at Harvest festivals (or through worship.)</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>• To understand how and why light might be an important symbol</li> <li>• To suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>• To talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> <li>• To identify ways in which Christians might use light as part of their Christmas celebrations.</li> </ul>
Hindu Dharma	<ul style="list-style-type: none"> <li>• To understand Hindus believe in one God (Brahman) who can be worshipped in many forms &amp; each have different qualities and are portrayed in different ways</li> <li>• To suggest why Hindus might believe that it is important to show devotion to the deities</li> <li>• To explain that Hindus might worship at a Mandir and/or the home shrine &amp; suggest why worship in the home might be important.</li> <li>• To describe the meaning and symbolism of items used in worship (eg, items on the puja tray)</li> </ul>
Islam	<ul style="list-style-type: none"> <li>• To discuss the ways shared rituals might unite communities</li> <li>• To suggest why Muslims believe that it is important to respect God &amp; why Muslims would want to show their gratitude to God</li> <li>• To describe the rituals of Islamic prayer including wudhu and use of a prayer mat and</li> <li>• To understand how making time for the five daily prayers is an act of submission.</li> </ul>
Christianity (Church)	<ul style="list-style-type: none"> <li>• To suggest beliefs and values that might unite the Christian community</li> <li>• To discuss why some Christians might think it is important to come together to worship God</li> <li>• To identify symbols used in Christian worship and understand why they are used.</li> <li>• To identify and describe features of a church</li> </ul>
Judaism	<ul style="list-style-type: none"> <li>• To retell the story of Moses being given the Ten Commandments and know some of the Commandment</li> <li>• To suggest ways in which the Ten Commandments might influence the life of a believer</li> <li>• To discuss how keeping the Sabbath day holy might influence a Jewish person</li> <li>• To understand how the Sabbath is a way of making time for God and family</li> </ul>

Year 3: RE Skills progression	
<p><b><u>Vocabulary</u></b>                  Abrahamic faith, God, prophets, Noah, Abraham, Moses, Jonah, devote, role model, vocation, Islam, founders, Prophet Muhammad (pbuh), Five pillars of Islam, Zakah, charity, guidance                  Disciples, discipleship, Jesus, mission, charity, Holy Spirit, presence, denominations, Pentecost, procession of witness, worship, apostles, symbols, flame, dove, qualities.                  Sikhism, Guru, God, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, sacred, scriptures, Gurdwara, founder, commitments,                  Hinduism, dharma, duty, debts, Raksha Bandhan,</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>• Show awareness of similarities in religions</li> <li>• Identify beliefs and values contained within a story/teaching</li> <li>• Identify the impact religion has on a believer</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, recognise their own and others' values</li> <li>• Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>	<p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious terms to describe how people might express their beliefs</li> </ul>
	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>• Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>

**Year 3 – End points**

Christianity (God)	<ul style="list-style-type: none"> <li>• To understand that the Abrahamic faiths believe in prophets (and that many of these are shared)</li> <li>• To identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li> <li>• To describe how and why some Christians might devote their lives to serving God</li> </ul>
Islam	<ul style="list-style-type: none"> <li>• To understand the importance of founders and leaders for religious communities</li> <li>• To identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li> <li>• To describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li> <li>• To describe and give reasons for the Islamic practice of Zakah and suggest why charity might be important to a Muslim.</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>• To know what is meant by discipleship &amp; know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>• To describe how and why Christians might try to follow the example of Jesus through mission and</li> </ul>
Christianity (The Church)	<ul style="list-style-type: none"> <li>• To understand what Christians mean by the Holy Spirit</li> <li>• To suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>• To identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>• To describe how and why Pentecost is celebrated</li> <li>• To explain why some Christians might take part in a procession of witness</li> </ul>
Sikhism	<ul style="list-style-type: none"> <li>• To develop an understanding of the importance of founders and leaders for religious communities</li> <li>• To identify Sikh beliefs and values contained within the stories of the lives of the Gurus</li> <li>• To describe how and why the Guru Granth Sahib is treated with great respect</li> <li>• To suggest how and why Sikhs might show commitment to their faith</li> </ul>
Hinduism	<ul style="list-style-type: none"> <li>• To understand that following dharma (religious duty) is an important part of Hindu life</li> <li>• To suggest the impact of belief in dharma, particularly the belief that there are three 'debts'</li> <li>• To describe how and why Hindus might celebrate Raksha Bandhan and identify aspects of the celebration which remind Hindus of their dharma</li> <li>• To identify religious teachings contained within a Hindu story</li> </ul>

