

Progression in Religious Education

B = Believing (Theology); L = Living (Social Sciences) and T = Thinking (Philosophy)

Kirkstead, Tintern and Richmond

The acquisition of core knowledge mapped against the curriculum content

Year A and Year B

Myself

Know examples of people who belong to religious communities.

Know ways in which religion is an ordinary part of their lives.

Know stories/picture books to explore some ways in which religion is important to some people.

Know examples of some parables, e.g. The Prodigal Son, The Lost Sheep Life of Moses - in-depth for Year 1 pupils

My Friends

Know the Golden Rule

Know how to stand up for own rights and for others.

Start to know their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.

Know examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism) - in-depth for Year 1 pupils

My Special Things

Know about festivals which mark important events in Jesus' life.

Know about customs and special food.

Know stories about Jesus' life events i.e. birth.

Know about celebrating birthdays and Christmas

Know some stories from religious traditions as a stimulus to reflect on their own experiences and explore them - in-depth for Year 1 pupils.

Know about the Wise Men and Epiphany - in-depth for Year 1 pupils

Special Times for Me and Others

Know about similarities and differences between themselves and others, among families, communities and traditions.

Know and become aware of their own cultures, beliefs and those of other people; experiences.

Know about places of worship, learn new words associated with these places and show respect towards them.

Know about different religious festivals such as Passover celebrations for Jews, Diwali for Hindus, Eidul Adha for Muslims and Easter celebrations for Christians - in-depth for Year 1 pupils.

My Life

Know about similarities and differences between themselves and others, among families, communities and traditions.

Know and become aware of their own cultures, beliefs and those of other people.

Ask questions about religion and culture as they encounter them in everyday experiences.

Know examples of people who belong to religious communities.

Know stories/pictures books to explore some ways in which religion is important to some people, e.g. texts on inspiring religious people - in-depth for Year 1 pupils

Our Special Places

Know we live in different houses in the same community.

Know there are lots of different people living in our community and we have shops, schools, houses. Churches and other places of worship like mosques, Mandirs, synagogues.

Use the senses to explore different artefacts from different religions.

Know how these artefacts are used by religious people in their places of worship.

Know some stories from religious traditions as a stimulus to reflect on their own experiences and explore them - in-depth for Year 1 pupils

Know places of worship, know new words associated with these places and show respect towards them, e.g. Judaism: where do people go to pray? - in-depth for Year 1 pupils

Our Beautiful World

Know and become aware of their own cultures, beliefs and those of other people.

Know questions about religion and culture as they encounter them in everyday experiences.

Know different stories of creation (including the Jewish story), e.g. Christianity, Hinduism.

Know beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.) - in-depth for Year 1 pupils

The end-of-phase expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

Across the EYFS children should be taught to:

22-36:

Shows affection and concern for people who are special to them.

May form a special friendship with another child.

Can express their own feelings such as sad, happy, cross, scared, worried.

Has a sense of own immediate family and relations

30-50:

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Beginning to understand 'why' and 'how' questions.

Questions why things happen and gives explanations. Asks e.g. who, what, when, how

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

Shows interest in different occupations and ways of life.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60+

Listens and responds to ideas expressed by others in conversation or discussion

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Enjoys joining in with family customs and routines.

ELG

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World) Children know about similarities and differences in relation to places and objects.

