

## RE in Key Stage 2 — KNOWLEDGE PROGRESSION

Our curriculum is based on the Derbyshire Agreed Syllabus and the Understanding Christianity approach, which both define the knowledge to be learnt within each unit. This progression also shows the unit vocabulary children will be expected to know.

Links between faiths are shown by colour coding. Links with prior learning are also identified.

Term	Year A (2022/23)	Year B (2023/24)	Year C (2024/25)	Year D (2025/26)
Autumn 1	<p><b>UC</b> L2.2 What is it like for someone to follow God? (Link to <b>UC</b> 1.4) <b>PEOPLE OF GOD</b></p> <p>Christians</p>	<p><b>UC</b> L2.4 What Kind of a World Did Jesus Want? (Link to <b>UC</b> 1.4) <b>GOSPEL</b></p> <p>Christians</p>	<p><b>UC</b> L2.1 What do Christians learn from the Creation story? (Link to <b>UC</b> 1.2) <b>CREATION</b></p> <p>Christians</p>	<p><b>UC</b> L2.3 What is the 'Trinity' and why is it important for Christians? (Link to <b>UC</b> 1.4) <b>INCARNATION, GOD</b></p> <p>Christians</p>
	<p><b>Children will know that:</b> <b>Years 3 and 4</b> The Old Testament tells the story of a particular group of people – the children of Israel – known as the people of God and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. <b>Years 3 and 4 Vocabulary:</b> <b>Old Testament, People of God, Noah, promises,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God. <b>Years 5 and 6 Vocabulary:</b></p>	<p><b>Children will know that:</b> <b>Years 3 and 4</b> Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus – they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways from church worship to social justice. <b>Years 3 and 4 Vocabulary:</b> <b>Gospel, teachings, disciples, fishers of people, leper, love your neighbour, forgiveness,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians try to put his teaching and example into practice in lots</p>	<p><b>Children will know that:</b> <b>Years 3 and 4</b> God the creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). <b>Years 3 and 4 Vocabulary:</b> <b>Creator, human beings, guidelines, Ten Commandments, stewards,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> The Bible tells a story (Genesis 3) about how humans spoiled their friendship with God (sometimes called The Fall). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people be close to him – he keeps his relationship with</p>	<p><b>Children will know that:</b> <b>Years 3 and 4</b> Christians believe God is Trinity: father, son and Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians believe that understanding God is challenging: people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors in song, story, poems and art. Christians worship God as trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p><b>Years 3 and 4 Vocabulary:</b></p>

	<p><b>Old Testament, People of God, Noah, promises, covenant, Abraham, faith,</b></p>	<p>of ways from church worship to social justice.  <b>Years 5 and 6 Vocabulary: Gospel, teachings, disciples, fishers of people, leper, love your neighbour, forgiveness, social justice, hypocrisy, parable, Good Samaritan, charity</b></p>	<p>them, gives them guidelines on good ways to live (such as the Ten Commandments) and offers forgiveness even when they keep on falling short.  <b>Years 5 and 6 Vocabulary: Creator, human beings, guidelines, Ten Commandments, stewards, the Fall, tempted, Parable of the Lost Son</b></p>	<p><b>Gospel, Trinity, father, son and Holy Spirit, symbols, The Grace, baptism,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b>  Jesus the son of God is seen by Christians as revealing what God the father is like.  <b>Years 5 and 6 Vocabulary: Gospel, Trinity, father, son and Holy Spirit, symbols, similes, The Grace, baptism, incarnation, John's Gospel,</b></p>
Autumn 2	<p>U2.7 What matters most to Humanists and Christians? (Link to 1.8, 2.9)  <b>Christians, non-religious (Humanists)</b></p>	<p><b>UC</b> U2.1 What does it mean if Christians believe God is holy and loving? (Link to <b>UC</b> 1.1) <b>GOD Christians</b></p>	<p>L2.8 What does it mean to be Hindu in Britain today? (Link to 1.7, U2.6, 2.7)  <b>Hindus</b></p>	<p>U2.6 What does it mean to be a Muslim in Britain today? (Link to 1.2, 1.7, 2.7, 2.8)  <b>Muslims</b></p>
	<p><b>Children will be able to: Years 3 and 4</b>  Know the values found in stories and texts (A2).  Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).  Describe some Christian and Humanist values simply (B3).  Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).  <b>Years 3 and 4 Vocabulary: Behaviour, actions, sinful, code for living, peace, fairness, honesty, values, Humanist, Christian</b></p>	<p><b>Children will know that: Years 3 and 4</b>  Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping.  Christians believe that God is both holy and loving and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace.  Christians do not all agree about what God is like but try to follow his path as they see it in the Bible or through church teaching.  Christians believe getting to know God is like getting to know a person rather than learning information.  <b>Years 3 and 4 Vocabulary:</b></p>	<p><b>Children will be able to: Years 3 and 4</b>  Know and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).  Ask good questions about what Hindus do to show their faith (B1).  Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).  Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).  <b>Years 3 and 4 Vocabulary: Hindus, faith, mandir, puja, aarti, bhajans, Sanatana Dharma, Eternal Way, murtis,</b></p>	<p><b>Children will be able to: Years 3 and 4</b>  Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).  Know three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).  <b>Years 3 and 4 Vocabulary: Five Pillars of Islam, Muslims, Holy Qur'an, guidance, Shahadah, salat, sawm, zakat, hajj, Allah, Prophet Muhammad, mosque,</b></p> <p><b>Years 5 and 6</b>  Make connections between Muslim practice of the Five Pillars</p>

