



Christianity	
Rec	<p>F1 Why is the word "God" so important to Christians? (God)</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. <p>F2 Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences. <p>F3 Why is Easter special for Christians?</p> <ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter.
Vocab	<p>God, Creator, Christian, Harvest, thankfulness, Christmas, Nativity, angel, cross, Easter, prayer, church, Bible, Jesus, Good Friday, Easter Sunday</p>
Y1	<p>CREATION Who do Christians say made the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you to God for Creation



- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they take between the Jewish/Christian Creation story and the world they live in.

INCARNATION: Why does Christmas matter to Christians?

- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas
- Think, talk and ask questions about Christmas for people who are Christians and for people who are not
- Decide what they personally have to be thankful for, giving a reason for their ideas.

GOD: What do Christians believe God is like?

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make

SALVATION: Why does Easter matter to Christians?

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
- Recognise that Jesus gives instructions about how to behave
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter
- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

Vocab

Parable, forgiveness, belief, worship, creation, the big story, salvation, holy week, resurrection, crucifixion, Good Friday, Easter Sunday



<p>Y2</p>	<p>GOD : What do Christians believe God is like?</p> <ul style="list-style-type: none"> • Tell the story of Jonah and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God, using the story in church, in art) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make <p>GOSPEL: What is the good news Jesus brings?</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ • Give clear, simple accounts of what Bible texts (such as the story of Zacchaeus the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) • Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
<p>Vocab</p>	<p>Old Testament, Prophets, Incarnation, gospel/good news, nativity, heaven, charity, confession, forgiveness, peace, worship</p>
<p>Y3</p>	<p>PEOPLE OF GOD What’s it like to follow God</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant • Make simple links between the promises in the story of Noah and promises that Christians make at a wedding ceremony • Make links between the story of Noah and how we live in school and the wider world • Make clear links between the story of Abraham and the concept of faith • Make simple links between People of God and how some Christians choose to live their lives. • Suggest how ideas of covenant, promises and following God might make a difference in the world today. <p>INCARNATION Christmas – What are the significance of the Christmas characters for Christians?</p> <ul style="list-style-type: none"> • Describe what happens in the gospel story of the birth of Jesus • Make links between the birth of Jesus and Christian belief that Jesus is the son of God



- Suggest some answers Christians might give about the meaning of the birth of Jesus.
- Explore the story of Christmas through different viewpoints.

INCARNATION/ GOD: What is the Trinity?

- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains
- Offer suggestions about what texts about baptism and Trinity mean
- Give examples of what these texts mean to some Christians today
- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter

- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week
- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways
- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions

2.1: CREATION/ FALL: What do Christians learn from the creation story?

Place the concepts of God and Creation on a timeline of the Bible's 'big story'

- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world
- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness
- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Vocab

Covenant, faith, Incarnation, Fall, Salvation, Genesis, prayer, Trinity, baptism, faith , Emmanuel, crucifix, Good Friday



<p>Y4</p>	<p>GOSPEL: What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas <p>SALVATION: Why do Christians remember the events of Holy Week? Easter</p> <ul style="list-style-type: none"> • Offer suggestions about what the narrative of the Last Supper, Judas betrayal and Peter’s denial might mean. • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what the texts might mean to some Christians • Make simple links between the Gospel accounts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives e.g. praying, serving, sharing the message and example of Jesus. • Raise thoughtful questions and suggest some answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. <p>KINGDOM OF GOD: For Christians, when Jesus left what was the impact of Pentecost?</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</p> <ul style="list-style-type: none"> • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.
<p>Vocab</p>	<p>Trinity, baptism, Sacrifice, Good Friday, Maundy Thursday, Ash Wednesday, Shrove Tuesday, Passover, Pentecost, Holy spirit, kingdom of God, disciples, Holy Communion, Eucharist, Believers’ baptism</p>
<p>Y5</p>	<p>PEOPLE OF GOD: How can following God bring freedom and justice?</p> <ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation using theological terms • Make connections between Bible texts studied and what Christians believe about being the people of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.



- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

KINGDOM OF GOD: For Christians, what kind of king was Jesus?

- Explain connections between biblical texts and the concept of the kingdom of God
- Consider different possible meanings for the biblical texts, showing awareness of different interpretations
- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- Show how Christians put their beliefs into practice in different ways
- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- Articulate their own responses to the idea of the importance of love and service in the world today.

CREATION/FALL: Creation & Science – Conflict or Complimentary?

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific

SALVATION: What did Jesus do to save Human Beings? Easter

- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
- Explain what Christians mean when they say that Jesus' death was a sacrifice
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- Show how Christians put their beliefs into practice in different ways
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- Articulate their own responses to the idea of sacrifice, recognising different points of view.

RE: Progression of Skills, Knowledge, and Vocabulary



Vocab	Messiah, prophecy, saviour, sacrifice, holy communion, Lord's supper, teachings, narrative, peace, healing, conflict, complimentary, faith, salvation, Incarnation, Kingdom of God, evil, suffering, sin, saviour, reconciliation, Moses, Exodus
Y6	<p>INCARNATION : Why do Christians believe that Jesus is the Messiah?</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make <p>SALVATION What difference does the resurrection make to Christians?</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of incarnation and salvation • Suggest meanings for the resurrection accounts and compare their ideas with ways in which Christians interpret these texts showing awareness of the centrality of the Christian belief in the resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope • Make connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the resurrection makes sense and inspires them. • Offer and justify their own responses as to what belief in Resurrection might make to how people respond to challenges and problems today.
Vocab	Hope, Incarnation, salvation, Messiah, Sacrifice, Resurrection, Resurrection appearances
	Judaism