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| Religion | Crowland and Regent | Religion | Westminster and St James |
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| <p>Christianity</p> | <p>Year A and Year B Creation <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that God created the universe. Know that the Earth and everything in it are important to God. Know that God has a unique relationship with human beings as their Creator and Sustainer. Know that humans should care for the world because it belongs to God. Know the story of creation from Genesis 1:1–2.3 Know that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Know at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. Know at least two examples of what Christians do to look after the world. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T2 Be able to make connections between using their senses and what they know about the world around them. T3 Use reasons to support personal opinions about religions/beliefs. God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know people who are in authority and how we show respect for them. Know the Creation accounts Genesis 1-2 and where the story found. Know how we feel when we have made something special. Know beliefs about God and how they are explored in stories from the Old Testament. Know Christians believe in one God who has created the world (Genesis 1).</p> | <p>Hinduism</p> | <p>Year B God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that Hinduism is a monotheistic religion (belief in one ultimate reality) and Brahman, the ultimate reality, the life force in all things. Know about Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality). Know the symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation. Know about other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh Know about Atman (the soul) – the bit of the ultimate reality in all living things. Know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) and the goal is for the atman to break free from this cycle of life (moksha). <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs. In Depth Study of Hinduism <u>The acquisition of core knowledge mapped against the curriculum content</u> Know and can expand upon the key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma Know about worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated). Know about Hindus devotion to particular deities (representing different expressions of Brahman, the ultimate reality). Know the importance of the family and the way in which dharma relates to family life. Know about worship in the mandir: puja ; the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a diva lamp in which the Brahmin [priest] shares the light with the community of worshippers). <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> |
| <p>Christianity</p> | | <p>Hinduism</p> | <p>Year B God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know and can expand upon the key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma Know about worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated). Know about Hindus devotion to particular deities (representing different expressions of Brahman, the ultimate reality). Know the importance of the family and the way in which dharma relates to family life. Know about worship in the mandir: puja ; the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a diva lamp in which the Brahmin [priest] shares the light with the community of worshippers). <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> |
| | | <p>Christianity</p> | <p>Jesus’ Teaching</p> |

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| <p>Islam</p> | <p>Know that Christians believe that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David).</p> <p>Know Christians believe that God never gives up on people (e.g. Jonah) .</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>God</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that Muslims believe in one God (tawhid), created the universe in harmony.</p> <p>Know that he created human beings to help keep the universe in harmony.</p> <p>Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony.</p> <p>Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world).</p> <p>Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God).</p> <p>Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings.</p> <p>Know that the Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path.</p> <p>Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power').</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> | <p>Christianity</p> <p>Christianity and Judaism</p> | <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know about issues of good and bad, right and wrong arising from the texts.</p> <p>Know about texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Know some texts from different religious scriptures about the 'Golden Rule' and know times when it has been followed and times when it has not been followed.</p> <p>Know about how the golden rule can make life better for everyone.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Jesus' Teaching</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that Christian's trust Jesus who, they believe told humans about God.</p> <p>Can recall with a partner what is already known about Jesus and his work of teaching people about God.</p> <p>Know that Jesus was a good storyteller who told some of the most well-known stories in the world. These are written in the Bible.</p> <p>Know that Jesus used stories to teach people about God and how they should live.</p> <p>Jesus said that everyone is important to God like the sheep are important to the shepherd.</p> <p>Know about the instruction from Jesus to 'Love your neighbour'.</p> <p>Know and can explain the meaning behind story of the 'Good Samaritan' the Lost / Prodigal Son, the Lost Sheep.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Thankfulness</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Christianity</p> <p>Know about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God?</p> |
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| <p>Islam</p> <p>Judaism, Christianity and Islam</p> | <p>T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Community</p> <p>The acquisition of core knowledge mapped against the curriculum content</p> <p>Know about Muslim worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (wudu). Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah). Know about how Muslims study the Qur’an: the madrassah (school) – studying the Qur’an to find out how to follow the straight path (shariah); learning to recite the Qur’an. Know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings.</p> <p>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</p> <p>B2 Recognise a link between a story and a belief/concept L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Places of Worship</p> <p>The acquisition of core knowledge mapped against the curriculum content</p> <p>Judaism</p> <p>Know the Torah scroll contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow.</p> | <p>Know that for Christians, the Harvest Festival (saying thank you for the harvest) connects with beliefs about God as creator and human beings as stewards (i.e. there to look after God’s creation).</p> <p>Know different ways in which Christians around the world celebrate harvest.</p> <p>Judaism</p> <p>Know key beliefs in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship). Know about Sukkot – the festival of the booths; it remembers the time when God’s chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter Know that sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert. Know the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God’s protection during their time in the desert. Know and can make connections with the idea of community and belonging – everyone needs someone else.</p> <p>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</p> <p>B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Year A – pending Being Human – Islam Life Journey – Islam Thankfulness Salvation Inspirational Christians</p> |
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Know the Torah scroll is used during worship in the synagogue and way in which it is respected.

