



# **Barnburgh Primary Academy**

Progression Document  
Religious Education





# Barnburgh Primary Academy Vision & Values

## Barnburgh Primary Academy Vision

Learning to SHINE together!

## Barnburgh Primary Academy Core Values

**PERSEVERANCE**

To never give up

**AMBITION**

To aim high

**RESPECT**

To think and act in a positive way  
towards everyone and everything

**COURAGE**

To take risks in my learning

**INDEPENDENCE**

To have a go all by myself

## Leger Education Trust Values

Our Core Values are the skills we focus on to achieve 'Truly Great' things. We call this...

**ASPIRE**



## RELIGIOUS EDUCATION

*'Religious education emphasises respect for others, regardless of their beliefs, race or social status.'*

Victoria Purcell

### INTENT

At Barnburgh Primary Academy, our Religious Education curriculum is rooted in the **Doncaster Agreed Syllabus** and plays a vital role in developing pupils' understanding of religion, belief, and worldviews in today's diverse society. Religious Education provokes challenging and meaningful questions about life, belief, morality, identity, and what it means to be human. Through learning *about* and *from* religions and worldviews, children are supported to explore different perspectives and to reflect thoughtfully on their own ideas and values.

Our RE curriculum equips pupils with systematic knowledge and understanding of Christianity, other principal religions, and non-religious worldviews, enabling them to recognise both diversity and shared human experience. Through enquiry, discussion, and reflection, pupils develop the skills to interpret sources of wisdom, evaluate beliefs and practices, and articulate their own views with clarity and respect. RE at Barnburgh supports pupils to become thoughtful, empathetic, and reflective individuals who are prepared to participate positively in a plural, multi-faith society.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our Religious Education curriculum is underpinned by our Core Values in the following ways:

**COURAGE:** In Barnburgh, courage in Religious Education is developed by encouraging pupils to ask big questions, explore complex ideas, and express their thoughts about belief, faith, and spirituality. Children are supported to share viewpoints, listen to others, and change their thinking when appropriate. A safe and respectful learning environment enables pupils to engage with challenging questions and unfamiliar ideas confidently, recognising that thoughtful questioning is a strength.

**PERSEVERANCE:** Perseverance in RE is taught through sustained enquiry and reflection. Pupils revisit key concepts such as belief, morality, identity, and belonging across the curriculum, deepening their understanding over time. Teachers support pupils to grapple with abstract ideas, interpret sources of wisdom, and make connections between teachings and lived experience, recognising that meaningful understanding often develops gradually.

**RESPECT:** Respect sits at the heart of Religious Education at Barnburgh. Pupils learn to appreciate and value the beliefs, practices, and traditions of others, recognising diversity within and between religions and worldviews. Through dialogue and discussion, children are taught to listen carefully, respond sensitively, and treat all beliefs and viewpoints with dignity. Respect in RE helps pupils to understand how people live together peacefully in a diverse society.

**AMBITION:** Ambition in Religious Education is fostered by setting high expectations for thinking, discussion, and reflection. Pupils are encouraged to develop rich subject vocabulary, reason carefully, and express ideas with increasing confidence and depth. By exploring how beliefs influence individuals and communities, pupils are inspired to engage thoughtfully with the world and to recognise the relevance and importance of RE in understanding society and themselves.

**INDEPENDENCE:** Independence in RE is developed by giving pupils opportunities to reflect personally, form their own views, and justify their responses using evidence and examples. Children are encouraged to think critically, make connections to their own experiences, and respond creatively to enquiry questions. With appropriate support and structure, pupils grow in confidence as independent thinkers who can articulate their beliefs while respecting the rights of others to differ.



# Implementation

## How we teach PSHE in EYFS

Religious Education at Barnburgh Primary Academy is taught through a progressive, enquiry-based approach, rooted in the Doncaster Agreed Syllabus. Learning is carefully sequenced from EYFS to Year 6 so that pupils build secure knowledge of religions and worldviews while developing the skills needed to reflect, question, interpret, and evaluate. Across all phases, RE lessons are inclusive, engaging, and designed to help pupils learn *about* and *from* religion.

Teaching in RE is structured around three key strands, which are revisited and deepened as pupils move through the school:

- **Knowing and Understanding** religions and worldviews
- **Expressing Ideas and Insights** about belief, meaning, and values
- **Gaining and Deploying Skills** of enquiry, reflection, dialogue, and evaluation

### Throughout the Year:

- Children explore ideas of family, community, care, and belonging, making links to their own lives.
- Stories are used to introduce religious ideas in an age-appropriate way, encouraging children to wonder, ask questions, and talk about feelings.
- Children begin to recognise that people believe different things and celebrate special times in different ways.
- Opportunities for reflection are built into everyday routines, helping children talk about what is special or important to them.

### In Continuous Provision:

- Role-play, small world, art, and story areas provide opportunities to explore religious festivals, special objects, and places.
- Children explore similarities and differences between families, communities, and celebrations.
- Adults model respectful language and support children in expressing ideas and asking questions.

### In Direct Teaching:

- Carefully chosen stories, artefacts, and photographs introduce children to religious traditions and worldviews.
- Vocabulary such as *special*, *community*, *celebration*, *care*, *belief*, and *worship* is introduced and revisited.
- Circle time and discussion support children in sharing ideas, listening to others, and developing early reflective skills.

## How we teach PSHE in Key Stage 1 and Key Stage 2

From Year 1 to Year 6, Religious Education is taught through structured enquiry questions drawn from the agreed syllabus. Lessons are planned to build knowledge progressively while developing pupils' ability to think deeply, reason, and express ideas respectfully

### Throughout the Year:

- Pupils explore Christianity alongside other religions and non-religious worldviews, including Islam, Judaism, Hinduism, Sikhism, Buddhism, and Humanism.
- Learning revisits key concepts such as belief, worship, community, morality, authority, and identity, allowing pupils to deepen understanding over time.
- Teachers regularly make links between beliefs and real-life experiences, helping pupils understand how religion influences individuals and communities today.
- Discussion and reflection are central to lessons, supporting pupils to share viewpoints and listen carefully to others.

### In Continuous Provision:

- A range of teaching approaches is used, including:
  - Storytelling and sacred texts
  - Artefacts, images and video
  - Drama, role play, debate and art
  - Writing, reflection and creative responses
- Pupils develop subject-specific vocabulary and are encouraged to use it accurately when speaking and writing.
- Cross-curricular links are made where appropriate, particularly with literacy, history, geography, PSHE, and art.

### In Direct Teaching:

- Lessons follow a clear enquiry structure, often beginning with a big question.
- Teachers explicitly teach key knowledge, concepts, and vocabulary.
- Pupils are guided to:
  - Describe and explain beliefs and practices
  - Make comparisons between religions and worldviews
  - Reflect on meaning, values, and moral choices
  - Justify their ideas using examples and evidence
- Learning activities are carefully scaffolded to support independence while maintaining high expectations for all learners.