	<p><b>Years 5 and 6</b> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Give examples of similarities and differences between Christian and Humanist values (B3). <b>Years 5 and 6 Vocabulary: Behaviour, actions, sinful, code for living, peace, fairness, honesty, Humanist, Christian, fruit=actions, values</b></p> <p><b>Challenge:</b> Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). <b>Challenge vocabulary: Values v Valuables,</b></p>	<p><b>Omnipotent, omniscient, eternal, holy and loving, sin, forgiveness,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> Christians believe that God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. <b>Years 5 and 6 Vocabulary: Omnipotent, omniscient, eternal, holy and loving, sin, injustice, cathedral, forgiveness, Ten Commandments,</b></p>	<p><b>shrine, artha, kama, moksha, karma</b></p> <p><b>Years 5 and 6</b> Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). <b>Years 5 and 6 Vocabulary: Hindus, faith, mandir, puja, aarti, bhajans, Sanatana Dharma, Eternal Way, murtis, shrine, artha, kama, moksha, karma</b></p>	<p>and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). <b>Years 5 and 6 Vocabulary: Five Pillars of Islam, Muslims, Holy Qur'an, guidance, ibadah, Shahadah, salat, sawm, zakat, hajj, Allah, tawhid, Prophet Muhammad, mosque,</b></p> <p><b>Challenge:</b> Answer the title key question from different perspectives, including their own (C1). <b>Challenge vocabulary: Sunnah, Hadith</b></p>
Spring 1	<p>U2.4 If God is everywhere, why go to a place of worship? (Link to 1.7, 2.5) <b>Christians, Hindus, Jewish people</b></p>	<p>L2.2 Why is the Bible so important for Christians today? (Link to 1.4) <b>Christians</b></p>	<p>L2.7 What does it mean to be a Christian in Britain today? (Link to 1.7, 2.8) <b>Christians</b></p>	<p><b>UC</b> U2.5 Christians and how to live: 'What would Jesus do?' (Link to 1.4, 1.8) <b>GOSPEL</b> <b>Christians</b></p>
	<p><b>Children will: Years 3 and 4</b> Recall and name some key features of places of worship studied (A1).</p>	<p><b>Children will: Years 3 and 4</b> Recall and name some Bible stories that inspire Christians (A2).</p>	<p><b>Children will: Years 3 and 4</b> Know and name examples of what Christians have and do in their families and at church to show their faith (A3).</p>	<p><b>Children will know that: Years 3 and 4</b> The Good News is not just about setting an example for good behaviour and challenging bad behaviour. It is that Jesus offers a</p>