Know the Yad is a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly and the links to ways in which Jewish people show respect to the Torah.

Know that Ner Tamid for Jew's it is the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored) and represents God and the fact that he is eternal and always present with his chosen people, the people of Israel.

Know the tallit is the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the tzitzit – this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and women can wear it.

Christianity

The acquisition of core knowledge mapped against the curriculum content

Know the candle is the symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer.

Know the key feature of baptism; symbolises entry into the Christian community; Jesus' baptism (Matthew 3:13-17) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit).

Know the key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed.

Know the altar is a table upon which the shared meal of Holy Community (Mass/Eucharist/Lord's Supper) takes place and symbolises the Last Supper (last meal Jesus shared with his friends).

Islam

Know the prayer mat is used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony.

Know the preparations for prayer (wudu); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony.

Know the Qibla indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the Kaabah (Muslims believe this is the first place dedicated to the worship of one God). Know the links between Makkah and the Prophets Ibrahim and Muhammad; used

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| | <p>to work out which direction to face when praying; ensures everyone is praying in harmony around the world.</p> <p>Know the minaret is the tower from which the adhaan (call to prayer) is given; adhaan is sung by a muezzin; minaret ensures this adhaan can be heard as far as possible to make sure as many Muslims as possible.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> | | |
| Religion | Fountains and Central | Religion | Lindisfarne, Sempringham and Phoenix |
| Hinduism | <p>Year A and Year B</p> <p>God</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know Hinduism as an umbrella term for a collection of religious expressions.</p> <p>Know some Hindus describe it as Sanatana Dharma (the 'eternal duty').</p> <p>Know Hinduism is a monotheistic religion (belief in one ultimate reality).</p> <p>Know that Brahman, the ultimate reality, is the life force in all things. Know that Trimurti – Brahma (creator – the beginning of life), and Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – represent the cycle of life (helping Hindus worship Brahman, the ultimate reality).</p> <p>Know the symbol of the lotus flower and its association with Brahma, Vishnu and the story</p> | <p>Christianity, Islam, Judaism</p> | <p>Year A and Year B</p> <p>Pilgrimage</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage.</p> <p>Know local and global pilgrimage sites for different faiths.</p> <p>Know how a person of faith may make a special journey.</p> <p>Know the significance of local religious places to faith groups and members of the community.</p> <p>Know artefacts used by pilgrims and can consider their purpose and meaning.</p> <p>Know of rituals performed at sites of pilgrimage and before, during and after a pilgrimage; discover how those actions link to faith beliefs.</p> <p>Know John Bunyan's Pilgrims' Progress and other stories of life-changing journey.</p> <p>Know the meaning of Crucifixion story and consider the motivation and inspiration it brings to Christian believers.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> |

