

Progression of Skills: Foundation Stage

In Foundation, the children can...

<p>Communication and language</p> <ul style="list-style-type: none"> • Children listen with enjoyment to stories, songs and poems from different communities and traditions and • Respond with relevant comments, questions or actions; • Use talk to organise, sequence and clarify thinking, ideas, feelings and events; • Answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events • from different traditions and communities; • Talk about how they and others show feelings; • Develop their own narratives in relation to stories they hear from different communities. 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously; • Talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable; • Think and talk about issues of right and wrong and why these questions matter; • Respond to significant experiences showing a range of feelings when appropriate; • Have a developing awareness of their own needs, views and feelings and be sensitive to those of others; • Have a developing respect for their own cultures and beliefs, and those of other people; • Show sensitivity to others’ needs and feelings and form positive relationships.
<p>Understanding the World</p> <ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities and traditions; • Begin to know about their own cultures and beliefs and those of other people; • Explore, observe and find out about places and objects that matter in different cultures and beliefs. 	<p>Wider Curriculum Subjects</p> <ul style="list-style-type: none"> • Children use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings; • Respond in a variety of ways to what they see, hear, smell, touch and taste. • Children access a wide range of books, poems and other written materials to ignite their interest. • Children recognise, create and describe some patterns, sorting and ordering objects simply.

Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...

Knowing about and understanding religions and worldviews.

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Explore and talk about stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals.
- Learn from visiting sacred places. Linking to English and computing, pupils **recount** a visit to a local church and a synagogue using digital photographs. They **find out** about the symbols and artefacts that they saw there and suggest meanings for them.
- **Learn about and remember** what happens at a church or a synagogue, including special events such as weddings.
- **Learn these words**, which Jewish people use to speak of God: Almighty / Eternal / the G-d of Abraham, Isaac and Jacob. [NB: Jewish people often write 'G-d' to avoid any disrespect to the Almighty.] Note that Jewish people say G-d is invisible, and they make no pictures of G-d.
- **Explore** the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest.
- **Explore** ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism described in the Gospels.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
- **Retell stories** (for example through drama or in pictures), using a range of different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They **compare the stories** and think about what Christians today learn from the stories.
- Linking to English, pupils **respond to** the parables Jesus told, for example, such as the Lost Son, **considering and talking about** what they mean. They recognise Christianity as the religion from which the stories come

Expressing and communicating ideas related to religions and worldviews.

- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- **Find out** about what different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They **respond to questions** about being generous and being thankful; **notice and talk about** the fact that people.
- **Discuss reasons** why some people go to synagogues or churches often, but other people never go to holy buildings.
- Linking to PSHE and RSE pupils **make lists** of the different groups to which they belong, e.g. in school, in the community, and **consider** the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups?
- **Consider** what is special about the Torah and **respond sensitively**, relating to their special things.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- **Express creatively** (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show?
- **Learn** that there are over 400 churches in Nottinghamshire, and visit one to learn more; **ask and think** about the question: who belongs here? Does the building belong to God?

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| <ul style="list-style-type: none">• Ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories.• Retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives.• Encounter many examples of simple 'wise sayings' (e.g. from Moses, Jesus or Saint Peter or an appropriate non-religious example) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them.• Work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints.• Learn that being a part of the Christian religion includes some symbols and rituals of belonging, for a baby (Christening) or for a young adult (e.g. Believer's Baptism).• Learn that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging.• Retell (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people (and Christians – teach the children that these stories are also in the Christian Bible).• <u>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</u>• Select examples of religious artefacts from Christianity and Judaism that interest them, and name these, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church.• Listen to and think about three moral stories, for example from Christians, Jewish people and Humanists. They think and talk about whether they are saying the same things about how we should behave.• Choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water.• Find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy.• Explore and talk about stories and celebrations. | <ul style="list-style-type: none">• Express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?• Write an account of their favourite story from the Jewish Bible and suggest what it means to Jewish people and to anyone who likes stories.• <u>Notice and respond sensitively to some similarities between different religions and worldviews.</u>• Use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue.• Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion.• Ask and find out about from where these stories some (The Torah, the Jewish Bible, called the Old Testament by Christians). |
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Gaining and deploying the skills for studying religions and worldviews.