# Impact

General Assessment Principles Across All Ages

- **Formative Assessment:** Questioning, discussion, observation, and feedback during lessons.
- **Summative Assessment:** Otrack
- **Pupil Involvement:** Pupil lead discussions.
- **Contextualised Judgement:** Confidence in expressing ideas, and ability to engage in discussion.

EYFS	KS1	LOWER KS2	UPPER KS2
<p>In the Early Years, assessment focuses on engagement, curiosity, and early understanding, rather than formal outcomes.</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Curiosity about stories, celebrations, and people from different communities</li> <li>• Ability to talk about what is special or important to them</li> <li>• Awareness that people believe and celebrate in different ways</li> <li>• Willingness to ask questions and share ideas</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Observations during continuous provision and adult-led activities</li> <li>• Photographs, artwork, and short recorded discussions</li> <li>• Adult notes capturing language used and ideas expressed</li> </ul>	<p>In Key Stage 1, pupils begin to describe and explain religious ideas and make simple links to their own lives.</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Ability to recall and describe beliefs, stories, and practices</li> <li>• Use of basic religious vocabulary accurately</li> <li>• Simple reflections on meaning, values, and right and wrong</li> <li>• Respectful listening and participation in discussion</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Teacher questioning and discussion during lessons</li> <li>• Simple reflection tasks (spoken or written)</li> <li>• RE Board Books</li> <li>• Teacher assessment against syllabus outcomes</li> </ul>	<p>In Lower Key Stage 2, pupils develop greater reasoning and comparison skills.</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Clear explanations of beliefs and practices using subject vocabulary</li> <li>• Ability to compare similarities and differences between religions and worldviews</li> <li>• Thoughtful responses to enquiry questions</li> <li>• Growing independence in expressing opinions with reasons</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Pupil discussions and group work</li> <li>• Peer and self-reflection</li> <li>• Teacher assessment linked to agreed progression statements</li> <li>• RE Board Books</li> </ul>	<p>By Upper Key Stage 2, pupils demonstrate depth, evaluation, and reflection.</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Secure knowledge of key beliefs, concepts, and traditions</li> <li>• Ability to evaluate ideas and respond critically to questions of belief and morality</li> <li>• Confident use of subject-specific vocabulary</li> <li>• Respectful engagement with diverse viewpoints</li> <li>• Clear articulation of personal responses, supported by evidence</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Pupil discussions and group work</li> <li>• Peer and self-reflection</li> <li>• Teacher assessment linked to agreed progression statements</li> <li>• RE Board Books</li> </ul>

**PATHWAY 1: THE NATURE OF RELIGION AND BELIEF**



STAGE		KS1 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus	
EYFS		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p><b>Which places are special to member of our community?</b> Special places can make people feel excited or calm.</p> <p>Special places can be outside in nature or in a building. People can go there alone or with their family / friends.</p> <p>People of different religions go to places of worship to pray or give thanks.</p> <p>A church is a special place for Christians.</p> <p>A mosque is a special place for Muslims.</p> <p>A mandir is a special place for Hindus.</p> <p>A gurdwara is a special place for Sikhs.</p> <p>Different places of worship have some things the same such as special symbols, windows, towers or domes.</p> <p>Special places can have special objects inside like books, patterns and statues.</p>	<p><b>What does it mean to belong to a community of belief?</b> Many people belong to a range of different groups such as their family, school or team</p> <p>Special places are locations that hold particular significance for people</p> <p>Places of worship have many different features and artefacts</p> <p>Some people belong to a faith community. A faith community is a group of people who believe the same things as each other about God or the religion they follow</p> <p>Religion often provides a strong sense of community, a ready-made group with shared beliefs, dress, actions and traditions</p> <p>There are many ways in which people express their identity and belonging within faith communities</p>		<p><b>How do Jews remember God's covenants?</b> Abraham is the founding father of the Jewish people.</p> <p>God made special promises to His people. Moses is a key leader in the Jewish tradition.</p> <p>The Torah is the Jewish sacred text.</p> <p>Jewish people celebrate the festival of Pesach and the weekly Shabbat , illustrating how Jewish people try to live.</p>		<p><b>What do Hindu people believe?</b> Brahman is God in Hindu Dharma</p> <p>There are many aspects to God shows through many forms</p> <p>The main 3 forms of Brahman are shown in the Trimurti Hindus believe in reincarnation and aim to reach Moksha</p> <p>Hindus generate good karma by following dharma, caring for others and by showing devotion through worship (puja)</p>	
	SKILLS	<p><b>Which places are special to member of our community?</b> Notice and talk about special places in their community.</p> <p>Recall which special places belong to different people.</p> <p>Name parts of a church, mosque or other place of worship</p> <p>Describe why places are special to people.</p>	<p><b>What does it mean to belong to a community of belief?</b> Name some 'precious', 'sacred' or 'holy' objects and places.</p> <p>Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK.</p> <p>Express ideas about 'holy' or important objects and places.</p>		<p><b>How do Jews remember God's covenants?</b> Re-tell some Jewish stories and consider their importance.</p> <p>Discover how Jews express their faith through rituals and actions.</p> <p>Express ideas about the rituals and practices which demonstrate belonging to a community.</p>		<p><b>What do Hindu people believe?</b> Describe some examples of what different Hindus do to show their faith.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with</p>

## VOCABULARY

### **Which places are special to members of our community?**

Special, community, worship, holy, Christian, Muslim, Sikh, Hindu Church, Mosque, Gurdwara, Mandir  
Other vocabulary: Bible, Qur'an, Allah, Guru Granth Sahib, Langar

### **What does it mean to belong to a community of belief?**

belong, symbol, faith, community, place of worship, special, Christian, church, together, worshippers, church, artefacts, Muslims, mosque, wudu, dome, minaret, qibla wall, Torah, synagogue, jews, traditions

### **How do Jews remember God's covenants?**

Moses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, kosher, Seder, matzah, prayer, belief, worship

### **What do Hindu people believe?**

Aspects, Brahman, Paramatma, Trimurti, Murtis, Puja, Mandir, Shrine, ahimsa, dharma, karma, moksha, sewa, dana.

