National Curriculum Links

Community Cohesion

- The school community RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues

British values

- Democracy A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- The rule of law The need for rules to make a happy, safe and secure environment to live and work.
- Individual liberty Protection of your rights and the rights of others around you.
- Mutual respect & tolerance of different faiths and beliefs Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

Religious education for children and young people:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All About Me Why is the word 'God' so important to Christians?	Being a Hero Why do Christians perform nativity plays at Christmas?	Me in My World How can we help others when they need it?	Super creatures Why do Christians put a cross in an Easter garden?	Once Upon a time What makes every single person unique and precious?	All at Sea How can we care for our wonderful world?
Skills ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	I can talk about when and where people use my name and why I can talk about something interesting in the Creation story or in the world around me I can talk about who is important or special	I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set I can talk about things that happen to me e.g. places I go at the weekend I can talk about something interesting in a story about Jesus as an adult I can talk about a person who is important or special to me	I can talk about things that happened when I needed help, or how I helped someone I can talk about something interesting in a story where someone needed help I can talk about someone who is special because they help me when I need help	I can talk about things that happen to me e.g. going somewhere special with my family I can talk about something interesting in a story e.g. that makes me ask a question I can talk about what is important or special to me e.g. a favourite story, food or a souvenir	I can talk about something that happens to me now that didn't happen when I was little I can talk about something interesting in the story of Jesus getting lost I can talk about what I think is special (or unique) about me	I can talk about when I have looked after or cared for someone or something myself I can talk about something interesting or wonderful in the Creation story or in the world around me I can talk about what I think is special or wonderful in the natural world
Key knowledge	I can remember something that happens in the Bible story of Creation I can recognise that Christians use God's name with care because God is their Creator	I can recognise something a family is doing at Christmas because they are Christians I can recognise an image of Jesus e.g. in a nativity set, stained glass	I can remember how the traveller in the Good Samaritan story was saved or rescued I can recognise some images of a Christian praying and identify this as part of their	I can remember something that happens in the Christian story of Easter I can recognize something a Christian is doing because of their religion e.g. making the sign	I can remember something that happens in the story of Jesus welcoming the children I can recognise something a Christian might do to follow Jesus' Golden	I can remember the different things created by God in the Bible story of Creation I can recognise something a Christian does because they believe God says to care for the

	I can recognize that the word 'God' is an important name for Christians	window, icon	religion I can recognise the Christian parable of the Good Samaritan e.g. in a painting, poem, drama, stained glass	of the cross I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rule I can recognise why a 'thank you' song to God is important to a Christian	world I can recognise why a song / prayer about God's world is important to Christians
Key vocabulary	God Bible Jesus Christian church believe create VIP invisible treasure	Jesus God nativity celebrate Bible Christian church Christmas believe followers	God Jesus help rescue / save pray / prayer cathedral Lent parable hero need	God Jesus help rescue / save Easter bridge cross hosanna (save us) forgive symbol	Jesus God Precious Unique Bible Christian Church Welcome Believe thanksgiving	awesome precious treasure creation/ creator / create design responsible caretaker God special / holy wonder/ wonderful
Assessment of progress	Recorded on Tape	stry against relevant E	EYFS statements	ı		Tronger, Hondonor

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How did the world begin?	Why should we care for the world?	What is God's job?	What do some people believe God looks like?		Why should we care for others?
Skills	Talking about their own experiences in relation to their learning. Commenting on similarities and differences between religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in god. Sharing opinions	Finding out about religion and worldviews through: Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Making links between religious and non-religious beliefs and practices. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to thers. Listening to others'	Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Using	Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions		