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- **Notice and talk about** the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different?
- **Think about** the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and **consider questions** about being good, kind, and forgiving.
- **Write** a list of examples of different ways we have of belonging, and say which ones matter most to themselves.
- **Think about** the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and **explore** some of these characteristics creatively. Note that these 'Bible heroes' are also people who makes mistakes – but they are forgiven by God.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- **Ask and find out** how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions.
- **Discuss** stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'.
- Linking to English and PSHE pupils could play some collaborative team games and **talk about** how the games put the teaching of the 'Golden Rule' into action. **Talk about** the fact that many non-religious people also follow the Golden Rule ('treat others how you wish to be treated'), and consider the question: how can all humanity belong together?
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- **Respond to stories** about Jesus, talking about thankfulness as a result of miracles.
- Linking to English, pupils **ask questions** about goodness, and **create simple sentences** that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean. linking to 'Philosophy for Children', pupils **think about** and **respond to 'big questions'** in a classroom enquiry using, for example, a story from the New Testament: should Jesus have gone to

Key vocabulary:

Kiddish cup, menorah, Hanukkah, family, disciples, crowds, palm leaves, temple, priests, faith, water, wine, paralysed, Font, candle, baby, church, holy water, vicar, Mary, Joseph, donkey, angels, shepherds, wise men, Bethlehem, stable, manger, God, light, dark, plants, animals, sun, moon, stars, humans, rest, holy. Healed, illness, disciples, Prayer shawl, Star of David, Torah, synagogue, Temple curtains, cross, Peter, Judas, stone, tomb, priests, angel Mary Magdalene, Easter, bread, wine, Diwali, Hinduism, Rama, Sita, diva lamp, Eid-El -Fir, Islam, Hanukkah, 10 commandments, Star of David, Rabbi, Friendship, help, play, support, care, love, give, trust, include Passover, Moses, Egypt, Israelites, River Nile, seder plate, Torah. Temple curtains, cross, Peter, Judas, stone, tomb, priests, angel Mary Magdalene, Easter, bread, wine. Qur'an, Islam, Imam, Mecca, Salah, Hajj, Hijab, Mosque, Muslims, Bible, Torah, cross, prayer, Support, include, play, care, Baptism, confirmation, wedding, bar mitzvah, bat mitzvah, Family, Friendship, Happiness, Kindness, Teamwork, Respect, Caring, Safety, Honesty, Supportive

the house of the tax collector Zacchaeus? Why did he? Why do Christians feel sad on 'Good Friday'? What happened after Jesus died, at Easter?

- **Retell** the Jewish story of God's creation of the Earth from Genesis 1, **considering** ways in which people care for the earth and making links with the Environment and Science.
- **Explore** how different people, including Jewish people, have expressed their ideas about God and **think and talk about** their own ideas about God, linking to enquiry methods from Philosophy for Children.

Progression of Skills: Years 3 and 4

In Year 3 and 4 the children can...

Knowing about and understand religions and worldviews.

Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;

- **Reflect thoughtfully** on the reasons why some people value such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations.
- **Find out about and describe** some ways in which different religions see life as a journey, using examples of baby-welcoming ceremonies from Muslims, Hindus, Humanists and Christians (Christening will have been studied in an earlier unit).
- **Make connections** between different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to **reflect thoughtfully** on their own ideas about the 'journey of life'.
- **Consider why** people go on pilgrimages. They will use a range of exciting stimuli to find out about pilgrimages and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice.
- **Pursue an enquiry** into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions, including a visit or an interview with a visitor where possible (BBC 'My Life My Religion: Hindus' has good clips for this unit).

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;

- **Describe and understand links** between Bible stories of creation and Christian beliefs about God as the creator.

Express ideas and insights into the significance of religion and worldviews.

Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;

- **Consider:** what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs.
- **Compare** how Christians, Muslims, Hindus or Humanists celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing.
- **Develop their understanding** of beliefs about life after death in at least two religions or other worldviews through seeking answers to their own questions, considering religious sources of wisdom and articulating reasons for their own ideas and responses.
- **Investigate** the deeper meanings of Hindu festivals **and respond thoughtfully** to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;

- **Express and communicate** their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? They can study this through