<b>Year 4: RE Skills progression</b>	
<p><b><u>Vocabulary</u></b>                  Hindu, Hinduism, good, evil, Rama, Sita, Lakshman, Ravanna, Hanuman, King Dasharatha, God, Vishnu, Deities, avatar, Diwali, Rangoli patterns, diva lamps                  Bible, guidance, authority, moral, church leaders, prayer, conscience, Old &amp; New Testament, Jewish scripture, Psalm, Proverb,                  Sikhism, moral guidance, Sikhs, Guru's, sewa: service to God, kirat karna, vand chakna, Guru Nanak, Khanda, Gurdwara, The Langer, commitment.                  Christianity, Jesus, sacrifice, value, Lent, sacrificial love, agape, motivation, Easter                  Islam, Muslim, Ramadan, fasting, sacrifice, Qur'an, values, Five Pillars of Islam, Allah, Night of Power, Prophet Muhammad (pbuh)                  Christianity, parables, Jesus, guidance, agape,</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>	<p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul> <p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>

**Year 4 – End points**

Hindu Dharma	<ul style="list-style-type: none"> <li>To explore teachings about good and evil in the story of Rama and Sita &amp; describe what moral guidance Hindus might gain from the story.</li> <li>To use subject specific language to describe how and why Hindus celebrate Diwali &amp; explain the importance of light in the Diwali celebrations, and its symbolism.</li> </ul>
Christianity (God)	<ul style="list-style-type: none"> <li>To explore different Christian beliefs about the Bible as the word of God</li> <li>To describe why some Christians might view the Bible as an important source of authority and moral guidance</li> <li>To explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</li> </ul>
Sikh Dharma	<ul style="list-style-type: none"> <li>To read and explore Sikh stories describing what moral guidance Sikhs might gain from the stories and examples of the Gurus.</li> <li>To use subject specific language to describe how and why Sikhs show their religious commitments</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>To retell the story of Jesus in the wilderness &amp; identify beliefs about Jesus reflected in this story.</li> <li>To suggest why sacrifice might be an important Christian value.</li> <li>To describe what a Christian might do during Lent</li> <li>To explain what is meant by sacrificial love – agapé &amp; discuss Christians examples and motivations.</li> </ul>
Islam	<ul style="list-style-type: none"> <li>To explore Islamic teachings about Ramadan from the Qur'an and make links between Islamic values and the beliefs explored so far in their study of Islam</li> <li>To use subject specific language to describe how and why Muslims fast at Ramadan &amp; explain the importance of Ramadan in the context of the Five Pillars of Islam.</li> </ul>
Christianity (Churh)	<ul style="list-style-type: none"> <li>To retell some of the main parables of Jesus</li> <li>To explain how and why these might be an important source of guidance for Christians.</li> <li>To describe and explain (with examples) Christian attitudes about how to treat others including the importance of love for all (agape).</li> </ul>

<b>Year 5: RE Skills progression</b>	
<p><b><u>Vocabulary</u></b>                  Christianity, sin, forgiveness, Genesis 3, Bible, Lord’s Prayer, guidance, temptation, The Fall, Original Sin, Free Will, reconciliation, prayers of penance, confession                  Islam, Muslim, Qur’an, divine, revelation, Muhammad (pbuh), seal of the prophets, Night of Power                  Hindu, devotion, loyalty, Prince Prahlad, atman, Holi, Brahman, Vishnu, Avatar, Krishna, Scriptures, deities, equality, Namaste.                  Christian, fully human, fully divine, incarnation, miracles, resurrection, pilgrimage.                  Authority, Apostle’s Creed, Trinity, community, Taize, worship, church, Anglican, Catholic, Salvation Army, Quaker, Pentecostal                  Judaism, The Torah, Synagogue, Rabbi, Moses, Abraham, guidance, diversity, worship, covenant, Bimah, Ark, yad,</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of beliefs and values – including reasons for diversity</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>• Explain differing forms of expression and why these might be used</li> <li>• Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> </ul>