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	respectfully about	ideas and	art to show their	respectfully about	
	what is important to	comparing them to	ideas about identity	what is important to	
	them and what is	their own. Beginning	and belonging.	them and what is	
	important to others.	to use correct	Sharing opinions	important to others.	
	Expressing their own	vocabulary when	respectfully about	Expressing their own	
	ideas and opinions	talking about their	what is important to	ideas and opinions	
	based on personal	learning. Exploring	them and what is	based on personal	
	experience and the	stories or scriptures.	important to others.	experience and the	
	beliefs of family	Debating and	Expressing their own	beliefs of family	
	members. Using	discussing. Sharing	ideas and opinions	members. Talking	
	various art forms to	opinions respectfully	based on personal	about simple ideas	
	express their ideas.	about what is	experience and the	and things that	
	Asking their own	important to them	beliefs of family	puzzle them about	
	questions about the	and what is	members. Using	belief in God.	
	world around them.	important to others.	various art forms to	Finding out about	
	Finding out about	Expressing their own	express their ideas.	religion and	
	religions and	ideas and opinions	Finding out about	worldviews through:	
	worldviews through:	based on personal	religion and	exploring stories or	
	reading stories or	experience and the	worldviews through:	scriptures; debating	
	scriptures, debating	beliefs of family	exploring stories or	and discussing;	
	and discussing.	members. Using	scriptures; debating	interpreting art;	
	_	various art forms to	and discussing;	looking at artefacts;	
		express their ideas.	dramatising, role-	looking at	
		Asking their own	play or dancing.	photographs and	
		questions about the	, ,	images.	
		world around them.			
Key knowledge	To know:	To know:	To know:	To know:	
1.07 10 10 0.90	To believe is when	Some people	In some religions,	Some people	
	we accept	believe that	followers believe in	believe God exists	
	something is true,	humans have a	one supreme being	as a powerful, non-	
	especially when we	special relationship	or God who is	human being. In	
	do so without proof.	with God.	loving. People have	some religions,	
	Some people	Creation stories	different ways of	followers believe in	
	believe god exists	provide people with	understanding God	one supreme being	
	as a powerful, non-	possible answers as	on Earth	or God who is	
	human being.	to why we are here.	(incarnation). Some	loving.	
	In some religions,	Followers often read	people believe that	People have	
	followers believe in	religious stories.	humans have a	different ways of	
	one supreme being	Some religious	special relationship	understanding God	
	Sile sepicific being	stories may guide	with God. There are	oriadistanding ood	
		sionos inay goldo	min coa, more are		

	or god who is loving. There are different names for god. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories.	people to care for animals and the planet. Religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it. People with similar worldviews often work together to care for the world and for others.	different names for God. There are different ways to refer to and represent God. People have different ideas about the role of God.	on Earth (incarnation). There are different names for God. There are different ways to refer to and represent God. Some religious people use art, objects and special times to represent and remember incarnation (God on Earth).	
Key vocabulary	belief Bible Brahma create Christian creation creator Genesis God Hindu Jewish love man-made natural personality proof proud respect Shiva true talent Torah Vishnu	ahimsa belief Bible Brahma Brahman care Christian creation creator Earth environment gift Hindu Humanist Jewish mitzvot ownership qualities responsibility stewardship Torah	Abraham Ahura Mazda Allah Angra Mainyu belief caretaker characteristic Christian Christian Bible creator destroyer generation God Jewish life cycle incarnari incarnation miracle Muslim negative Old Testament positive promise protect	abstract noun Allah art avatar belief Brahma Brahman characteristic Christian Christian Bible deity God Hindu incarnation Jesus Islamic art Muslim mosque murti respect Shiva symbol unique Vishnu	

			quote renew role scripture shepherd shield symbol Tenak Trimurti Zoroastrian			
Assessment of	Quizlet	Quizlet	Quizlet	Quizlet	Quizlet	Quizlet
progress	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	Organiser	Organiser	Organiser	Organiser	Organiser	Organiser

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How do we know some people have a special connection to God?	What do candles mean to people?	What is a prophet?	Why do we need to give thanks?	How do some people talk to God?	Where do some people talk to God?
Skills	Exploring similarities and differences between religions and worldviews. Commenting on links with prior learning when encountering new content. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use it in written work. Asking questions about what puzzles them about religious and non-	Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Making links between religious and nonreligious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Using correct vocabulary	Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Exploring	Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Making links between religious and nonreligious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when		

religious stories and when talking and similarities and looking at evidence texts they have beginning to use in differences about other written work. read. between religions people's ideas and Understanding that Showing respect and worldviews. beliefs. Using others may have when looking at Asking questions correct vocabulary different ideas from evidence about when talking and about what puzzles their own and other people's them about beginning to use in ideas and beliefs. religious and non written work. Asking responding respectfully. Asking questions religious stories and auestions about Expressing their own about what puzzles texts they have what puzzles them ideas and opinions. them about read. Expressing about reliaious and creatively their own non religious stories including religious and nonconsidering religious stories and ideas about the and texts they have worldviews studied. texts they have questions: Who am read. Explaining Askina thouahtful read. I? Where do I how they have expressed their questions relating to Understanding that belong? their learning. others may have Understanding that ideas through art. Finding out about different ideas from others may have Askina thoughtful religion and their own and different ideas from questions relating to worldviews through: responding their own and their learning. exploring stories or respectfully. responding Finding out about scriptures; debating Expressing their own respectfully. reliaion and and discussing; ideas and opinions, worldviews through: Expressing their own dramatising roleincluding ideas and opinions, looking at play or dancing. considerina including photographs and worldviews studied. considering images, reading Explaining how they worldviews studied. stories or scriptures, have expressed Explaining how they looking at artefacts, their ideas through have expressed listening to music art. Asking their ideas through and using surveys. thoughtful questions art. Asking relating to their thoughtful questions learnina. Findina out relating to their about religion and learning. Explaining worldviews through: why they feel exploring stories or something is right or scriptures; looking at wrong and artefacts; debating comparing their and discussina: ideas to others.