<p>Know about what believers say about their places of worship (C2). Select and describe the most important functions of a place of worship for the community (B3). <b>Years 3 and 4 Vocabulary: Anglican, Baptist, Mandir, Hinduism, Synagogue, Jewish people, Shabbat, community,</b></p> <p><b>Years 5 and 6:</b> Make connections between how believers feel about places of worship in different traditions (A3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <b>Years 5 and 6 Vocabulary: Anglican, Baptist, Mandir, Hinduism, Synagogue, Jewish people, Shabbat, Body of Christ, community, nature, stillness</b></p> <p><b>Challenge</b> Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). <b>Challenge vocabulary:</b></p>	<p>Know at least two ways Christians use the Bible in everyday life (B1). Give examples of how and suggest reasons why Christians use the Bible today (B1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <b>Years 3 and 4 Vocabulary: Bible, guidance, wisdom, Old and New Testaments, books, chapters and verses, "Big Story", parables, temptation</b></p> <p><b>Years 5 and 6</b> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). <b>Years 5 and 6 Vocabulary: Bible, guidance, wisdom, old and New Testaments, books, chapters and verses, "Big Story", parables, temptation</b></p>	<p>Ask good questions about what Christians do to show their faith (B1). Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <b>Years 3 and 4 Vocabulary: Christians, faith, Bible, cross/crucifix, palm cross, grace, prayers, community, Anglican, Baptist, Roman Catholic, Sunday School, food banks, charity, hymns</b></p> <p><b>Years 5 and 6</b> Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p>	<p>way to heal the damage done by human sin. Christians see that Jesus' teachings and example cuts across expectations e.g. the Sermon on the Mount where Jesus' values favour serving the weak and vulnerable, not making people comfortable. <b>Years 3 and 4 Vocabulary: Good News, teachings, Sermon on the Mount, Gospel, mission, charity, values</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. Jesus' good news transforms lives now but also points towards a restored transformed life in the future. <b>Years 5 and 6 Vocabulary: Good News, teachings, Sermon on the Mount, Gospel, mission, charity, global community, parable, making a difference,</b></p>
---	---	---	--

	<b>Different aspects of worship, connections to God</b>		<b>Years 5 and 6 Vocabulary: Christians, faith, Bible, cross/crucifix, palm cross, grace, prayers, community, Anglican, Baptist, Roman Catholic, Sunday School, food banks, charity,</b>	
Spring 2	U2.1 Why do some people believe God exists? (Link to 1.1, 1.2, 1.3, 2.1) <b>Christians, non-religious (Humanists)</b>	L2.5 Why are festivals important to religious communities? (Link to 1.6) <b>Christians, Hindus, Jewish people, Muslims</b>	<b>UC</b> L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Link to <b>UC</b> 1.5, 1.6) <b>SALVATION</b> <b>Christians</b>	<b>UC</b> U2.6 What do Christians believe Jesus did to 'save' people? (Link to <b>UC</b> 1.5, 1.6) <b>SALVATION</b> <b>Christians</b>
	<b>Children will: Years 3 and 4</b> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). Give two reasons why a Christian believes in God and one why an atheist does not (A3). Present different views on why people believe in God or not, including their own ideas (C1). <b>Years 3 and 4 Vocabulary: Beliefs, opinions, views, Christian, Muslim, Hindu, Buddhist, Jewish, Sikh,</b>  <b>Years 5 and 6</b> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the	<b>Children will: Years 3 and 4</b> Recognise and know some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). <b>Years 3 and 4 Vocabulary: Festivals, celebrations, Christmas, Diwali, Easter, Pentecost, Harvest, Pesach, Rosh Hashanah, Yom Kippur, Eid, symbols, rituals,</b>  <b>Years 5 and 6</b> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).	<b>Children will know that: Years 3 and 4</b> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy week, such as the last supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. <b>Years 3 and 4 Vocabulary: Holy Week, resurrection, Easter, Salvation, Palm Sunday, Good Friday, Maundy Thursday, Easter Sunday, cross</b>	<b>Children will know that: Years 3 and 4</b> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. <b>Years 3 and 4 Vocabulary: Big Story, salvation, Gospels, New Testament,</b>  <b>Years 5 and 6 (in addition to knowledge above)</b> Christians interpret this in a variety of ways: (e.g. as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost



	<p>lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p><b>Years 5 and 6 Vocabulary: Beliefs, opinions, views, existence, theism, atheism, agnosticism, Christian, Muslim, Hindu, Buddhist, Jewish, Sikh, interpretation.</b></p> <p><b>Challenge</b> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p> <p><b>Challenge vocabulary: Enquiry, benefits and challenges</b></p>	<p>Know similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Suggest how and why religious festivals are valuable to many people (B2).</p> <p><b>Years 5 and 6 Vocabulary Festivals, celebrations, Christmas, Diwali, Easter, Pentecost, Harvest, Pesach, Rosh Hashanah, Yom Kippur, Eid, symbols, rituals, key elements, deeper meanings</b></p>	<p><b>Years 5 and 6 (In addition to knowledge above)</b> As above, with broader and deeper range of resources and examples.</p> <p><b>Years 5 and 6 Vocabulary: Holy Week, resurrection, Easter, Salvation, Palm Sunday, Good Friday, Easter Sunday, cross, Passover, Last Supper, betray, Judas, Maundy Thursday, Holy Communion, symbols</b></p>	<p>and leading them to God; leading from darkness to light, from slavery to freedom.) Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. As above, with broader and deeper range of resources and examples.</p> <p><b>Years 5 and 6 Vocabulary: Big Story, salvation, Gospels, New Testament, sacrifice, Holy Communion, Eucharist, Mass,</b></p>
<p>Summer 1</p>	<p><b>UC</b> L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Link to 1.6) <b>KINGDOM OF GOD</b> Christians</p>	<p><b>UC</b> U2.4 Why do Christians believe Jesus was the Messiah? (Link to <b>UC</b> 1.4) <b>INCARNATION</b> Christians</p>	<p>L2.1: What do different people believe about God? (Link to 1.1, 1.2, 1.3) Christians, Hindus, Muslims</p>	<p>L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Link to 1.6, U2.3) Christians, Hindus, Jewish people</p>
	<p><b>Children will know that: Years 3 and 4</b> Christians believe that Jesus inaugurated the "Kingdom of God" i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now (Your kingdom</p>	<p><b>Children will know that: Years 3 and 4</b> Jesus was Jewish. Christians believe that Jesus was God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the</p>	<p><b>Children will: Years 3 and 4:</b> Know beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about</p>	<p><b>Children will: Years 3 and 4</b> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Know at least two promises made by believers at these ceremonies</p>

<p>come, your will be done on earth as it is in heaven).          Christians believe that Jesus is still alive and rules in their hearts and lives by the Holy Spirit if they let him.          Christians believe that after Jesus returned to be with God the Father he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.          Christians celebrate Pentecost as the beginning of the Church.  <b>Years 3 and 4 Vocabulary</b>  <b>Kingdom of God, Pentecost, Holy Spirit, resurrection, Lord's Prayer</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b>          Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.          Link Pentecost to the "Big Story" of the Bible.          Link the Church as a body, the fruit of the Spirit and the Kingdom of God.  <b>Years 5 and 6 Vocabulary:</b>  <b>Kingdom of God, Pentecost, Holy Spirit, resurrection, Lord's Prayer, Fruit of the Spirit, Body of the Church, virtues</b></p>	<p>relationship between humans and God.          The Old Testament talks about a "rescuer" or "anointed one" – a messiah. Some texts talk about what this "messiah" would be like. Christians believe that Jesus fulfilled these expectations and that he is the Messiah (Jewish people do not believe that Jesus is the Messiah).          Christians see Jesus as their saviour.  <b>Years 3 and 4 Vocabulary:</b>  <b>Jewish, God in the flesh, rescuer, anointed one, messiah, saviour</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b>          The Old Testament pieces together the story of the People of God. As their circumstances change (for example from being nomads (Abraham, Jacob) to being city dwellers, (David)), they have to learn new ways of following God.          The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.          Christians see the Christian church as part of the ongoing story of the People of God and try</p>	<p>people who encountered God (A1).          Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).          Ask questions and suggest some of their own responses to ideas about God (C1).  <b>Years 3 and 4 vocabulary:</b>  <b>Christians, Hindus, Muslims, sacred texts, God, Trinity, Allah, Trimurti, stories about God,</b></p> <p><b>Years 5 and 6:</b>          Suggest why having a faith or belief in something can be hard (B2).          Know how and say why it makes a difference in people's lives to believe in God (B1).          Know some similarities and differences between ideas about what God is like in different religions (B3).          Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).  <b>Years 5 and 6 vocabulary:</b>  <b>Christians, Hindus, Muslims, sacred texts, God, Trinity, Allah, Trimurti, stories about God, Night of Power, Muhammad, art, calligraphy, murtis</b></p>	<p>and say why they are important (B1).          Suggest why some people see life as a journey and know some of the key milestones on this journey (A2).          Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).          Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).  <b>Years 3 and 4 Vocabulary:</b>  <b>Milestones of commitment, promises, ceremonies, rituals, metaphor, faith community, confirmation, baptism,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b>          Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).          Explain similarities and differences between ceremonies of commitment (B3).          Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2)  <b>Years 5 and 6 Vocabulary:</b>  <b>Milestones of commitment, promises, ceremonies, rituals, metaphor, faith community, confirmation, baptism, 'map of life', community, belonging, belief</b></p>
--	---	---	--