**PATHWAY 2: EXPRESSING BELIEF**



STAGE	EYFS Religious Education Doncaster Syllabus	KS1 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus	
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>KNOWLEDGE</b>	<p><b>Why are some objects special?</b> Families are all different but can be similar in some ways.</p> <p>Objects can be precious because of where they came from, who gave them to us or how they make us feel.</p> <p>We need to treat special objects with care and respect.</p> <p>Jewish people often have a mezuzah on their door at home. They touch the mezuzah to remind them of God.</p> <p>The Torah is a special book for Jewish people. The scroll is written in the language of Hebrew and wrapped in a cover.</p> <p>Christians have special objects like a cross, candle and beads that help them think about Jesus. The bible is their holy book.</p> <p>The Muslim holy book is the Qur'an. It is about Allah and his followers. It is kept on a high shelf and handled very carefully.</p> <p>Hindus families worship at home using a puja tray to offer light, incense, flowers and food.</p>	<p><b>How are symbols used to welcome new life?</b> We welcome people to our class by being kind to them, showing them our routine and where to put things, playing with them and supporting them. This is important because we want them to feel safe, happy and want to come back.</p> <p>We have familiar symbols and routines in our school to help people feel welcome.</p> <p>A new baby needs comfort, milk, clothes, a home, nappies, lots of love and family to care for it.</p> <p>Babies are welcomed into the Christian faith by being baptised. A baptism is a new beginning for the baby as part of God's family. Christians choose godparents to guide their baby in living a good life. During a baptism, a cross is drawn on the babies head to welcome them to church.</p> <p>Sikh names are chosen using the first letter from a page in the holy book, the Guru Granth Sahib.</p> <p>Sikh babies are taken to the Gurdwara when they are two weeks old. They have a naming ceremony called Naam Karan. During this, Sikh families make offerings and listen to the Guru Granth Sahib. They give gifts and say prayers of thanks for the baby.</p> <p>As soon as Muslim babies are born, special Islamic words are whispered into their right ear and they are given something sweet to taste. When the baby is 7 days old, they have a ceremony called the Aqiqah, which means 'precious stone'. During the Aqiqah, the baby's hair is shaved and its weight in gold is given to help others.</p> <p>Humanists don't believe in God. They sometimes have a naming ceremony and choose music, poems and rituals to welcome their baby in their own way.</p>		<p><b>How do different people express their spirituality?</b> Spirituality can mean different things for different people; it gives us an appreciation of life's deeper meanings.</p> <p>Theatre, dance, music, literature, painting, sculpture and photography are all arts and can express out spirituality.</p> <p>Christian artwork reflects enduring beauty, spiritual messages and inspire creativity and contemplation. Key parts of the bible can be represented through paintings, wood or mosaic to help teach beliefs.</p> <p>Allah cannot be represented in a physical form so Muslims do not have pictures of statues of him, or of people or animals. They use calligraphy or pattern to represent their beliefs instead. The key qualities of Allah are represented by calligraphy in the 99 beautiful names of Allah.</p> <p>Christians and Jews might sing hymns or songs of worship to God.</p> <p>Sikh worshipped sing poems and songs accompanied by instruments. The Mool Mantar is a very important poem and is usually set to music.</p> <p>Sufism is a branch of Islam that uses music and dancing as part of worship.</p> <p>In the Hindu faith, dance is a very important part of worship. They use mudras (hand movements) to tell a story.</p>		<p><b>How do Sikhs symbolise their commitment?</b> Values are things we think are important. We show which values are important by our actions.</p> <p>Sikhs show their values by reading the Guru Granth Sahib daily at the Gurdwara. They pray the Ardas prayer in the morning, evening and at other times in the day. Sikhs say Wahe Guru when they pray. It means 'wonderful teacher'</p> <p>Some Sikhs show commitment to their faith by wearing the 5K's. These represent Sikh beliefs and way of life.</p> <p>Sikhs show commitment by a ceremonial ritual known as Taking Amrit. They also show commitment by being open about their faith.</p> <p>Sikhs put faith into action by serving others, which is often called 'Sewa'</p>	

<b>SKILLS</b>	<p><b><u>Why are some objects special?</u></b></p> <p>Talk about who and what is important to them</p> <p>Notice similarities and differences between different religions and their special objects.</p>	<p><b><u>How are symbols used to welcome new life?</u></b></p> <p>Recognise and name some symbols used to welcome a new baby.</p> <p>Express ideas about symbols they would use to welcome a baby.</p> <p>Recognise some similarities and differences between different welcoming ceremonies.</p>		<p><b><u>How do different people express their spirituality?</u></b></p> <p>Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms.</p> <p>Express their beliefs and values through creating a piece of expressive art.</p>		<p><b><u>How do Sikhs symbolise their commitment?</u></b></p> <p>Describe and give examples of how Sikhs express their beliefs through story, symbols and actions.</p> <p>Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today.</p> <p>Weigh up a range of opinions about wearing the 5Ks and taking amrit.</p>	

<b>VOCABULARY</b>							
	<p><b><u>Why are some objects special?</u></b></p> <p>different, similar, precious, respect, family tree, Jewish people, Torah, mezuzah, Christian, Bible, Jesus, Muslim, Qur'an, Allah, Hindu, puja tray, shrine</p>	<p><b><u>How are symbols used to welcome new life?</u></b></p> <p>welcome, routine, symbol, religious, meaningful, Sikh, Naam Karan, Guru Granth Sahib, Christian, baptism, godparent, Muslim, Aqiqah, Islamic, ritual, symbolic</p>		<p><b><u>How do different people express their spirituality?</u></b></p> <p>Spirituality, symbol, arts, imagery, icon, abstract, Allah, calligraphy, attribute, psalm, hymn, banner, mool mantar, Sufism, hymn, whirling dervish, mudras, liturgical dance</p>		<p><b><u>How do Sikhs symbolise their commitment?</u></b></p> <p>Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, Baptism, Sewa, Langar, The 5Ks (kesh, kangha, kara kachera, kirpan).</p>	