**Year 5 – End points**

Christianity (God)	<ul style="list-style-type: none"> <li>• To describe Christian beliefs about sin and forgiveness</li> <li>• To describe and explain the teaching from Genesis 3 &amp; suggest different ways this story might be understood.</li> <li>• To analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians</li> <li>• To suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> </ul>
Islam	<ul style="list-style-type: none"> <li>• To explore Islamic beliefs about the Qur’an as the word of God &amp; explain the impact of believing that the Qur’an is divine revelation</li> <li>• To describe/explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> <li>• To explain how and why Muslims might commemorate the Night of Power</li> <li>• To describe/explain ways that Muslims might show respect for the Qur’an</li> </ul>
Hindu Dharma	<ul style="list-style-type: none"> <li>• To make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>• To explain the Hindu belief that God is present in all people (through the atman) and its impact on believers</li> <li>• To describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>• To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>• To describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus</li> <li>• To retell a selection of miracle stories – and explain what these might reveal about the nature of Jesus</li> <li>• To describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• To explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>
Christianity (Church)	<ul style="list-style-type: none"> <li>• To describe what Christians mean when they talk about one God in Trinity &amp; explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• To identify the beliefs contained within the Apostle’s Creed &amp; explain why the Christian community might want/need an agreed statement of belief</li> <li>• To describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>
Judaism	<ul style="list-style-type: none"> <li>• To make links between beliefs and the Torah including how and why religious sources are used to teach and guide believers</li> <li>• To explain the impact of Jewish beliefs and values – including reasons for diversity</li> <li>• To explain differing forms of expression within the context of Jewish worship and the diversity of religious practices and lifestyle</li> <li>• To interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>



<b>Year 6: RE Skills progression</b>	
<p><b><u>Vocabulary</u></b>                  Rites of passage, rituals, denominations, faith, commitment, child baptism, confirmation, adult baptism, incarnate, John the Baptist, commitment                  Hindu Dharma, Samsara, Karma, Moksha, reincarnation, four ashramas, commitments                  Muslim, Islam, Five Pillars of Islam, Hajj, pilgrimage, Mecca, Ummah, Sawm, unity, Ka’ba,                  Christianity, Jesus, Easter, Holy Week, suffering, death, resurrection, sins, sacrifice, guidance, comfort, Eucharist,                  Buddhism, content, Prince Siddhartha, The Four Noble Truth, Eight-Fold Path, meditation, virtue, Nirvana, happiness.                  Christian, salvation, life, death, purpose, forgiveness, sin</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>

**Year 6 – End points**

Christianity (God)	<ul style="list-style-type: none"> <li>To consider the value of celebrating landmarks in life</li> <li>To explain how rituals might reflect Christian beliefs about their relationship with God &amp; explain how these rituals might differ between different denominations.</li> <li>To analyse the important of Christian rites of passage as an expression of faith and commitment</li> <li>To use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li> </ul>
Hindu Dharma	<ul style="list-style-type: none"> <li>To analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>To explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’</li> <li>To describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>To consider the importance of the samskaras in preparing a Hindu for the commitments of each ashrama</li> </ul>
Islam	<ul style="list-style-type: none"> <li>To analyse the Five Pillars of Islam and how they are linked</li> <li>To explain how the beliefs and values of Islam might guide a person through life</li> <li>To explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> <li>To describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>To consider how important it is for a Muslim to go on hajj - and what this means for those who are unable to make the pilgrimage</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>To retell the events leading up to and including the death of Jesus</li> <li>To explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li> <li>To explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>To use religious vocabulary to describe/ explain the Eucharist</li> </ul>
Buddhism	<ul style="list-style-type: none"> <li>To analyse Buddhist beliefs and teachings about how to be content</li> <li>To make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</li> <li>To describe and explain what is involved in following the Eight-Fold Path of Buddhism – and its impact on daily life.</li> </ul>
Christianity (Church)	<ul style="list-style-type: none"> <li>To explain (simply) Christian beliefs about salvation</li> <li>To explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life</li> <li>To explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven</li> <li>To analyse Christian teachings about the importance of forgiveness.</li> </ul>

**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**