Finding out about

interpreting art;

		listening to music; using first-hand accounts; using video or audio footage.	Religions and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage, dramatising roleplay or dancing and using first-hand accounts.		
Key knowledge	To know: Some people believe God performed miracles in the past. Some people believe there are people who are chosen for a special purpose by God. Religious stories can help us to understand religious beliefs.	To know: That some people believe God performed miracles in the past. There are some festivals which are celebrated by religious and non- religious people. That festivals usually celebrate a special or miraculous event from the past. That festivals often use light symbolically as part of celebrations. There are some objects that are special to followers of religious traditions. That festivals are celebrated by many people and	To know: A prophet is someone who is believed to talk about God's plan or will. Some people believe there is a God who has made a promise with people. Books and stories can have different meanings to different people. Religious stories can help us to understand religious beliefs. Stories from long ago can be applied to modern life. A saviour is someone who is sent to save a group of people.	To know: Some people believe god performed miracles in the past. That pray means communicating with god. There are some festivals which are celebrated by religious and non- religious people. Festivals usually celebrate a special or miraculous event from the past. Worship means to honour and adore. There are some objects that are special to followers of religious traditions. That one reason religious followers	

		happen regularly. That practices associated with festivals have special meanings. That people from the same faith may celebrate a festival differently. That objects, words and actions can represent an idea or belief. That many festivals are often celebrated as a community. That members of the same community may have similar or different ways of life.		worship is to show gratitude, say 'thank you', to god. That a festival is celebrated by many people and happens regularly. That people pray in different ways in different ways in different places. That objects, words and actions can represent an idea of belief. That when some people talk to god they might use their body to show respect. That religious stories can help us to understand religious beliefs. That stories from long ago can be applied to modern life. That many festivals are often celebrated as a community. That offerings used to express gratitude may be used to	
Key vocabulary	Angel Gabriel	Advent	characteristic		
key vocabolary	Angel Jibril Brahman	calendar candle	chosen doubt	autumn Brahman	

Assessment of	Christian Bible chosen Christian Daniel encounter God guru Guru Nanak Hindu inspire Krishna Last Prophet messenger miracle Muhammad Old Testament pbuh (peace be upon him) prophet revelation Sikh special Tenak	Christmas culture Diwali festival fire gallery hanukiah Hanukkah hanukiyot light Maccabees miracle prayer Rama Ramayana sacred Sita Sunday symbol temple wick wreath	messenger special Angel Jibril hesitant Prophet Muhammad reluctant Abraham Moses Peace be upon him Qur'an Messiah Yeshua Jesus Saviour eternal guru Guru Nanak Guru Granth Sahib wisdom	Christian deity disciple diva emotion express grateful gratitude harvest Harvest festival Hindu hymn incense Jesus Krishna kum kum lyrics mandir miracle praise prashad pray provide puja Radha season sense shrine thankful thankfulness worship Quizlet	Quizlet	Quizlet
progress	Knowledge Capture Knowledge Organiser	Knowledge Capture Knowledge Organiser	Knowledge Capture Knowledge Organiser	Knowledge Capture Knowledge Organiser	Knowledge Capture Knowledge Organiser	Knowledge Capture Knowledge Organiser

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What makes us	Where do our	Is scripture central	What happens if	Why is water	Why is fire used
	human?	morals come from?	to religion?	we do wrong?	symbolic?	ceremonially?
Skills	Reflecting on how	Identifying	Identifying	Identifying	,	·
	others might see the	similarities and	similarities and	similarities and		
	world and how they	differences	differences	differences		
	can show respect	between religions	between, and	between, and		
	for viewpoints	and worldviews.	within, religions and	within, religions and		
	different to their	Giving thoughtful	worldviews. Giving	worldviews. Giving		
	own. Identifying	insights about why	thoughtful insights	thoughtful insights		
	similarities and	some things are the	about why some	about why some		
	differences	same and others	things are the same	things are the same		
	between religions	are different.	and others are	and others are		
	and worldviews.	Recognising links	different.	different.		
	Identifying	with prior learning	Recognising links	Recognising links		
	similarities and	when encountering	with prior learning	with prior learning		
	differences within	new content.	when encountering	when encountering		
	religions and	Exploring the ways	new content.	new content.		
	worldviews. Giving	diverse people and	Explaining links	Explaining links		
	thoughtful insights	groups can work	between religious	between religious		
	about why some	together for good.	and non-religious	and non-religious		
	things are the same	Reflecting on how	practices and their	practices and their		
	and others are	others might see the	significance.	significance.		
	different. Explaining	world and how they	Exploring the ways	Exploring the ways		
	links between	can show respect	diverse people and	diverse people and		
	religious and non-	for viewpoints	groups can work	groups can work		
	religious practices	different to their	together for good.	together for good.		
	and their	own. Developing	Developing the	Developing the		
	significance.	the ability to use	ability to use	ability to use		
	Recognising links	empathy to identify	empathy to identify	empathy to identify		
	with prior learning	and understand the	and understand the	and understand the		
	when encountering	feelings of others.	feelings of others.	feelings of others.		
	new content.	Using increasingly	Reflecting on how	Reflecting on how		
	Developing the	complex	others might see the	others might see the		

ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open auestions and suggesting responses. Thinking about their own ideas about god in light of their learning, experiences and discussions. Finding out about religion and worldviews through: interpreting art, listenina to music, using firsthand accounts, experiencing, debating and discussing, reading stories or scriptures and using video footage.

vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Finding out about religion and worldviews through: usina first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts.

world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learnina. Thinking about their own ideas about God in light of their learnina, experiences and discussions. Finding out about religion and worldviews through: exploring scriptures; looking at artefacts: debatina and discussing;

world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open auestions and suggesting responses. Discussing their own and others' ideas about decidina what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learnina. Thinking about their own ideas about God in light of their learnina. experiences and discussions. Finding out about religion and worldviews through: exploring scriptures; debating and discussina:

interpreting art;

			interpreting art; looking at photographs and images; using video and audio footage and using first-hand accounts.	looking at photographs and images; using video and audio footage and using first-hand accounts.	
Key knowledge	To know: That soul means a person's spiritual and emotional sense of identity. That some people believe all living things have a soul and that it is immortal. That spirituality is connecting with the inner self, immaterial things and belief of something beyond oneself. That some people believe spirituality and the soul are unique to humans. That some people believe connection with god to be a spiritual experience. That prayer, meditation and rituals are used to connect spiritually.	To know: That actions have consequences and people think differently about what these are. That some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. That morals are our thinking about what is right and wrong. That many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others. That the teachings of a religious or non-religious worldview often link with a follower's life choices. That people's views about what is right and wrong change over time and place.	To know: That some people believe connection with God to be a spiritual experience. That religious and non-religious people have ideas about the relationship between God and humans. That the way scriptures are used and treated reflects beliefs about their importance. That prayer, meditation and rituals are used to connect spiritually. That worship can take many forms and often involves symbolism. That the teachings of a religious or non-religious worldview often link with a follower's life choices. That all communities have rules and	To know: Morals are our thinking about what is right and wrong. Teachings of a religious or non- religious worldview often link with a follower's life choices. Actions have consequences and people think differently about what these are. Forgiveness is cancelling out wrongdoing or removing punishment. Some people believe all living things have a soul and that it is immortal.	

		That many factors	guidance for how		
		affect our morals	to live together.		
		and life choices.			
		That all communities			
		have rules and			
		guidance for how			
		to live together.			
Key vocabulary	belief	adultery	Abrahamic	affect	
	blurb	Christian Bible	Alimah	amends	
	Buddhist	commandment	annotate	authority	
	connection	covenant	central	baptism	
	consciousness	decision	Chumash	Brahman	
	exist	duty	Christian Bible	Catholic	
	express	envious	dictated	cleansed	
	immaterial	experience	faith	choice	
	influence	forbidden	Gideon Bible	confession	
	inner self	Golden Rule	gurdwara	Confessional	
	meditation	good deed	Hadith	consequences	
	mindfulness	guidance	holy	forgiveness	
	organised	Hajj	inspired	immoral	
	personal	Humanist	Jibril	infant	
	practice	mitzvot	Ketuvim	intention	
	represent	moral	lectern	Jesus	
	responsible	Moses	mandir	karma	
	soul	Niyama	Muhammad	mercy	
	spiritual	observance	Mus'haf	moral	
	summarise	prayer shawl	Nevi'im	Original sin	
	unique	reasoning	New Testament	priest	
	worldview	restrictive	Old Testament	Prophet	
	Wondview	right	ornate	Muhammad	
		rule	precious	repentance	
		sabbath	prophet	reunite	
		Salat	Psalms	sacrament	
		Shahadah	Quaker	sin	
			Quaker Qur'an		
		Sawm tallis	recite	severe	
				soul	
		tassel	revelation	wrongdoing	
		Torah	sahaba	ultimate	
		tzitzit	scroll		
		wrong	sermon		

		Yama	Sheba			
		Zakat	sacred			
			synagogue			
			Sefer scroll			
			Tenak			
			Torah scroll			
			ulama			
Assessment of	Quizlet	Quizlet	Quizlet	Quizlet	Quizlet	Quizlet
progress	Knowledge Capture					
10	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	Organiser	Organiser	Organiser	Organiser	Organiser	Organiser