**PATHWAY 3: A GOOD LIFE**



STAGE	EYFS Religious Education Doncaster Syllabus	KS1 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p><b>Who cares for me and how do I help others?</b> We have <b>rules</b> in many parts of our lives such as at home, at school and after school clubs.</p> <p>Rules help us all to feel happy and safe</p> <p>It is important to be helpful at home and at school by doing jobs and helping others.</p> <p>Being helpful makes everyone feel happy, supported and equal.</p> <p>Jesus is a special and important person for Christians</p> <p>In the Bible, the story of the feeding of the 5000 is an important story about Jesus for Christians. The story teaches Christians about how to show care and look after others</p> <p>Muslims follow the example of Prophet Mohammed. Stories in the Qur'an explain how Muslims should lead their lives in a kind and caring way.</p> <p>The story 'The Prophet and the Ants' teaches Muslims how to care for others.</p>	<p><b>How can we make good choices?</b> The Ten Commandments are ten basic rules for Jews and Christians.</p> <p>Most Muslims follow the Five Pillars of Islam. The first pillar is Shahadah – a statement of faith. Zakat means giving to charity.</p> <p>Sikhs worship at the gurdwara. The free food kitchen in the gurdwara is called a langar hall.</p> <p>Buddhists and Hindus follow the principle of 'karma' – actions today will affect tomorrow.</p> <p>Stories with a moral help us to think about the consequences of our actions.</p> <p><b>How and why do we care for others?</b> People show care to all other living things in a range of ways. Different religions and worldviews have similar teachings on giving and caring for others. Charity and kindness means helping others by giving money, time or care.</p> <p>Christians follow the teachings of Jesus and the Bible. Parables from the Bible teach Christians that caring for others is important. The parable of the Good Samaritan reminds Christians to always think about helping others.</p> <p>Muslims follow the teachings of Allah (God) and the Muslim holy book, the Qur'an. Muslims share stories about Prophet Muhammad to teach them to care for all living things.</p>	<p><b>What stories from the Bible have been retold over many years?</b> A message is a piece of information sent from one person to another</p> <p>A prophet is someone chosen by God to deliver messages</p> <p>Christians believe God always loves and forgives everyone</p> <p>The story of Daniel has important messages about faith and courage</p> <p>God kept his promise and gave Abraham the gift of a son. Through his son he had many descendants</p> <p>Esau and Jacob both made bad choices but eventually forgave each other</p> <p>Joseph and his eleven brothers also forgave each other</p> <p>Christians believe that Jesus was born to be the Messiah or Saviour</p>	<p><b>How do the five pillars help Muslims to lead a good life?</b> The Five Pillars of Islam are central to Muslim life.</p> <p>The first Pillar of Islam is Shahadah, which is the Muslim statement of faith.</p> <p>The second Pillar of Islam is Salah, which is the obligatory prayer performed by Muslims.</p> <p>The third Pillar of Islam is Zakah, which is the obligatory donation to charity, given once a year.</p> <p>The fourth Pillar of Islam is Sawm, which instructs Muslims to fast during the month of Ramadan.</p> <p>The fifth Pillar of Islam is known as Hajj, which is the pilgrimage to Makkah, required by all Muslims.</p> <p><b>How does the Bible help Christians to live a good life?</b> The Holy Bible contains poetry, songs, laws, history, prophecy, gospels, biographies, proverbs, stories, prayers and teachings</p> <p>The Holy Bible provides guidance to Christians on how to lead a good life. They are a set of rules for Christians and Jewish people to live by in order to lead a good life.</p>	<p><b>Why do people follow inspirational leaders?</b> A leader is someone who inspires and guides others towards achieving a common goal. A leader inspires trust</p> <p>Leaders are often role-models. They influence others by how they live and what they do or say.</p> <p>Good leaders often have deeply held values and beliefs which they try to live by and use to distinguish between right and wrong.</p> <p>The qualities of a person are a part of their personality and make them who they are and how they behave, think and act. Trustworthiness is a good quality for a leader. When someone has authority, they have the power to make decisions and tell other people what to do.</p> <p>Christians are inspired by the life and teaching of Jesus to live their lives in the way he taught. They try to follow his example and copy his qualities</p> <p>Muslims believe that Prophet Muhammad is a prophet and a messenger from God and is their leader.</p>	<p><b>What values do people live by?</b> Religions / worldviews provide guidance for their followers on how to live a good life.</p> <p>Values make a difference to our lives, including the golden rule of all religions and the non-religious worldview of Humanism.</p> <p>Sewa in Sikhi and Ahimsa in Hindu Dharma are ways that people can live out their values.</p> <p><b>Should we forgive others?</b> Saying sorry is important and helps both people feel better.</p> <p>Forgiving someone or yourself, can be really hard to do, but it can make a positive impact on both people.</p> <p>To reconcile with someone shows true forgiveness and often makes a relationship stronger.</p> <p>Jesus told parables to challenge people's thinking and teach them about right and wrong.</p> <p>Forgiving someone or yourself, can be really hard to do, but it can really make a positive impact on both people.</p>	<p><b>What is Humanism?</b> Humanism is a non-religious approach to life. Humanists do not have a place of worship, holy book or God. Humanists believe in 3 core features of Humanism, the natural world, happiness and empathy.</p> <p>Humanism has 5 foal values based around science backed information about the world. These include:</p> <ul style="list-style-type: none"> <li>• Human nature and potential</li> <li>• Using science to understand the natural world (no belief in god)</li> <li>• One life and the freedom to find happiness</li> <li>• Using empathy and considering the impact of our actions</li> <li>• Human responsibility</li> </ul> <p>Humanists believe that there is not just one single way in which to be happy. They place importance on freedom, responsibility and connections to lead a happy life.</p> <p>Humanists try to be good and make good choices in life. They understand that their actions and decisions can impact on and cause consequences to others.</p>

Stories help Buddhists understand how they should live their lives. Buddhists should always care for and look after all living things in the world.

The story of Siddhartha and the swan teaches Buddhists to care for all animals.

Hindu stories help Hindus to understand how to care for others. The story of Rama and Sita encourages Hindus to work together to care for those that they love.

Dharma means 'duty'. Hindus understand that they have a duty to care for others.

It is important to help those who are in need in our community. We can support those who are in need through charity and fundraising.

The Prophet Muhammad spread the word of Allah to care for animals, plants and people by sharing the story of the Seven New Kittens and the Prophet Muhammad

The Gurdwara is the Sikh place of worship. Most Gurdwaras have a langar hall.

Sikhs show they care for others through helping at the langar and practicing sewa (selfless service to others).

Stories, such as Guru Nanak and the boulder, help Sikhs to understand how and why they should care for others.

Hindus show they care for others through dana – giving to charity. Hindus learn to have faith and give to others through Hindu stories such as The Quality of Giving.

Hindus show they care for others through sewa – selfless service to others (faith in God and living things).

The Buddha taught how to lead a good life with kindness to other living beings.

Enlightenment focuses on living a peaceful life and being content.

Buddhists practise dana. This means being generous and giving to others

The Ten Commandments were given to Moses by God. The Ten Commandments can be found in the Old Testament in the Holy Bible and in the book of Exodus in the Torah

The New Testament contains the life and teachings of Jesus. Jesus said, 'Love God' and 'Love you neighbour' are the two most important commandments.

Some of Jesus' teachings have become known as the golden rule. Jesus believed you should treat others as you would want to be treated.

A parable is a story that teaches a lesson. Parables help Christians to lead a good life by encouraging them to act how Jesus would have wanted.

The parable of the Sheep and Goats teaches Christians that being kind and helping others, especially people who are struggling, lonely, or need help, is very important to Jesus.

In the Bible, there are many stories of Jesus healing people in different ways. Christians believe that the way Jesus healed other showed he was kind and caring.

Christians apply the teachings of Jesus on their own lives, and they try to follow his example.

Prophet Muhammad is inspirational to Muslims as he inspires them to live their lives in the way he taught them.

Jews believe that Moses was chosen by God to lead them out of slavery in Egypt to the promised land.

Jesus practised what he preached. He was tortured, humiliated and died on a cross to fulfil God's plan of forgiving humanity to reconcile them with God.

The Bible teaches Christians to confess their sins to each other and to God through prayer.

Confessing sins helps Christians to be released from feelings of guilt and shame. It means the relationship between the Christian and God is reconciled

Jesus taught that forgiving others was not optional, it is something Christians must do. Showing mercy and forgiveness to someone can have a positive impact on both people.

They use empathy to others and understanding the golden rule 'treat others as you wish to be treated yourself' to inform their choices.

Humanists encourage solidarity. They believe that as humans we all have shared needs and believe that all humans should be treated with fairness, freedom, kindness and equality.