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| <p>Islam</p> | <p>of creation. Know other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh. Atman (the soul) – the ultimate reality of all living things. Know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation). Know the goal is for the atman to break free from this cycle of life (moksha). Know humans can achieve moksha through fulfilling their dharma (duty). Know the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories T2 Be able to understand and begin to explain that there is a difference between believing and knowing. T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know about the oneness of God (tawhid) and its reflection in the shahadah (statement of faith). Know God as creator who has created the universe to be in harmony (Muslim – literally, 'in submission' to the will of God). Know God has created human beings to be 'abd (servant) and khalifa (regent) to help him keep things in harmony. Know he has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world). Know the Qur'an and the prophets) help humans follow this path. Know the connection between iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs. Know Muslims carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God.</p> | <p>Hinduism</p> <p>Islam and Hinduism</p> | <p>B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T2 Be able to understand and begin to explain that there is a difference between believing and knowing. T3 Use reasons to support personal opinions about religions/beliefs. Worship <u>The acquisition of core knowledge mapped against the curriculum content</u> Know the different roles we have and how this links to Hindu faith and worship. Know that each of the gods represents the characteristics of the one God, Brahman. Know about Hindu god/goddess. Link these ideas with the Hindu belief in Brahman. Know about special places where the pupils go if they want to be quiet or think. Know that the shrine is a place where a Hindu family comes to pray. Know about puja and why it is important in Hindu worship. Know about the 'Aum' symbol and can explain its meaning. Know the different objects found in a home shrine including pictures of gods/goddesses/loved ones. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community T1 Be able to ask questions about the world around them. T2 Be able to understand and begin to explain that there is a difference between believing and knowing. Worship – Islam and Further Studies in Hinduism <u>The acquisition of core knowledge mapped against the curriculum content</u> Know beliefs on God- <i>tawhid</i>. Know about the Five Pillars with an emphasis on linking the practices with the beliefs that underpin them.</p> |
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| <p>Christianity</p> | <p>Know that the masjid (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice. Know in-depth the key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu). Know ways in which mosques engage with the local community. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories T2 Be able to understand and begin to explain that there is a difference between believing and knowing. T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief God/Incarnation <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Know that Christians worship God as Trinity. Know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. Know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context. L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life. T1 Be able to identify ways in which different people think about the world differently.</p> | <p>Christianity</p> | <p>Know about the features of a mosque and what happens in each area and can explain all the activities. Know different mosques around the world and what makes them similar. Know about the importance of Mecca and Ka’bah, Al Aqsa Mosque in Jerusalem and Medina – Al-Masjid an-Nabawi. Know about the Aum sign and images of deities, e.g., Rama & Sita, Krishna. Ganesh. Know that mandirs are not all the same. Know what the symbols are and rituals associated with Hindu worship are. Know what Hindus hope for when offering food to the Deities. Know the role of the temple within its community. Know what else it offers the community and those within the location. Know what is different from other places of worship they have been to or learned about. Know about the features of a mandir and what happens in each area and can explain all the activities <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community T1 Be able to ask questions about the world around them. T2 Be able to understand and begin to explain that there is a difference between believing and knowing. Creation <u>The acquisition of core knowledge mapped against the curriculum content</u> Know the bible story (Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). Know that this means that humans cannot get close to God without God’s help. Know that Christians believe that the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Know that Christians show that they want to be close to God through obedience and worship, which includes saying sorry for falling short. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers B2 Recognise a link between a story and a belief/concept L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> |
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Christianity

T2 Be able to understand and begin to explain that there is a difference between believing and knowing.

T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief

Salvation

The acquisition of core knowledge mapped against the curriculum content

Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.

Know that Easter celebrates Jesus dying to take the punishment (atonement), pay the dept of sin (redemption) so that people can be forgiven by God and live in a relationship with him.

Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.

Know that Christians see the Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

Know the various events of Holy Week, such as the Last Supper were important in showing the disciples what Jesus came to earth to do.

Know that Christians believe that Jesus really did rise from the dead, and so is still alive today.

Know that Christians remember and celebrate Jesus' last week, death and resurrection.

Know that the word 'good' means different things to different people.

Know ways in which Christians live this out, e.g. foodbanks, street pastors, links with global Christian communities or other Christian denominations.

Know the ways in which beliefs affect daily living

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers

B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories

L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.

L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.

T1 Be able to identify ways in which different people think about the world differently.

T2 Be able to understand and begin to explain that there is a difference between believing and knowing.

Judaism and Sikhism

Buddhism and Humanism

L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer

L4a Be able to describe at least two ways in which people express/practise their beliefs as a community

T2 Be able to understand and begin to explain that there is a difference between believing and knowing.

T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief

In-Depth Study of a Belief System

The acquisition of core knowledge mapped against the curriculum content

Judaism

Know where Judaism fit into history; polytheism v monotheism, the story of Abraham.

Know what the scriptures about Shema say about who God is.

Know what a Covenant means to Jewish people.

Know the impact of that on Jews today.

Know the Covenant and the mitzvot. And the key moral principles, including justice, healing the world, charity and kindness to others.

Know the diversity in Judaism and how this influences how Jews live their lives.

Sikhism

Know Sikhs believe in one God (Waheguru) who created the world and that everyone is equal before God.

Know that actions are important and you should strive to live a good life.

Know the ten gurus; the importance of Guru Nanak as the founder.

Know the Khalsa and its importance to Sikhs.

Know the five Ks and their symbolism.