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Are all religions equal?	Just how important are our beliefs?	What makes some texts sacred?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Skills	Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Recognising links with prior learning when encountering new content. Identifying similarities and differences between religions and worldviews. Presenting different views thoughtfully and creatively, using evidence from learning. Discussing their own and others' ideas about deciding what is good and bad, and right and wrong.	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Explaining links between religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the world and how they can show respect for viewpoints different to their	Recognising how religious and non-religious worldviews evolve for individuals and communities. Identifying common beliefs shared across different religions. Exploring the links and connections between various religions. Acknowledging Jesus as a historical figure and understanding the diverse beliefs regarding his significance. Appreciating that followers of the Christian worldview often believe in a divine relationship with humans through Jesus. Understanding that		

Suggesting ideas many Christians world and how they own. Asking about the right can show respect auestions about believe in the ways to treat others. for viewpoints how people show resurrection of Jesus including own different to their their faith and after his crucifixion. opinions and ideas own. Asking considering why Recognising that some Christians from learning. auestions about they might have Finding out about how people show these auestions. believe Jesus religions and their faith and Using increasingly fulfilled prophecies worldviews through: considering why complex from the Old reading stories and they might have vocabulary and Testament. scriputres, debating these questions. explainina its Considering that Developing the and discussing, meaning to others. some followers of analysing texts, ability to use Presenting different the Jewish looking at empathy to identify views thoughtfully worldview may see photographs and and understand the and creatively, Jesus primarily as a images and using using evidence from feelings of others. teacher, similar to first hand accounts. Using increasingly learning. Asking views held during complex open questions and Jesus' time. vocabulary and suggesting Acknowledging explaining its responses. Finding that followers of the meaning to others. out about Religion Jewish worldview Discussing their own and worldviews generally believe in views about through: exploring a covenant belonging, stories or scriptures; between God and meaning, purpose debating and the Jewish people. and truth. discussing; Understanding that some in the Jewish Presenting different analysing texts; views thoughtfully looking at community await and creatively, photographs and the coming of a using evidence from images; using first-Messiah, as foretold learning. Asking hand accounts; by prophets, but open questions and interpreting believe this event historical sources. has not vet suaaestina responses. Thinking occurred. about their own Reflecting on how ideas about God in Jesus' teachings light of their were seen as learning, radical within his experiences and life's historical and discussions. Finding geographical

		out about Religion and worldviews through: looking at photographs and images; using first- hand accounts; looking at artefacts; using surveys; interviewing others.		context. Recognising that many Christians commemorate Jesus' death and resurrection during Easter.	
Key knowledge	To know: That people from different religions believe some of the same things. That there are historical links and connections between religions. That stories and scriptures give insights about how to live. That the history of religion affects how people see their own and others' communities	To know: Sacrifice means giving up something valued for the sake of something else. Holy means divine, sacred or connected to God. The way scriptures are treated and used reflects beliefs about their meaning and origin. Rituals and practices can be based on religious and cultural roots and that often these are interconnected. Being part of a community with similar beliefs is important to some people. For some people outward expressions of belief are important for a sense of belonging.	To know: Holy means divine, sacred or connected to God. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time. Stories and scriptures give insights about how to live. Religious texts contain different types of writings. Religious scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can affect interpretation.	To know: Religious and non- religious worldviews change over time for individuals and groups. People from different religions believe some of the same things. There are links and connections between religions. Jesus was a historical figure and people have different beliefs about his significance. Some people who follow the Christian worldview generally believe God wants to have a relationship with humans which can be achieved through Jesus. Some people who follow the Christian worldview generally	

believe Jesus was
resurrected (raised
from the dead)
after his crucifixion.
Some people who
follow the Christian
worldview generally
believe Jesus
fulfilled prophecies
from the Old
Testament.
Some people who
follow the Jewish
worldview generally
may see Jesus as a
teacher which is
what some people
at the time of Jesus
may have thought.
Some people who
follow the Jewish
worldview generally
believe that God
made a covenant
with the Jewish
people.
Some people who
follow the Jewish
worldview generally
believe that the
prophets told of a
messiah which
some interpret as a
person, but that the Messiah has not yet
come.
Many people who
follow the Christian
worldview may
believe that Jesus'

