Curriculum plan- Religious Education

EYFS	The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Religious Education		
	Three and four year olds **Personal, Social and Emotional Development** • Develop their sense of responsibility and membership of a community **Understanding the World** • Continue to develop positive attitudes about the differences between people.	**Reception** **Personal, Social and Emotional Development** • See themselves as a valuable individual. • Think about the perspectives of others. **Understanding the World** Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.	**ELG** **Personal, Social and Emotional Development** **Building Relationships** • Show sensitivity to their own and others' needs. **Understanding the World** **Past and Present** • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **People and Communities** • 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.
Key Vocab	faith, prayer, share, family, and peace		
Whole School	**Harvest/Nativity** Visits to St Paul's and the Methodist Church	**Easter** Visit to St Paul's Church	
	Autumn	Spring	Summer

Year 1 and 2 Cycle A	**Christianity- Beliefs about God** What do Christians believe about God? **Why is the creation story important?** **Who were the first two people God put on Earth?** **Why did God save Noah and his family?** **What are the 10 commandments?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons **Christianity- The life of Jesus** Why is Jesus special to Christians? **What did Jesus teach?** **How does the Nativity story show that Jesus is special?** **Why is light important at Christmas?**	**Buddhism** How do Buddhists worship? **What do you think worship means for Buddhists?** **Who do Buddhists think is special and why?** **Where do Buddhists go to pray and meditate?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons **Christianity- Easter** Why is Easter important to Christians? **What do we celebrate at Easter?**	**Christianity – Beliefs about belonging** What does it mean to belong to the Christian faith? **What does it mean to be a Christian?** **How do Christians show their faith?** **Why is it important to belong to a group or community?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons

	Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons	**Why is the Easter bunny a popular symbol?** **How do Christians remember Jesus during Easter?** Progression of Skills: -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons	**Hindus- Beliefs about belonging** How do Hindus show belonging? **What makes a place feel like home?** **How do Hindus celebrate together?** **What special symbols do Hindus use to show their faith?** Progression of Skills: -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons
Key Vocab	**Year 1** faith, love, hope, worship, prayer **Year 2** sacred, believe, create, kindness, miracle	**Year 1** meditation, festival, belief, celebrate, peace **Year 2** compassion, resurrection, chant, traditions, mindfulness	**Year 1** faith, prayer, holy, temple, courage **Year 2** tradition, belief, kindness, celebration, scripture

Year 1 and 2 Cycle B	**Christianity- The Bible** Why is the Bible special? **What stories can we find in the Bible, and why do you think they are important?** **How do the stories in the Bible teach us about being kind and helping others?** **Why do you think people read the Bible, and how does it make them feel?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons	**Buddhism- Beliefs** How do Buddhists worship? **What do Buddhists do when they worship?** **How can we be like Buddhists when we think quietly?** **Do you think rituals are important? What might they do?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons **Christianity- Easter Celebrations**	**Buddhism- Buddha** Why did Buddha leave home? **What do you think made Buddha feel that he needed to leave his home and family?** **How did Buddha's journey help him learn about suffering and happiness?** **Can you think of a time when you wanted to explore or find answers about something important?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about.

	Christianity Who was St Cuthbert? **Who was St Cuthbert, and why is he special to us?** **What were some adventures St Cuthbert had while he was a monk?** **How did St Cuthbert help the people in his community?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons	Why is Easter important for Christians? **What happened on Good Friday, and why is it important?** **Why do Christians believe the resurrection is a special event?** **How do different cultures celebrate Easter?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons	**Sikhism- Beliefs** What do Sikhs believe? **Who is Guru Nanak, and why do Sikhs think he is important?** **What does 'One God' mean in Sikh beliefs?** **How do Sikhs show kindness and help others?** Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons
Key Vocab	**Year 1** faith, prayer, story, share, kind **Year 2** miracle, disciple, blessing, journey, forgive	**Year 1** Buddha, peace, holiday, hope, kindness **Year 2**	**Year 1** dharma, meditation, kindness, guru, enlightenment **Year 2**

		meditation, compassion, resurrection, celebration, tradition	compassion, karma, singh, seva, moksha