<p><b>Who cares for me and how do I help others?</b> Talk about special people in the community who help</p> <p>Recall some stories about Jesus and Prophet Mohammed.</p> <p>Name some special rules that people follow</p>	<p><b>How can we make good choices?</b> Notice characteristics in the lives of people (past or present) who are held as examples by religion / worldviews.</p> <p>Talk about and suggest meanings for teachings about right and wrong from different religion / worldviews.</p> <p><b>How and why do we care for others?</b> Ask questions about stories and find some meanings</p> <p>Explore stories which might have an effect on the way people care for others</p> <p>Express their ideas and opinions about caring for others and give some examples</p>	<p><b>What stories from the Bible have been retold over many years?</b> Identify how some figures in the Old Testament are important in other religions</p> <p>Recall and name some of the early prophets in the Old Testament, retelling stories about figures such as Noah, Abraham, Isaac, Jacob and Joseph.</p> <p>Give examples of trusting or forgiving others and making choices.</p> <p>Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.</p>	<p><b>How do the five pillars help Muslims to lead a good life?</b> Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers.</p> <p>Express ideas about how Muslim beliefs have an impact on the life of believers.</p> <p>Explain how a Muslim might follow the example of the Prophet Mohammed</p> <p><b>How does the Bible help Christians to live a good life?</b> Explore a wider range of teachings and make links between them.</p> <p>Compare their own decisions and choices with the Christian view.</p> <p>Recall and re-tell some well-known parables and teachings in the Bible.</p> <p>Give examples of how the Bible influences Christians in the way they live.</p> <p>Respond thoughtfully and express their own ideas of right and wrong.</p>	<p><b>Why do people follow inspirational leaders?</b> Find examples of leadership from other religious and non-religious leaders from the past to the present, discussing the similarities and differences.</p> <p>Give opinions as to why certain people become, or are chosen as leaders.</p> <p>Explain how leaders / religious teachings inspire and influence people / believers</p> <p>Explain how leaders put their teachings and values into practice.</p> <p>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</p> <p>Give examples of the ways in which communities follow their leaders</p>	<p><b>What values do people live by?</b> Identify and explain some of the moral teachings practiced by religious communities and make connections between them.</p> <p>Compare religious ideas about right and wrong with non-religious worldviews.</p> <p>Apply ideas about values and how religious and non-religious people choose to live their lives</p> <p><b>Should we forgive others?</b> Give a considered response to why it is hard to 'make up' or apologise in a conflict.</p> <p>Identify and explain their own ideas about Jesus' teaching regarding forgiveness and reconciliation.</p> <p>Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.</p> <p>Explain some ways in which they have faced the challenges of reconciliation or forgiveness in the light of religious teachings</p> <p>Explore and express their views about the consequences of forgiveness for themselves</p> <p>Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching.</p>	<p><b>What is Humanism?</b> Present ideas about the challenge of following and living out a set of values in daily life for non-religious people</p> <p>Evaluate the importance of having a worked through set of ethical values to help live life well</p> <p>Identify and explain some of the moral teachings practised by non-religious communities.</p> <p>Apply ideas about values and how non-religious people choose to live their lives.</p>
---	--	---	---	---	--	--

## VOCABULARY

<p><b><u>Who cares for me and how do I help others?</u></b> Home, family, school, rules, helpful, good manners, care, kindness, love, duty (dharma), golden rule, treated equally, religions, Jesus, Christians, Bible, parable, God, Muslim, Qu'ran, Prophet Mohammed, Hindu, Buddhists, community, fundraising, charity.</p>	<p><b><u>How can we make good choices?</u></b> Commandments, consequence, rule, guidelines, Pillars of Islam, Zakat, Shahadah, Sikh, gurdwara, Langar, Buddhist, Buddha, Karma, atman, Ganesh, dana, choice, compliment, positive, negative, obey, obligation, value</p> <p><b><u>How and why do we care for others?</u></b> care, love, give, parable, Jesus, Christian, Prophet Muhammad, Muslim, Sikh, langar, sewa, Hindu, dana, Buddha, enlightenment, giving, kindness, charity.</p>	<p><b><u>What stories from the Bible have been retold over many years?</u></b> Old Testament Message, Prophet, Faith, Courage, Trust, Choice, Forgiveness, Promise, Covenant, Messiah, Saviour</p>	<p><b><u>How do the five pillars help Muslims to lead a good life?</u></b> Islam, Muslim, Qur'an, Prophet Muhammad, Makkah, Five Pillars of Islam, Shahadah, worship, monotheistic, Salah, wudu, Zakah, almsgiving, charity, Sawm, fasting, Ramadan, Hajj, pilgrimage</p> <p><b><u>How does the Bible help Christians to live a good life?</u></b> Holy Bible, guidance, Ten Commandments, Old Testament, Moses, New Testament, Golden Rule, parable, sinner, tax collector, suffering, healing, caring, situation, example, apply.</p>	<p><b><u>Why do people follow inspirational leaders?</u></b> leader, qualities, authority, Jesus, inspiration, Christianity, Muhammad, prophet, Hadith, Moses, Judaism, Exodus, role-model, values, influence, character, religious, non-religious</p>	<p><b><u>What values do people live by?</u></b> Rule, code for living, consequence, Humanism, Humanist, religious, values, motive, Holy Spirit, Hadith, Qur'an, mitzvot, Shema, tefillin, Tikkun Olam, Buddhism, Buddhist, worldview</p> <p><b><u>Should we forgive others?</u></b> Forgiveness, reconciliation, sorry, Jesus, parable, pharisee, confess, sin, reconcile, forgiveness, mercy, impact, situation, circumstances, resolve.</p>	<p><b><u>What is Humanism?</u></b> Humanism, non-religious, empathy, science, evolution, responsibility, atheist, belief, evidence, freedom, tolerance, meaningful life, consequences, empathy, golden rule, solidarity, shared needs, equality</p>
--	--	--	---	--	---	---