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers

B2 Recognise a link between a story and a belief/concept

L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer

L4a Be able to describe at least two ways in which people express/practise their beliefs as a community

T2 Be able to understand and begin to explain that there is a difference between believing and knowing.

T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief

Further Study on Belief

The acquisition of core knowledge mapped against the curriculum content

Buddhism

Know the five precepts of Buddhism.

Know how Siddhartha Gautama came to found Buddhism and the teachings that followed.

Know how key actions and events would affect the Buddhist journey to Nirvana.

Know how Buddhist's worship within the temple.

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| <p>Islam and Humanism</p> | <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> <p>Big Questions - Who am I? What is a good life? Does God exist? Is there life after death?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Islam</p> <p>Know religious text: Hadith (teachings/sayings/advice given by the Prophet Muhammad).</p> <p>Know the importance of good character/behaviour.</p> <p>Know ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local community.</p> <p>Humanism</p> <p>Know the key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals.</p> <p>Know the belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories</p> <p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p> <p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p> <p>L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>L4a Be able to explain the importance of community within the religious/non-religious tradition studied.</p> <p>L4b Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions</p> <p>T1 Be able to identify ways in which different people think about the world differently.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> | | <p>Humanism</p> <p>Know what a worldview is.</p> <p>Know key ideas of influential humanist thinkers.</p> <p>Know humanist beliefs</p> <p>Know how a humanist might respond.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T1 Be able to identify ways in which different people think about the world differently.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> |
| <p>Religion</p> | <p>Kelso, Ramsey and Hyde</p> | | |

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| <p>Christianity</p> | <p>What does it mean if God is loving and holy?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Know that Christians believe God is both holy and loving.</p> <p>Know Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Know that Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</p> |
| <p>Humanism</p> | <p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p> <p>Big Question - Do you have to believe in God to be good?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know about accepting individual responsibility to reason about our actions.</p> <p>Know the Humanist view on the importance of reason, empathy, compassion, and respect for the dignity of all persons when deciding how to act.</p> <p>Know about the absence of sacred texts, divine rules, or unquestionable authorities to follow.</p> <p>Know about reward and punishment as insufficient motivations to do good.</p> <p>Know about considering the consequences of our actions on others and the outcome if everyone were to act in the same way.</p> <p>Know the value of general moral principles but the need for flexibility and the opportunity to question rules.</p> <p>Know that The Golden Rule as a naturally evolved ethical principle, present in a wide variety of cultures throughout history.</p> <p>Know the importance of practical action for humanists; judging not what people say but what they do.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories</p> <p>L1 Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.</p> <p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p> <p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> |
| <p>Christianity</p> | <p>T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</p> <p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p> <p>Creation and Science Conflicting or Complimentary</p> |

Islam and Judaism

The acquisition of core knowledge mapped against the curriculum content

Know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.

Know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?

Know there are many scientists throughout history and now who are Christians.

Know the discoveries of science make some Christians wonder even more about the power and majesty of the Creator.

Know Christians may believe creation reveals something about the nature of God — for example, power, creativity, concern for life— and reminds humans of their place as dependent upon the Creator.

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.

B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories

L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.

L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).

L4a Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).

L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.

T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.

T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

Life Journey

The acquisition of core knowledge mapped against the curriculum content

Islam

Know about belief which starts from birth (reciting the adhaan (call to prayer)) into a baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony.

Know the links between this, zakat [charitable giving] and Muslim belief about harmony).

Know marriage is a social contract, mahr (a financial gift given to the bride), the nikah [marriage ceremony] and the role of cultural traditions in Muslim weddings.

Know about Muslim belief regarding death (burial rituals should take place as soon as possible after death (within three days); ritual collective washing of the body, wrapping the body in white.

Judaism

Know about belief which starts from birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel).

Know about initiation ceremonies (bar/bat mitzvah [lit. 'son' or 'daughter of the commandment']

Know the key features of Jewish belonging, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration.

Know about Jewish marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant.

Know about Jewish belief regarding death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes.

Know that this is the act of keri'ah to show their grief; Jews are buried, not cremated.

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.

B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories

L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.

L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).

L4a Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).

L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.