RE: Progression of Skills, Knowledge, and Vocabulary



<p>Y2</p>	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
<p>Vocab</p>	<p>Judaism, Jewish, Shema, prayer, Chanukah, Shabbat, Sukkot, mezuzah, Synagogue</p>
<p>Y6</p>	<p>What does it mean for a Jewish person to follow God?</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.
<p>Vocab</p>	<p>Torah, commandments, kosher law, Orthodox, Progressive, tradition, ritual, community, yad, mezuzah, tefillin, Yom Kippur, Rosh Hashanah</p>
<p align="center">Islam</p>	
<p>Y1</p>	<p>Who is a Muslim and what do they believe? Part 1</p> <ul style="list-style-type: none"> • Identify some ways a Muslim might describe God • Tell a story about the Prophet Muhammad; and say why Muslims try to follow Muhammad and have great respect for him

RE: Progression of Skills, Knowledge, and Vocabulary



	<ul style="list-style-type: none"> • Respond sensitively to what matters to Muslims • Recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr
Y2	<p>Who is Muslim and how do they live? Part 2</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Vocab	<p>Islam, Muslim, Shahadah, Allah, Prophet, Muhammad, Ramadan, creation, Mosque, prayer beads, Arabic, minaret</p>
Y5	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Yorkshire today</p> <ul style="list-style-type: none"> • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
Vocab	<p>Five pillars, Hadith, Ibadah, Sunnah, Shahadah, Salah, Zakah, Sawm, Hajj, Holy Makkah</p>



	Sikhism
Y3	<p>What does it mean to be a Sikh in Britain today? Part 1</p> <ul style="list-style-type: none"> • Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service • Make clear links between the Mool Mantar and Sikh beliefs and actions • Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar) • Talk about what they have learned and whether they have changed their thinking.
Vocab	Sikhism, Sikh, Guru, Mool Mantar, Gurdwara, langar, Seva, Guru Granth Sahib, Sargan, Nirgan
Y4	<p>What does it mean to be a Sikh in Britain today? Part 2</p> <ul style="list-style-type: none"> • Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. • Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. • Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today <ul style="list-style-type: none"> • Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Gobind Singh and the Khalsa) • Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today • Talk about what they have learned and whether they have changed their thinking.
Vocab	Vaisahki, Gurdwara, Guru Granth Sahib, Khalsa, Guru, 5Ks, Seva, shabads, Amrit Sanskar
	Thematic
Rec	<p>F4: Being Special: where do we belong?</p> <ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity.



	<p>F5: Which places are special and why?</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church <p>F6: Which stories are special and why?</p> <p>Talk about some religious stories</p> <ul style="list-style-type: none"> • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
Vocab	Special, Christian, baptism, welcomed, Christian, Muslim, Jewish, Church, Mosque, Synagogue, belief, God, Bible, Torah, Qu'ran, Hannukah, Diwali
Y1	<p>How should we care for the world and for others, and why does it matter? (C,J,NR)</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Vocab	Unique, Genesis, charity, Steward, Environment, Community, Golden rule
Y2	What makes some places sacred to believers? (C,M)

RE: Progression of Skills, Knowledge, and Vocabulary



	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. <p>What does it mean to belong? (C, J, M)</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities <ul style="list-style-type: none"> • Say simply what Jesus and one other religious leader taught about loving other people. • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas • Talk about what they have learned and how their ideas have changed.
<p>Vocab</p>	<p>Sacred, worship, beliefs, community, Jesus, welcome ceremony, symbol, identity, belonging, faith, aqiqah, baptism, Simbat Chat, tradition</p>
<p>Y4</p>	<p>What are the deeper meanings of festivals?</p> <ul style="list-style-type: none"> • Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) • Make clear links between these beliefs and the stories recalled at the festivals. • Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals • Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition). • Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives • Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and

RE: Progression of Skills, Knowledge, and Vocabulary



	beliefs at the heart of each festival studied, giving good reasons for their ideas •Talk about what they have learned, how and why their thinking has changed.
Vocab	Ramadan, Eid, Hannukah, Menorah, ritual, festival, values
Y4	How and why believers show commitments through the journey of life? <ul style="list-style-type: none"> •Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. •Describe what happens in ceremonies of commitment (e.g. baptism, marriage) and say what these rituals mean •Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). •Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones •Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.
Vocab	Bar/Bat Mitzvah, Believer's baptism
Y5	Why is pilgrimage important to some believers? <ul style="list-style-type: none"> •Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism) •Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Israel as G-d's Chosen or Favoured people in Judaism). •Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions •Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. •Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views •Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses • Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives •Talk about how and why their thinking has developed through this unit.
Vocab	Pilgrimage, Hajj, Golden Temple, Ummah, Makkah,
Y6	What can be done to reduce racism and can religion help?

RE: Progression of Skills, Knowledge, and Vocabulary



	<ul style="list-style-type: none">• Describe 3 or more examples of religious responses to racism, saying what they think is unjust in each case• Consider and explain some examples of racism, connecting these to religious beliefs, texts and values• Discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism• Explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings• Express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice (e.g. in art)
Y6	<p>Why do some people believe in God and some people not?</p> <ul style="list-style-type: none">• Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from• Give examples of reasons why people do or do not believe in God• Make clear connections between what people believe about God and the impact of this belief on how they live• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not• Make connections between belief and behaviour in their own lives, in the light of their learning. <p>How do religions help people live through good and bad times?</p> <ul style="list-style-type: none">• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life• Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)• Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own
Vocab	<p>Theist, atheist, agnostic, suffering, bereavement, resurrection, judgement, heaven, karma, reincarnation, afterlife, Golden rule, fairness, prejudice, racism, ethnicity, justice, diversity, faith</p>