**PATHWAY 4: PERSONAL JOURNEY**



STAGE	EYFS Religious Education Doncaster Syllabus	KS1 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p><b>Who belongs in my family and community?</b> We belong in our families. All families are different; but all families are important.</p> <p>We also belong to a community. People in our community live around us.</p> <p>We can feel like we belong in our home. Remembering our address helps us to learn where we belong.</p> <p>We all belong to groups in our community, including our family. We belong to our class and groups in school. We might belong to sports teams, creative groups or religious groups. Groups might have special signs or uniforms. People in a group are together enjoying something that they have in common.</p> <p>In a faith group, people feel like they belong. They support each other. People in a faith group often do things together like read a special book, pray, eat and celebrate.</p> <p>Jesus is a very special person to Christians. He was very caring to others and tried to help them. Jesus had a special group of friends, who helped him to live a good life. Jesus met some of his friends at a lake. He helped them to catch a whole net of fish to share. Simon and his friends followed Jesus to share messages from God.</p> <p>In the festival of Raksha Bandhan. Hindu brothers and sisters show their care for each other. Sisters tie a bracelet on their brothers arm. They promise to keep each other safe.</p>		<p><b>How and why do some people pray?</b></p> <p>Prayer is a way that people communicate with God.</p> <p>The Lord's Prayer is a prayer that is important for all Christians because it is the one that Jesus used to teach people how to pray.</p> <p>Salah is one of the five pillars of Islam.</p> <p>Sikhs pray to God as a person and a friend who cares for them.</p> <p>Buddhists follow the example of the Buddha and meditate</p> <p>Hindu prayer is called puja.</p> <p>The Shema is an important prayer for Jews, said daily.</p>		<p><b>Why do the lives of Gurus inspire Sikh believers?</b> In 'Sikhi', spiritual teachers are known as 'gurus'.</p> <p>The first Sikh Guru and founder of Sikhi was Guru Nanak.</p> <p>After a three-day disappearance, Guru Nanak returned and began to preach the Sikh faith.</p> <p>Sikhs believe there is only one God and that God is everywhere.</p> <p>Sikhi was established by ten human Gurus.</p> <p>The Guru Granth Sahib is the sacred text of the Sikh religion and is known as the 'living Guru'.</p>		<p><b>How might pilgrimage transform people's lives?</b></p> <p>A special kind of journey to a holy place is called a pilgrimage. A pilgrimage is a spiritual, sacred journey- a time for reflecting.</p> <p>The Western Wall, in Jerusalem, is a place of pilgrimage for Jews but anyone is welcome.</p> <p>Hajj is the pilgrimage that Muslims must take once in their life time. It is the fifth pillar of Islam and is an opportunity for Muslims to gather and show their devotion to Allah.</p> <p>Pilgrimage is not compulsory for Christians. Christians carry out pilgrimage for many reasons, including to deepen their connection with God. Many of the Christian pilgrimage sites are special places which feature in the Holy Bible.</p> <p>Jerusalem is a special place for Christians, Jews and Muslims.</p> <p>The River Ganges is important to Hindus and is a place of Pilgrimage. They believe that bathing in the water purifies them and removes bad karma.</p> <p>The Golden Temple is a place of pilgrimage to Sikhs and is the most important Gurdwara. Sikhs can choose to make this journey.</p> <p>Pilgrimage helps followers feel closer to God and can make them feel a sense of belonging.</p>

<b>SKILLS</b>	<p><b>Who belongs in my family and community?</b> Talk about who and what is important to them</p> <p>Name people who help them in the community</p>		<p><b>How and why do some people pray?</b> Talk about how prayer makes people wonder at the world and ask big questions about life.</p> <p>Retell a story about someone whose experience or encounter changed their life.</p> <p>Notice what someone might do or say when they pray.</p>		<p><b>Why do the lives of Gurus inspire Sikh believers?</b> Give examples of Sikh beliefs and stories about their Gurus.</p> <p>Describe Sikh practices relating to the Guru Granth Sahib.</p> <p>Explain and give reasons for Sikh values e.g. equality, honesty</p>		<p><b>How might pilgrimage transform people's lives?</b> Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage.</p> <p>Suggest reasons why special places and journeys make people ask big questions about life.</p> <p>Express ideas about new insights pilgrims might gain from their journey.</p>

<b>VOCABULARY</b>							
	<p><b>Who belongs in my family and community?</b> Belong, belief, in common, community, quality, treat, Christians, Jesus, Hindu, Raksha Bandhan,</p>		<p><b>How and why do some people pray?</b> Prayer, Christian, Lord's Prayer, symbol, communication, reflection, Muslim, wudu, salah, Sikh, Guru Nanak, guru, Buddhist, Buddha, meditate, Hindu, shrine, puja, Jew, blessing, Shema</p>		<p><b>Why do the lives of Gurus inspire Sikh believers?</b> Guru, spiritual, ignorance, wisdom, Guru Nanak, Panjab, equality, honesty, compassion, Guru Granth Sahib, Mool Mantar, Ik Onkar, successor, Guru Angad, Guru Gobind Singh, Golden Temple, ritual, gurdwara</p>		<p><b>How might pilgrimage transform people's lives?</b> Journey, belief, pilgrimage, pilgrim, reflection, spiritual, sacred, transform, experience</p>

**PATHWAY 5: INFLUENCE AND AUTHORITY**



STAGE	EYFS Religious Education Doncaster Syllabus	KS1 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus	
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>KNOWLEDGE</b>	<p><b><u>How do people celebrate special times?</u></b> Chinese New Year is a cultural festival, not a religious one.</p> <p>Holi is a Hindu celebration of spring, love and new life.</p> <p>Eid ul-Fitr is a celebration at the end of a period of fasting.</p> <p>Sikhs parade through the streets to mark the festival Vaisakhi.</p> <p>Shrove Tuesday, Mardi Gras and Ash Wednesday mark the beginning of lent for Christians – a reflective period of 40 days leading to Easter.</p> <p>Christians remember Jesus’s death and resurrection at Easter.</p> <p>Jews remember how the Israelites were led out of Egypt at Pesach.</p> <p>Eid al-Adha is a time when Muslims reflect on their lives and are thankful. They celebrate with family and friends.</p>		<p><b><u>Why are festivals important in a community?</u></b> Celebrations help to mark and remember special times.</p> <p>Christians celebrate Harvest Festival by showing gratitude and giving to others.</p> <p>At the festival of Sukkot, Jewish people build shelters and remember the story of Moses in the desert.</p> <p>Muslims celebrate Eid at the end of the month of fasting during Ramadan.</p> <p>Hindus and Sikhs celebrate Diwali with diva lights and fireworks. Hindus remember the story of Rama and Sita. Sikhs remember the story of Guru Hargobind.</p> <p>Religious and non-religious celebrations may include candles, gifts and special food.</p>		<p><b><u>What faiths and beliefs can be found in our country and community?</u></b></p> <p>Community is a group we belong to because we have shared interests with other in group e.g. school community to sports team</p> <p>Places of worship are buildings where religious believers go to pray, worship, learn about their religion and spend time together as a faith community.</p> <p>Places of worship in our local area may be used by the whole community for non-religious activities such as playgroups and other community-based activities.</p> <p>The census tells us that there are may different faiths in our area and country.</p> <p>Diversity in our local community helps us to understand, look after and learn from each other.</p> <p>Christian places of worship have similarities and differences on the outside and inside.</p> <p>Inter Faith events encourage people to learn about one another and celebrate diversity. They bring people with different faiths and believes together to promote cohesion.</p>		<p><b><u>How and why are Jewish Festivals celebrated today?</u></b></p> <p>Rosh Hashanah is a celebration of the start of the Jewish New Year and is a time to reflect.</p> <p>Yom Kippur is known as the 'Day of Atonement' and is a time to ask God’s forgiveness for any sins.</p> <p>Sukkot commemorates God’s protection during the period after the Exodus.</p> <p>Shavuot commemorates the revelation of the Torah.</p> <p>Purim commemorates the time when Jewish people were saved from death and the bravery of Esther.</p> <p>Celebrating festivals helps create a sense of a global Jewish community for Jewish people.</p>

**Why do people follow inspirational leaders?**

A leader is someone who inspires and guides others towards achieving a common goal. A leader inspires trust

Leaders are often role-models. They influence others by how they live and what they do or say.