- **Gather information** and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs. Find out about Trinity, Allah and the gods and goddesses of Hindu worship.
- **Explore** the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived.
- **Respond thoughtfully** to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected.
- **Respond thoughtfully** to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs.
- **Respond thoughtfully** to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas.
- **Listen to and consider** spiritual music in ways that enable them to discuss the meanings and impacts of the music and **consider the meanings** of words used in musical worship.
- Linking to the music curriculum, **explore and respond thoughtfully** to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g. Abide with Me, All things Bright and Beautiful, Christ the Lord is Risen Today), Handel's 'Hallelujah Chorus', contemporary worship music and Christian songs for children.
- **Describe and understand links** between Hindu stories and celebrations, examining the Divali stories, for example, and at least one other festival, using different literacy approaches to the characters and meanings of the stories.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

- Learn about Christian commitment by **describing** some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts.
- **Pursue an enquiry** into Christian and Islamic prayer, **finding out about and exploring** beliefs and practices about praying 5 times each day in Islam and about

examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school).

- **Find out about similarities and differences** in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together at church or mosque, remembering leaders including Jesus and Prophet Muhammad.
- **Investigate** the meaning of prayer in these communities and **consider questions** about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray?
- **Respond thoughtfully** to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History.
- **Suggest how and why** belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

- **Consider the question:** why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an important part of their lives.
- Use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to **explore** how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan).
- Linking to English, pupils **find out more** about different forms of worship, prayer and meditation in different communities and on different pilgrimages, and write creatively and thoughtfully

<p>the use and meaning of the Lord's Prayer in Christianity. Get them to think about worship, God and human life for Christian and Muslim people.</p> <ul style="list-style-type: none"> • Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups. • Pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study. • Consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery). • Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? • Express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts. • Find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations at home and in the mandir, learning about murtis, images of the gods and goddesses and the beliefs about the ultimate reality they express, including concepts of karma, dharma and Brahman. 	<p>some songs, prayers or meditations suited to particular occasions and communities.</p>
<p>Gain and deploy skills for engaging with religions and worldviews.</p> <p><u>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</u></p> <ul style="list-style-type: none"> • Discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Is Genesis 1 a story about human nature or about how the world was made? 	<p>Key vocabulary: Guru Nanak, gurdwara, langar, Punjabi, Amritsar, sewa, kirtan, kirpan, khanga, kesh, kara. Diwali, Hinduism, Rama, Sita, diva lamp, Church, alter, lectern, pew, organ, synagogue, temple, mandir, shrine, Murtis, Aum, langar, Prayer shawl, Star of David, Torah, synagogue, skull cap, Hanukkah, rabbi, menorah, Passover. Pilgrimage, Hajj, Mina, Mecca, Kabah, Arafat, prophet, Allah, Saudi Arabia, pray, Lourdes, Marian shrine, Virgin Mary, Bernadette, rosary, holy water, apparition. Yule log, bells, Christmas stocking, church, star, carols, Jesus, Mary, Joseph, Sower, seed path, thorns, choked, yield, parable, teachings, lesson Jesus, feast, jealous, prodigal son. Resurrection, tomb, crucify,</p>

- **Develop ideas** about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions.
- **Discuss and present thoughtfully** their own and others' views on challenging questions about different kinds of religious belonging in Nottingham City and Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art.
- **Discuss and present thoughtfully** their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others.
- **Understand the link** between religious ideas about 'destiny' or 'destinations' at the end of life and the ways religious people live now.
- **Consider similarities and differences** between varied views of questions about life's meaning and the possibility of a next life, discussing a range of views thoughtfully.
- **Write** thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned.
- Linking with the expressive arts curriculum, pupils create works of art or music which **express their understanding** of what it means to belong to a religion or worldview, including to undertake a spiritual journey, reflecting on their work on pilgrimage, symbol and religious expression.
- **Write thoughtfully** about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied.
- **Discuss and debate** reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people.
- **Consider the question:** what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from spotify or tik-tok, what pieces of music would they include and why? The class might like to play examples of their own spiritual music to each other and discuss how this choice is different for each person.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;

Messiah, lent, Ash Wednesday, the last supper. Aum, gods, lotus, temple, diva lamp, shrine, prayer beads, Ganesh.

- **Write a thoughtful proposal** for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- **Express and communicate** their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage.
- **Express and communicate their understanding** about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. This could include non-religious festivals such as New Year or Comic Relief Day.
- **Write** thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions?

Progression of Skills: Years 5 and 6

In Year 5 and 6, the children can...

Know about and understand religions and worldviews.

Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas:

- **Understand and connect** key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection. They might interview a Christian minister about this.
- **Develop understanding** of key Christian beliefs (e.g. from a Creed), **gaining knowledge** about key Christian beliefs in God as Father, Son and Holy Spirit, the Trinity and about the meaning of Pentecost for Christians.
- **Find out about** the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir.
- Use artefacts, video or photos to **describe how** religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance.
- **Find out** about the Jewish religion and community, focusing on religious practice in Germany before the Second World War.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities:

- **Describe and respond thoughtfully** to the lives of some inspirational spiritual and leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human?
- **Understand** how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches or writings.
- Learn about devotion and commitment in Christianity. They **consider why** Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.

Express ideas and insights into the significance of religion and worldviews.

Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities:

- Use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to **describe** the significance of being part of the Christian religion.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives:

- **Explore** the lives of key religious leaders from contemporary life (including modern history), describing the challenges they have faced and the commitments by which they lived.
- **Explore** examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment.
- Linking to the expressive arts, pupils **develop their own imaginative and creative ways of expressing** some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God.
- **Learn about** the story of a Kindertransportee.
- **Develop** their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world **write a clear**

- **Explore and respond thoughtfully** to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom. From reading examples of Hindu and Muslim texts about God and humanity, pupils will be able to think about key beliefs and what difference they make in life.
- **Describe** some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples.
- **Describe** some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion's ideals.
- **Understand** how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives.
- **Explain two examples** of people from the religions studied who use sacred texts: these could be local or famous people.
- **Suggest a list of reasons** why the sacred texts of religions have lasted so long and are often best sellers.
- **Investigate** aspects of community life such as weekly worship, charitable giving or beliefs about prayer, **showing their understanding** and **expressing ideas** of their own.
- **Investigate** aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

- **Describe the impact** of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities.
- **Express their own ideas** about religious issues and questions, raising questions of their own about Muslim and Hindu practice and responding to the 'big ideas' of Hindu and Muslim thinking, giving ideas and reasons for their thoughts.
- **Write an account** of the value and importance of the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them.

account of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

- **Explain similarities and differences between** Muslim and Hindu ideas about God and their own ideas, referencing the fact that many non-religious people are either atheists or agnostics and considering questions about this diversity of belief.
- **Explain similarities and differences** between the texts they have studied: do the religions teach similar things?
- **Consider why** some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities.

Gain and deploy skills for engaging with religions and worldviews.

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;

- **Apply ideas** of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.
- **Discuss and debate** reasons why different people have different ideas about religious questions including whether God is real and what God is like.
- **Suggest two reasons** why debates about God and questions about belief in God are important to people today, giving their own views.
- **Apply ideas** of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why?
- **Discuss thoughtfully** where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'?
- **List and describe similarities and differences** between the ways different communities show that they belong.
- **Discover and explore** what (e.g.) Muslims, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other, including ideas like Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian).
- **Discover and explore** the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;

- **Consider** moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning.
- **Apply ideas** such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words.
- Linking to Mathematics and Geography, pupils use local and national census statistics to **develop accurate understanding** of the religious plurality of their locality and of Britain today.

Key vocabulary:

Prejudice, discrimination, persecution, resistance, Holocaust, Nazis, Kindertransport, testimonies, King Herod, frankincense, gold, myrrh, journey, refugees, commercialised, Brahman, shrine, Krishna, Lakshmi, Shiva, Vishnu. Human rights, equality, freedom of religion, social justice, prejudice, discrimination, racism, sexism, wealth, poverty, knowledge, covenant, guidance, inspiration, law, rules, Five pillars, Qur'an, Islam, Imam, Mecca, Salah, Hajj, Eid-al-fitr, Kabba, Hijab, Mosque, Muslims. Buddha, offering bowl, butter lamp, alms bowl, gong, monk, enlightenment, incense, temple.

- **Discuss and apply ideas** from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all.
- Use case studies and survivor accounts to **develop accurate understanding** of examples of issues arising from the study of the Kindertransport.
- Having learned about Jewish community action in the UK today, **create their own charter** of ways to become an upstander, applying their own ideas to issues of respect for all.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

- **Consider the idea** of 'the fruit of the Spirit' (Galatians 5:22, New Testament) as they **discuss and apply** their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life.
- **Apply ideas** such as spirituality, charity, 'the glory of God', compassion for themselves to a question such as: do we need religious buildings to hear God's word about poverty?
- **Apply their ideas** about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children.
- **Write persuasively** about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war).