				teachings were radical in the historical and geographical context he was living. Many people who follow the Christian worldview may celebrate Easter remembering Jesus' death and resurrection.		
Key vocabulary	Athravan Báb Baha'i Bahá'ulláh belief connection equality guidelines gurdwara guru harmony House of Worship improvement invoke Khanda merciful Middle East omniscient origin practice respect scripture unity	Amritdhari Aqiqah baptism Bar Mitzvah Bat Mitzvah Brit Bat Brit Milah Comfirmation fast Khalsa Namakarana naming ceremony persecuted sacrifice Upanayana	authoritative Baghavad Gita Buddhist Canon communication divine Guru Granth Sahib holy oral tradition origin revealed sacred source sovereign Tripitaka value Veda Waheguru	depictions faith Messiah miracles perception Pharisees prophecy resurrection Sadducees traditions		
Assessment of progress	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why do people	Why doesn't	What happens	What happens	Who should get to	Why are some
	have to stand up	Christianity always	when we die? (part	when we die? (part	be in charge?	places in the world
	for what they	look the same?	1)	2)		significant to
	believe in?					believers?
Skills	Exploring why	Understanding and	Interpreting	Interpreting		
	people from the	evaluating the	expressions of the	expressions of the		
	same religion may	importance of	same concept by	same concept by		
	disagree.	diversity within	people whose	people whose		
	Considering the	religions and	worldview differs.	worldview differs.		
	thoughts, feelings,	worldviews.	Interpreting	Interpreting		
	experiences, beliefs	Identifying	expressions of the	expressions of the		
	and values of	increasingly subtle	same concept by	same concept by		
	others. Debating	links with prior	people with the	people with the		
	challenging issues	learning when	same worldview.	same worldview.		
	with reference to	encountering new	Understanding and	Understanding and		
	learning and	content.	evaluating the	evaluating the		
	respect for content	Considering the	value of diversity	value of diversity		
	being debated.	thoughts, feelings,	within religions and	within religions and		
	Using complex	experiences, beliefs	worldviews.	worldviews.		
	vocabulary	and values of	Evaluating links	Evaluating links		
	confidently and in	others.	between religious	between religious		
	different contexts.	Responding	and non-religious	and non-religious		
	Making links and	thoughtfully to and	traditions, beliefs	traditions, beliefs		
	comparisons	reflecting on beliefs,	and practices.	and practices.		
	between their own	experiences, values	Identifying	Identifying		
	and others' views	and practices.	increasingly subtle	increasingly subtle		
	about belonging,	Using complex	links with prior	links with prior		
	meaning, purpose	vocabulary	learning when	learning when		
	and truth. Using	confidently and in	encountering new	encountering new		
	creativity to present	different contexts.	content.	content.		
	their own and	Researching from a	Considering the	Considering the		
	others' ideas,	range of sources.	thoughts, feelings,	thoughts, feelings,		
	explaining their		experiences, beliefs	experiences, beliefs		

choices. Expressing Finding out about and values of and values of ideas about Religion and others. Responding others. Responding fairness, honesty, worldviews through: thoughtfully to and thoughtfully to and love, forgiveness, exploring stories or reflecting on beliefs, reflecting on beliefs, truth and peace. scriptures; debating experiences, values experiences, values and practices. Engaging in times of and discussing; and practices. thoughtfulness and analysing texts; Debatina Debatina reflection and looking at challenging issues challenging issues making links photographs and with reference to with reference to between own and images; using firstlearning and learning and others' experiences. hand accounts: respect for content respect for content Finding out about using video or audio being debated. being debated. Religion and footage; Using complex Using complex worldviews through: interpreting vocabulary vocabulary exploring stories or historical sources: confidently and in confidently and in different contexts. different contexts. scriptures; debating listening to music; and discussing; interpreting art. Making links and Making links and analysing texts; comparisons comparisons looking at news between their own between their own reports; looking at and others' views and others' views photographs and about belonging, about belonging, images; using firstmeaning, purpose meaning, purpose and truth. Asking and truth. Using hand accounts; interviewing others; and exploring creativity to present interpreting questions from their own and different historical sources. others' ideas, explaining their perspectives, including their own. choices. Asking and Discussing ideas exploring questions from different about how their own or another perspectives, person's worldview including their own. influences their Discussina ideas responses to ethical about how their issues. Expressing own or another ideas about person's worldview fairness, honesty, influences their love, forgiveness, responses to ethical truth and peace. issues. Expressina Engaging in times of ideas about