Good leaders often have deeply held values and beliefs which they try to live by and use to distinguish between right and wrong.

The qualities of a person are a part of their personality and make them who they are and how they behave, think and act. Trustworthiness is a good quality for a leader.

When someone has authority, they have the power to make decisions and tell other people what to do.

Christians are inspired by the life and teaching of Jesus to live their lives in the way he taught. They try to follow his example and copy his qualities

Muslims believe that Prophet Muhammad is a prophet and a messenger from God and is their leader. Prophet Muhammad is inspirational to Muslims as he inspires them to live their lives in the way he taught them.

Jews believe that Moses was chosen by God to lead them out of slavery in Egypt to the promised land.

**What is Humanism?**

Humanism is a non-religious approach to life. Humanists do not have a place of worship, holy book or God. Humanists believe in 3 core features of Humanism, the natural world, happiness and empathy.

Humanism has 5 foal values based around science backed information about the world. These include:

- Human nature and potential
- Using science to understand the natural world (no belief in god)
- One life and the freedom to find happiness
- Using empathy and considering the impact of our actions
- Human responsibility

Humanists believe that there is not just one single way in which to be happy. They place importance on freedom, responsibility and connections to lead a happy life.

Humanists try to be good and make good choices in life. They understand that their actions and decisions can impact on and cause consequences to others.

They use empathy to others and understanding the golden rule 'treat others as you wish to be treated yourself' to inform their choices.

Humanists encourage solidarity. They believe that as humans we all have shared needs and believe that all humans should be rerated with fairness, freedom, kindness and equality.

<b>SKILLS</b>	<p><b><u>How do people celebrate special times?</u></b> Notice the meaning behind different religious festivals and why they are important to believers.</p> <p>Recall how and why different religions celebrate different festivals.</p> <p>Begin to make connections between how religious beliefs are expressed through worship in festivals.</p>		<p><b><u>Why are festivals important in a community?</u></b> Name some celebrations and talk about how these are celebrated.</p> <p>Talk about their experiences and feelings connected to celebrations or customs.</p> <p>Notice what happens and respond to questions about the meanings of religious celebrations</p>	<p><b><u>What faiths and beliefs can be found in our country and community?</u></b> Describe and give examples of some characteristics of religions/worldviews and their places of worship.</p> <p>Recognise that each religion/worldview is made up of several groups of people and compare some of the different beliefs and practices.</p> <p><b><u>Why do people follow inspirational leaders?</u></b> Find examples of leadership from other religious and non-religious leaders from the past to the present, discussing the similarities and differences.</p> <p>Give opinions as to why certain people become, or are chosen as leaders.</p> <p>Explain how leaders / religious teachings inspire and influence people / believers</p> <p>Explain how leaders put their teachings and values into practice.</p> <p>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</p> <p>Give examples of the ways in which communities follow their leaders</p>	<p><b><u>How and why are Jewish Festivals celebrated today?</u></b> Summarise ideas about Jewish festivals and how and why they are commemorated.</p> <p>Give a considered response to how and why Jewish people follow the commandments set out in the Torah.</p> <p>Choose appropriate questions for an interview.</p> <p><b><u>What is Humanism?</u></b> Present ideas about the challenge of following and living out a set of values in daily life for non-religious people</p> <p>Evaluate the importance of having a worked through set of ethical values to help live life well</p> <p>Identify and explain some of the moral teachings practised by non-religious communities.</p> <p>Apply ideas about values and how non-religious people choose to live their lives.</p>

**VOCABULARY**

<p><b><u>How do people celebrate special times?</u></b> Festival, celebration, fasting, parade Carnival, Christian, Muslim, Sikh, Jewish, Hindu</p>		<p><b><u>Why are festivals important in a community?</u></b> Christian, Harvest Festival, Jewish people, Sukkot, shelter, Ramadan, fasting, Eid, Hindu, Diwali, diva, Sikh, Guru Hargobind, Bandi Chhor Divas, gift, celebration, special occasion, gratitude, preparation, invitation, decoration</p>	<p><b><u>What faiths and beliefs can be found in our country and community?</u></b> community, belong, welcome, place of worship, mosque, gurdwara, synagogue, mandir, church, census, diverse, faith, belief, diversity, Christian, denomination, interfaith, community cohesion</p> <p><b><u>Why do people follow inspirational leaders?</u></b> leader, qualities, authority, Jesus, inspiration, Christianity, Muhammad, prophet, Hadith, Moses, Judaism, Exodus, role-model, values, influence, character, religious, non-religious</p>	<p><b><u>How and why are Jewish Festivals celebrated today?</u></b> Jewish, Menorah, Torah, Rosh Hashanah, Yom Kippur, Atonement, Exodus, Hebrew, Simchat Torah, Shavuot, Mount Sinai, Ruth, Purim, Esther, Persecution, Tradition, Custom</p> <p><b><u>What is Humanism?</u></b> Humanism, non-religious, empathy, science, evolution, responsibility, atheist, belief, evidence, freedom, tolerance, meaningful life, consequences, empathy, golden rule, solidarity, shared needs, equality</p>
---	--	--	--	--