		to live in a way that attracts others to God. <b>Years 5 and 6 Vocabulary</b> <b>Jewish, God in the flesh, rescuer, anointed one, messiah, saviour, Old Testament, People of God, Moses and the Exodus,</b>		
Summer 2	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (Link to 1.5, 1.8) <b>Christians, Muslims, non-religious (Humanists)</b>	U2.3 What do religions say to people when life gets hard? (Link to 1.7, 1.4) <b>Christians, Hindus, non-religious</b>	L2.9 What can we learn from religions about deciding what is right and wrong? (Link to 1.8, U2.7) <b>Christians, Jewish people, non-religious (Humanists)</b>	L2.4 Why do people pray? (Link to 1.5) <b>Christians, Hindus, Muslims</b>
	<p><b>Children will:</b> <b>Years 3 and 4</b> Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). <b>Years 3 and 4 Vocabulary:</b> <b>Special, sacred, religious art and architecture, mosques, sacred buildings, cathedrals, charities, generosity</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2).</p>	<p><b>Children will:</b> <b>Years 3 and 4</b> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Express ideas about how and why religion can help believers when times are hard, giving examples (B2). <b>Years 3 and 4 Vocabulary:</b> <b>“big questions”, death, life, purpose, suffering, salvation, heaven,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above):</b> Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2).</p>	<p><b>Children will:</b> <b>Years 3 and 4</b> Recall and talk about some rules for living in religious traditions (B2). Find out at least two teachings from religions about how to live a good life (C3). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Discuss their own and others’ ideas about how people decide right and wrong (C3). <b>Years 3 and 4 Vocabulary:</b> <b>Rules for living, teachings, Judaism, Christianity, Ten Commandments, temptation, “a good life”, Beatitudes, Talmud,</b></p>	<p><b>Children will:</b> <b>Years 3 and 4</b> Describe what some believers say and do when they pray (A1). Respond thoughtfully to examples of how praying helps religious believers (B2). Describe the practice of prayer in the religions studied (A2). Describe ways in which prayer can comfort and challenge believers (B2). Make connections between what people believe about prayer and what they do when they pray (A3). <b>Years 3 and 4 Vocabulary:</b> <b>Prayer, religious believers, comfort and challenge, Lord’s Prayer,</b></p> <p><b>Years 5 and 6 (In addition to knowledge above)</b> Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>



	<p><b>Years 5 and 6 Vocabulary:</b>  <b>Special, sacred, religious art and architecture, mosques, sacred buildings, cathedrals, to the glory of God, charities, generosity, poverty, geometric art, representational art,</b></p> <p><b>Challenge:</b>  Outline how and why some Humanists criticise spending on religious buildings or art (A3).  Examine the title question from different perspectives, including their own (C1).</p> <p><b>Challenge vocabulary:</b>  <b>Critical, defend, impact</b></p>	<p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p><b>Years 5 and 6 Vocabulary:</b>  <b>“big questions”, death, life, purpose, suffering, salvation, heaven, reincarnation, bereaved, judgement, afterlife</b></p> <p><b>Challenge:</b>  Explain what difference belief in Judgement, heaven, karma or reincarnation might make to how someone lives, giving examples (B1).  Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p> <p><b>Challenge vocabulary:</b>  <b>Expressions, artworks,</b></p>	<p><b>Years 5 and 6 (In addition to knowledge above)</b>  Give examples of ways in which some inspirational people have been guided by their religion (B1).  Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).  Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3)</p> <p><b>Years 5 and 6 Vocabulary:</b>  <b>Rules for living, teachings, Judaism, Christianity, Ten Commandments, temptation, “a good life”, Beatitudes, Talmud, inspirational, codes for living, Martin Luther-King, Desmond Tutu</b></p>	<p>Explain similarities and differences between how people pray (B3).  Consider and evaluate the significance of prayer in the lives of people today (A1).</p> <p><b>Years 5 and 6 Vocabulary:</b>  <b>Prayer, religious believers, comfort and challenge, Lord’s Prayer, First Surah of the Qur’an, Gayatri Mantra, spiritual, impact, answered prayer</b></p>
--	---	--	---	---