			I		
			thoughtfulness and	fairness, honesty,	
			reflection and	love, forgiveness,	
			making links	truth and peace.	
			between own and	Engaging in times of	
			others' experiences.	thoughtfulness and	
			Expressing their own	reflection and	
			thoughts about the	making links	
			existence and	between own and	
			nature of God.	others' experiences.	
			Finding out about	Expressing their own	
			Religion and	thoughts about the	
			worldviews through:	existence and	
			exploring stories or	nature of God.	
			scriptures;	Finding out about	
			using surveys;	Religion and	
			debating and	worldviews through:	
			discussing;	exploring stories or	
			analysing texts;	scriptures; analysing	
			looking at	texts; looking at	
			photographs and	photographs and	
			images; interpreting	images; interpreting	
			art.	art.	
Karalus arada alara	To know:	To know:	To know:	To know:	
Key knowledge	The meaning of	Some of the ways		The meaning of	
			People have		
	atheist, agnostic	that history,	different beliefs	atheist, agnostic	
	and theist.	migration and	about what	and theist.	
	That in the UK	leadership influence	happens when we	That people have	
	religious beliefs are	people's	die.	different beliefs	
	a protected	worldviews.	Some people	about what	
	characteristic.	That leadership and	believe in God, who	happens when we	
	That in some times	authority can	may judge their	die.	
	and places, people	impact people's	actions when they	That some people	
	did not or do not	worldviews.	die.	believe in God, who	
	have religious	That the community	Some people	may judge their	
	freedom.	or group someone is	believe in life after	actions when they	
	That throughout	part of shapes their	death and others	die.	
	history and modern	sense of belonging.	may believe death	That some people	
	times, people have	That people are	is the end of our life	believe in life after	
	had to protest or	inspired and led by	in any form.	death and others	
		others from within		may believe death	

fight for religious is the end of our life and outside their The following freedom. community. vocabulary in in any form. That some festivals That scripture can relation to death: How to correctly use be interpreted in commemorate afterlife, soul, the following times when religious different ways. judgement, eternity, vocabulary in relation to death: freedom has been heaven and hell. fought for (e.g. Many people who afterlife. reincarnation, soul, Bonfire night). are not religious That within and believe in some judgement, eternity, between religious form of afterlife. finality, heaven and and non-religious Funeral practices hell. often reflect beliefs Many people who groups people may disagree about about life after are not religious challenging issues. death. believe in some That people are Funerals can be form of afterlife. inspired and led by Funeral practices important to help others from within people grieve. often reflect beliefs and outside their Reasons for some about life after community. people taking part death. That communities in religious practices Funerals can be sometimes fight or including belief, important to help protest for the rights culture, tradition people grieve. of themselves or and obligation. Some reasons for others. Some of the ways some people taking practices are part in religious influenced by practices including culture, tradition, belief, culture, geography, tradition and leadership and obligation. history. Some of the ways Ideas about the practices are afterlife come from influenced by culture, tradition, many sources. Beliefs about life geography, after death can leadership and affect how people history. choose to live their Ideas about the lives. afterlife come from Within and between many sources. Beliefs about life religious and non-

			religious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community.	after death can affect how people choose to live their lives. Within and between religious and nonreligious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community. That some places are of particular significance due to historical, cultural and geographical reasons.	
Key vocabulary	agnostic atheist theist conspiracy Catholic Babylonian forces Bandi Chhor Divas denomination disciple discrimination divine authority Diwali	Anglican baptism Catholic Catholicism church Church of England colonisation confession confessional congregation convert depiction	atonement Barzakh cremate Dia de los Muertos embalm eternal Gehinnom Jahannam judgement mourning Olam Ha-Ba purgatory	atma atman bodhisattva Brahmins cremation dukkha Eightfold Path enlightenment Four Noble Truths Hukam karma Kshatriyas	

Assessment of	Emperor guru Guru Hargobind hardships King Antiochus martyr Mughal empire ordained oppression persecution prejudice protected characteristics Protestant religious freedom religious group stereotype	Emperor Constantine entity Eucharist evangelising fasting ichthus Latin lectern liturgy Magi Mass messiah Methodist monarchy nave Pentecost persecution piety pilgrimages polytheistic Pope priest prophecy prophet Protestant pulpit Quakers resurrection rosary beads sacraments speaking in tongues stoup successor the sign of the cross Trinity theses Quizlet	reconciliation solemn soul tachrichim Tawhid Yarm al-Qiyamah Yizkor Yom Kippur	liberation marga moshka mukti nirvana rebecoming reincarnation samsara Shudras The Divine Vaishyas varna Waheguru	Quizlet	Quizlet
progress	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture

Knowle	edge Knowled	dge Knowledg	e Knowle	edge Knowledg	e Knowledge
Organi	iser Organis	er Organiser	Organis	ser Organiser	Organiser