	Autumn	Spring	Summer
Year 3 and 4 Cycle A	**Hinduism-Worship** How do Hindus worship? **How did Hinduism begin and develop as a religion?** **What are some of the other important holy texts of Hinduism?** **Which places are special to Hindus?** **What are some of the festivals that take place in Hinduism?** **How do Hindus express their faith today?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences	**Christianity- Churches** What can we learn about Christian worship and beliefs by visiting churches? **Where do Christian's worship?** **What are the Christian celebrations?** **What would you find inside a Christian church?** **Why do Christians visit churches?** **How do churches around the world differ?** **How do churches serve their community?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions	**Hinduism- Beliefs** What do Hindus believe? **Who founded Hinduism and where?** **How does dharma influence how Hindus live?** **What are Hindu beliefs about karma, samsara and moksha?** **Who is Brahman to Hindus?** **What is the story of Shiva and the Ganges?** **Can I name and explain the meanings of Hindu symbols?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences

	within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about the controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - Begin to form a framework of connections between these concepts by making some links between them - Identify some patterns between or within religious and non-religious worldviews by comparing similarities and differences - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. - Recognise that others may think differently and have different opinions	- Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - Begin to form a framework of connections between these concepts by making some links between them - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. - Recognise that others may think differently and have different opinions	within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - Begin to form a framework of connections between these concepts by making some links between them - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.

			- Recognise that others may think differently and have different opinions
Key Vocab	**Year 3** puja, deity, altar, prayer, offering, incense, ritual **Year 4** meditation, scripture, symbolic, devotion, worship, festival, mantra	**Year 3** altar, congregation, prayer, faith, worship, hymn, blessing **Year 4** scripture, baptism, minister, community, testimony, discipleship, sanctuary	**Year 3** karma, dharma, mandir, mantra, puja, atman, moksha **Year 4** samsara, guru, brahma, pujan, ahimsa, avatar, vedas
Year 3 and 4 Cycle B	**Christianity- The Bible** Why is the Bible important to Christians? **What makes a text sacred?** **What is the sacred text of Christianity?** **Who wrote the Bible?** **What are the different text types in the Bible?** **How are stories used in the Bible to teach lessons?** **How do Christians use the Bible?** **What are the Christian celebrations?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences	**Christianity- Jesus** What do Christians believe about Jesus? **What is the Holy Trinity?** **What are some of the miracles Jesus performed?** **Why was Jesus known as the 'Light of the World' and 'The Good Shepherd'?** **Why did Jesus have enemies?** **How did Jesus die?** **Why do Christian celebrate Easter?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract	**Religious Places** Why do people visit Durham Cathedral today? **What is a cathedral?** **What is the difference between a church and a cathedral?** **What can you find inside a cathedral?** **Where is Durham Cathedral?** **What is the history behind Durham Cathedral?** **How does Durham Cathedral compare to cathedrals around the world?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview'

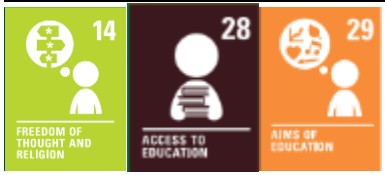
	within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - Begin to form a framework of connections between these concepts by making some links between them - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. - Recognise that others may think differently and have different opinions	- Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - Begin to form a framework of connections between these concepts by making some links between them - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. - Recognise that others may think differently and have different opinions	- Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - Begin to form a framework of connections between these concepts by making some links between them - Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.