PATHWAY 6: THE BIG PICTURE



STAGE	EYFS Religious Education Doncaster Syllabus	KS1 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus		KS2 Religious Education Doncaster Syllabus	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p><b>How do we understand and care for the world?</b> People are allowed to believe different things.</p> <p>The natural world changes through our seasons- Autumn, Winter, Spring and Summer. We have five senses we can use to discover the world- taste, smell, hearing, touch and sight.</p> <p>We see things in nature that are not man-made e.g. plants, animals, weather, sky and landscapes.</p> <p>Christians believe that God created the world. They believe that they should show thanks to God for his creation. They say thanks by saying prayers, singing songs and going to church.</p> <p>Jewish people believe that God created the world in 6 days. This is the same as the Christian story. Shabbat is a Jewish holy day, a day of rest because God rested after creating the world.</p> <p>Muslims believe that God (Allah) is the creator of all things as told in the Qur'an. They believe that Allah created people as Khalifas to help look after and care for the world.</p>		<p><b>Which books and stories are important?</b></p> <p>Books can be special because of where they came from, how they are used and what is inside them.</p> <p>Religious groups have holy books that they share. Sacred texts can contain rules and advice; stories or prayers.</p> <p>The Bible is a special book for Christians, . It is treated with great care and respect for the words inside. The parable of the Good Samaritan teaches Christians to show care and kindness to others no matter who they are.</p> <p>The Qur'an is a special book for Muslims. It is treated with great respect as the word of God (Allah).Muslims wash their hands before reading the Qur'an and keep it covered. Islamic stories teach that all animals are important to God and should be treated with care.</p> <p>The Torah is a sacred text for Jewish people and has five books. Many stories from the Torah are also in the Bible. Jewish people use a pointer to read the text and keep it wrapped in the ark. The story of Moses birth shows how God cared for him and how good overcame evil.</p> <p>The Guru Granth Sahib is a special book for Sikhs. It is treated with great respect as a living teacher. They are carried on someones head with water sprinkled ahead of them. Stories of Guru Nanak, the first guru, teach Sikhs the importance of holiness and doing good deeds for others.</p> <p>People have told stories with special messages over and over to each other. The morals of the stories can be about right and wrong or how to be kind to others.</p>		<p><b>How do ancient stories influence modern celebrations?</b> The Maccabee family fought for freedom and the Holy Temple.</p> <p>Guru Hargobind helped 52 prisoners to escape using his cloak.</p> <p>The story of Rama and Sita symbolises goodness over evil. The advent wreath candles symbolise peace, joy, the love of God and Jesus as the light of the world.</p> <p>The sun was a symbol of creation in ancient civilisations.</p> <p>The winter solstice celebrates the shortest day of the year; and the summer solstice marks the longest day.</p>		<p><b>What do Christians believe about the old and new covenants?</b></p> <p>A covenant is a formal agreement or promise made by God with his people.</p> <p>Abraham is an important figure in the Jewish, Christian and Muslim religions. He is considered to be the founding father of the nation of Israel. The story of Abraham is in the Old Testament.</p> <p>The Torah is the Jewish holy book. It is the same as the first five books of the Bible. The story of Abraham and Isaac is found in the Torah.</p> <p>The Qur'an is the central religious text of Islam, believed by Muslims to be a revelation directly from God. It contains the story of Ibrahim and Ishmael</p> <p>In the Bible, Torah, and Qur'an, Ishmael was the first son of Abraham. His mother was Hagar, the handmaid of Abraham's wife Sarah. Muslims believe that Ishmael was the son that Abraham was going to sacrifice.</p> <p>Moses was a descendant of Abraham and God made a covenant with him for the people of Israel. Moses led God's people out of slavery and helped them form a special relationship with God.</p> <p>God made a new covenant with Moses and the people. The Ten Commandments taught God's people how to live and how to treat God.</p> <p>Jews and Christians both believe that Moses is an important prophet and that the Ten Commandments are an important moral law from God, which should be kept.</p>

<b>KNOWLEDGE CONTINUED</b>	<p>Hindus believe in one God who created everything and takes different forms called deities.</p> <p>Everyone is responsible for looking after the world. We can look after our world by caring for others and for nature and keeping our environment tidy.</p>	<p><b>What stories from the Bible have been retold over many years?</b> A message is a piece of information sent from one person to another</p> <p>A prophet is someone chosen by God to deliver messages</p> <p>Christians believe God always loves and forgives everyone</p> <p>The story of Daniel has important messages about faith and courage</p> <p>God kept his promise and gave Abraham the gift of a son. Through his son he had many descendants</p> <p>Esau and Jacob both made bad choices but eventually forgave each other</p> <p>Joseph and his eleven brothers also forgave each other</p> <p>Christians believe that Jesus was born to be the Messiah or Saviour</p>		<p>David was a descendant of Abraham and the second king of the Jewish kingdom. Psalms are sacred songs found in the Book of Psalms and are used in Christian and Jewish worship. Many Psalms are written by David.</p> <p>Incarnation is the Christian belief that God took on flesh to live on Earth as Jesus the son.. Christians believe that Jesus came to Earth to be the Messiah, the chosen one. This was God's plan to save people from their sins.</p> <p>A saviour is a person who saves others. Christians believe that Jesus is the Saviour of the world because he gave up his own life to save people from their sins.</p> <p>The New testament is the second part of the Bible. It tells the story of Jesus Christ, his sayings and teachings, and the beginnings of Christianity.</p> <p>The Gospels are the first four books of the New Testament. They tell us what Jesus said and did.</p>
	<b>SKILLS</b>	<p><b>How do we understand and care for the world?</b> Notice similarities and differences between different religious accounts of creation.</p> <p>Notice details about religious stories of creation.</p> <p>Begin to make connections between beliefs about creation and how people care for the world.</p>	<p><b>Which books and stories are important?</b> Express ideas about how some stories, including stories from religions / worldviews give people a message on how to live.</p> <p>Recognise the difference between contemporary stories and stories that have become traditional.</p> <p>Suggest meanings for some special stories.</p> <p><b>What stories from the Bible have been retold over many years?</b> Identify how some figures in the Old Testament are important in other religions</p> <p>Recall and name some of the early prophets in the Old Testament, retelling stories about figures such as Noah, Abraham, Isaac, Jacob and Joseph.</p> <p>Give examples of trusting or forgiving others and making choices.</p> <p>Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.</p>	<p><b>How do ancient stories influence modern celebrations?</b> Explain how festivals and seasons are celebrated and how these may be celebrated in different countries, making links between them.</p> <p>Explain and give reasons for the celebration of each festival including ancient stories behind them.</p> <p>Express ideas and opinions about what light represents</p>

**VOCABULARY**

<p><b>How do we understand and care for the world?</b> natural world, nature, senses, Christian, creation, God, Jewish, Shabbat, Torah, Muslim, Allah, Qur'an, Hindu, Aum, deities, environment, responsibility.</p>	<p><b>Which books and stories are important?</b> Holy, moral, believer, sacred, Bible, Qur'an, Torah, Guru Granth Sahib, Christian, Muslim, Jewish, Sikh</p> <p><b>What stories from the Bible have been retold over many years?</b> Old Testament Message, Prophet, Faith, Courage, Trust, Choice, Forgiveness, Promise, Covenant, Messiah, Saviour</p>	<p><b>How do ancient stories influence modern celebrations?</b> Menorah, dreidel, shammash, Guru, liberation, Lakshmi, rangoli, diyas, ancient civilisations, worship, solstice, Stonehenge, representations, symbolises</p>	<p><b>What do Christians believe about the old and new covenants?</b> Old Testament, New Testament, Incarnation, Salvation, Gospels, Messiah, Trinity, Son of Man, Son of God Eternal, Covenant, The Ten Commandments.</p>
--	--	--	--

## RE ENRICHMENT

TERM	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>AUTUMN</b>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS) Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church Visit from Rev Jo Twigg (local vicar) to explore what it means to be a Christian</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Black History Month Harvest celebration at St Peter's Church Christmas celebration at St Peter's Church Visit from The Anne Frank Trust to explore hate crime and how young people can report, recognise and stand up to hate. Visit from the Anne Frank Trust to understand what Holocaust Memorial Day is and its importance.</p>
<b>SPRING</b>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS)</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs A visit from Rev Jo Twigg to learn the Easter story and how Christians celebrate Easter.</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Visit from the Anne Frank Trust to understand what antisemitism is and the importance of understanding and respecting different religions and beliefs.</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Visit from the Anne Frank Trust to understand what antisemitism is and the importance of understanding and respecting different religions and beliefs. Visit from the Anne Frank Trust to share the life and experiences of Anne Frank</p>
<b>SUMMER</b>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS)</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs</p>	<p>Picture news 1 x weekly Tolerance linked to Different Faiths &amp; Beliefs Visit to The National Holocaust Centre and Museum to enrich History learning about WW2</p>