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why does religion look different around the world? (part 1)	Why does religion look different around the world? (part 2)	Why is it better to be there in person?	Why is there suffering? (part 1)	Why is there suffering? (part 2)	What place does religion have in our world today?
Skills	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and reflection and making links	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news reports, looking at		

	reflection and making links between own and others' experiences. Finding out about religions and worldviews through: reading stories or scriptures, analysing texts, looking at news reports, using first-hand accounts, using video or audio footage and looking at photographs and images.	reflection and making links between own and others' experiences. Finding out about Religion and worldviews through: Using complex vocabulary confidently and in different contexts; exploring stories or scriptures; looking at artefacts; analysing texts; looking at photographs and images; using first-hand accounts	between own and others' experiences. Finding out about Religion and worldviews through: exploring stories or scriptures, looking at photographs and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps.	photographs and images, using first-hand accounts and debating and discussing.	
Key knowledge	To know: The meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere at all times). Some of the ways that culture, history, migration and tradition influence people's worldviews. People from the same organised worldview often hold the same key beliefs but may interpret and	To know: Some of the ways that culture, history, geography and tradition influence people's worldviews. People from the same organised worldview often hold the same key beliefs but may interpret and express them differently. There are many reasons for taking part in religious practices including belief, culture, tradition.	To know: Experiencing a pilgrimage together can help some people feel a sense of community and belonging. Some people often feel significant connection to a building or place. For some, the people in a particular space are more important than the place itself. Shared practices can be important to give some people a feeling of belonging.	To know: Free will means a belief that humans can make their own choices and determine their own fate. Beliefs about the nature of God may impact people's ideas about and responses to suffering. Some people may use religious practices (e.g prayer, worship) to help them in times of suffering. Within and between religious and non-	

Some of the ways express them Some practices religious groups differently. practices are might demonstrate teaching about challenging issues There are many influenced by belonging to a reasons for taking culture, tradition, particular can be part in religious geography and community. contradictory and practices including Shared challenge history. controversial. belief, culture, Religious people can bring people Writings from long tradition and may read stories closer together. ago can give obligation. from the past about A pilgrimage is a people insight into Some of the ways how people journey to a place modern-day issues. practices are became close to of reliaious Ideas and beliefs God to guide them about suffering influenced by significance. culture, tradition, in achieving the Pilgrimages are an come from many migration and same aim. important part of sources. People respond in history. Cultural, historical some people's life. Pilgrimage helps different ways when Some places are of and geographical particular context can affect some people to feel they see people in how scripture is close to God. their community significance due to historical, cultural interpreted. Visiting a place of suffering. and geographical People disagree on personal, religious, reasons. whether ancient cultural or historical Representation is writinas are still sianificance can relevant to modern have a special important to give people a feeling of life. meaning for many Shared practices belonging. people. Religious people can be important to There are many may read stories give people a reasons for some from the past about feeling of people taking part how people in religious practices belonging. became close to including belief, god to guide them culture and in achieving the tradition. same aim. Some people use Cultural, historical stories about how and geographical others became context affect how close to God to scripture is guide them in interpreted. achieving the same People disagree on aim. whether ancient

	writings are still				
	relevant to modern				
	life.				
Key vocabulary	Abrahamic religions	abstain	Al-Masjid Al-Aqsa	balance	
key vocabolary	Ashkenazi	adornment	Al-Masjid Al-Haram	blessings	
	attributes	avatar	Annunciation	conscience	
	Charedi	Buddhist Canon	Arafah	contradictory	
	covenant	celestial	Ark of the Covenant	controversial	
	descendants	commemorate	atheist	crucifixion	
	Genesis	consent	condemned	evil	
	hijab	cultivate	convention	free will	
	Israelites	culture	doctrines	Genesis	
	kippah	deities	Dome of the Rock	omnibenevolent	
		devotee	entombed		
	kippot liberal	Dharma	Hajj	omnipotent omnipresent	
	melacha	Dharmic religion	Hajj Ihram	omniscient	
	melachot	_	I Isra'		
	mitzvah	diversity Diwali	Jerusalem	prayer	
	mitzvati	edicts	Ka'bah	response resurrection	
	monotheism	Eightfold Path	Makkah	Satan	
	mitzvah			suffering	
	nigab	impermanence incarnation	martyrdom Mi'raj	<u> </u>	
	omnibenevolent	interpretation		temptation	
	omnipotent	intervention	obligation		
	omnipresent	King Ashoka	pilgrimage giblah		
	omniscient	liberation	Rami al-Jamarat		
	Orthodox	Mahavira	relic		
	Reform	Mahayana	resurrected Sa'i		
	Sephardi Shabbat	monastic practices			
		monastic practices	secular		
	tabernacle Tenak	monastics	significant		
		omnipresent	spirituality Tawaf		
	Torah	Pandit	Temple Mount		
		prevail righteousness	·		
		Sacred Thread	The Night Journey The Prophet		
		Ceremony	Muhammad Via Dolorosa		
		stupa Thoravada	Via Dolorosa		
		Theravada	Western Wall		
		Tirthankara			

		tradition Vajrayana values vanquish virtue Zen				
Assessment of	Quizlet	Quizlet	Quizlet	Quizlet	Quizlet	Quizlet
progress	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture	Knowledge Capture
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	Organiser	Organiser	Organiser	Organiser	Organiser	Organiser