			- Recognise that others may think differently and have different opinions
Key Vocab	**Year 3** faith, hope, prayer, love, angel, story, fruit **Year 4** covenant, wisdom, creation, prophet, miracle, disciple, parable	**Year 3** love, hope, grace, light, share, kind, friend **Year 4** forgive, prayer, teach, serve, faith, story, leader	**Year 3** karma, dharma, puja, samsara, mantra, moksha, atman **Year 4** reincarnation, brahman, yoga, caste, avatar, ahimsa, vedas
Year 5 and 6 Cycle A	**Judaism- Moses** Why is Moses important to Jewish people? **Why is Moses important to Jewish people?** **Who was Moses?** **What were some key events in Moses' life?** **How did Moses lead the Israelites out of Egypt?** **What significance do the Ten Commandments hold in Judaism and other religions?** **In what ways is Moses viewed differently in Judaism, Christianity, and Islam?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive	**Christianity-God** What do Christians believe about God? **How do Christians believe the world was created?** **What are the key events of Holy Week?** **What is freewill and determinism?** **Was Jesus' life all part of a plan?** **What evidence from the bible supports your argument?** **What does atonement mean?** **How can I relate the idea of a life plan to my own life?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a	**Judaism-Beliefs** How are Jewish beliefs expressed within the home? **Who and where was Judaism formed?** **What are the main Jewish beliefs?** **Which places are special to Jews?** **What are the special Jewish festivals?** **What is the Jewish Holy Book and how is it used?** **What are Jewish symbols and why are they important?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge

	- Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and	framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up	becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to

	global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints	- Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints	form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints
Key Vocab	**Year 5** Covenant, Exodus, Prophet, Deliverer, Law, Miracles, Leadership, Faith, Torah. **Year 6** Guidance, Revelation, Tradition, Freedom, Commitment, Worship, Deliverance, Community, Instruction.	**Year 5** faith, creator, divine, mercy, grace, worship, spirit, covenant, compassion **Year 6** omnipotent, salvation, revelation, incarnation, eternal, discipleship, resurrection, holiness, atonement	**Year 5** covenant, tradition, faith, congregation, values, heritage, prayer, ethics, ritual **Year 6** commandments, synagogue, history, observance, spirituality, worship, interpretation, identity, charity
Year 5 and 6 Cycle B	**Religions- Diversity** What can we learn about religious diversity in our area? **Which religions are prominent in our locality?** **What are the key beliefs of the most prominent religion?** **What are the key beliefs of the second most prominent religion?**	**Religions-Environment** How and why do people care about the environment? **How do different religions view the concept of stewardship towards the Earth?** **What teachings from Christianity encourage us to care for nature?** **How does Buddhism inspire compassion for all living beings and their habitats?**	**Christianity- Concepts** What do we now know about Christianity? **Why is the bible important to Christians?** **Who is important within the Christian faith?** **Which Festivals do Christians celebrate?** **What is the holy trinity?** **Where would Christians go on pilgrimage?** **What are the main Christian denominations?**

	Who are key religious figures within our local religious communities? **Can I formulate a set of thoughtful questions to ask a local religious leader?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of	**In what ways does Hinduism celebrate the interconnectedness of life and nature?** **How can Islamic teachings about the environment shape our responsibility towards it?** **Why should we learn from various faiths to promote environmental awareness and action in our communities?** Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of	Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and



	authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints	individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints	communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints
Key Vocab	**Year 5** faith, belief, culture, values, sacred, community, traditions, celebration, harmony **Year 6** tolerance, spirituality, inclusivity, diversity, respect, interpretation, ethics, dialogue, coexistence	**Year 5** stewardship, sustainability, harmony, sacred, creation, reverence, conservation, responsibility, nurture **Year 6** interconnectedness, reverence, biodiversity, compassion, ecology, worship, preservation, reverence, guardianship	**Year 5** faith, compassion, community, worship, parable, devotion, salvation, grace, justice **Year 6** forgiveness, discipleship, resurrection, stewardship, testimony, covenant, pilgrimage, enlightenment, prophecy