



Grove Lea Primary Religious Education Progression Skill Grid 2021-2022.

EYFS	3-4 years	reception	ELG
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. <ul style="list-style-type: none">• Think about the perspectives of others.	Show sensitivity to their own and others' needs.
Understanding the world	Continue to develop positive attitudes about the differences between people	Talk about members of their immediate family and community. <ul style="list-style-type: none">• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways	Talk about the lives of the people around them and their roles in society. <ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what have been read in class



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	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>Does God want Christians to look after the world? 1. Make something then reflect on it. How do you want what you have created to be treated? Who would you trust to look after it. Look at pictures of Earth from Space who created this? Scavenger hunt: 5 objects to bring back: the smallest thing, spikiest thing. Read the story Wonderful Earth by Nick Butterworth. 2. Re-read story. Sequence pictures showing the story. Discuss how Christians believe that God created the world. Why did he do it? How did he feel afterwards? Create a collage/ freeze/ wheel Does God want Christians to look after the world? 3. Look at pictures/ photos of how different people look after the world. Sort the pictures into positive and negative. Use the pictures of caring and think about what would God be most proud of How can we look after the world. The world is precious so what are we doing to look after it?</p>	<p>What did Jesus teach? Is it possible to be kind to everyone all the time? Christianity: What does it mean to be kind? Who are you kind to? Do you think you are a kind person? Understand the story of The Good Samaritan and be able to explain which part of the story is most important and why? Introduce Love your neighbour. Discuss what it means. Give examples of how Jesus was kind. Know how we can be kind to our friends in class. Jesus as a gift from God. Why did God give Jesus to the World? Christianity: Explain that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. Know how Christians prepare/look forward to Christmas? Know that Jesus came to teach everybody to love one another and be kind to each other and in this way</p>	<p>Does celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Know the story of Diwali and be able to identify the Good and Evil characters. Know how they celebrate Diwali Know what a diva lamp, Rangoli patterns are and why they are important</p>	<p>How special is the relationship Jews have with God? Know and understand that Jews believe that there is 1 God who not only made the world but every Jew can have a relationship with. Know that Jews have a relationship with God through the: 2. The ten commandments. 3. the Torah 4. The synagogue 5. prayer shawl, 10 knots. 6. The Jewish home. Write their own mezuzah. Know that it is easy/difficult would it be for jews to live up to this special covenant? What is the most significant part of the Nativity story for Christians today? 1. Symbols in everyday life, Christmas symbols. What symbols are in the Christmas story? What do they mean? 2. Talk with a vicar/ arrange a visit to a church to look at symbols of Christianity. What do they consider to be the most important symbol? 3. The Christingle. Symbols and meaning</p>	<p>What is the best way for a Sikhs or Hindu to show commitment to God? 1. Know what what the Sikhs give/ give up Know what the langar is What the 5 Sikh beliefs are What is the Golden Temple. 2. Know what the 5K's are. How far would you go to protect someone you love? Is it ok that not all Sikhs put the same amount of effort in Is the Christmas story true? 1. What do you know about the Christmas story? Read from bible luke Chapter 1 26-38 and chapter 2 1-20. Matthew Chapter 1: 18 chapter 2:12. Divide the class in half one half Luke's version and the other Matthew's version. What is the same, what is different? Whose version is true? Why are they different? 3. If we are questioning who was actually present during the Christmas story and when were they there? What else might not be true?</p>	<p>What is the best way for a Muslim to show commitment to God? 1. know which situations show commitment and decide on 3 key ingredients needed for commitment. Recap on the 5 pillars of Islam. How does this show commitment? 2. Third pillar of Islam is Zakah- Should this be a duty or should it be a choice? 3. The fourth pillar of Islam is Sawn: Ramadan and why fasting shows commitment to God. 4. The fifth pillar of Islam- hajj. Which practise shows the most commitment. Why? Why do they think this? Think back to the first lesson and key ingredients they had for commitment. How will they ensure that they will stick to their commitments? How significant is it that Mary was Jesus' mother? 1. Know why you are chosen for something and how this makes you feel? Look at how Mary is shown in art. Introduce the key</p>



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<p>Invite Father Robert to talk about his views on creation. What gift would I have given to Jesus if he had been born in my town not Bethlehem?</p> <ol style="list-style-type: none"> 1. Bring in a gift that is special to them. Say why it is special. Who gave it to them? How did you feel when you received it. When else do we get gifts? Retell the Christmas story. Ask what gifts were given and by whom. Look at gifts you are given as a baby as well as gifts given to Jesus. Match gift to character. Why were they given? Retell the story using story sticks. 2. show the children a new baby card announcing the arrival of baby Jesus. Show children a basket of gifts that were given in the Christmas story. What present would they choose to have given to him. Draw. Then on a gift tag write TO Jesus and why they chose the gift e.g. To Jesus, I give you gold because you are a king. Discuss that Jesus was a gift from God. 3. teacher lights a candle, what gifts can we give to Jesus can be an object or an action. Children write/ draw on gift tags and hang on the Christmas tree or wrap a box and put it under the cHristmas tree. 	<p>the world would become a better place. How important is it for Jewish people to do what God asks them to do? Judaism: Identify special food for special times e.g birthday cake, Christmas cake. Know about a special meal Jewish family have once a year at the Festival of Passover. Know the symbolism of the items on the Sedar plate and about the meal. Know what ways Jews celebrate Passover tell us about how important it is for them to do as God asks?</p> <p>Is it true that Jesus came back to life again? Christianity: Know the seasons, and how nature dies in the winter and returns to life in the spring. Know what heaven is and how children have different ideas about heaven. Know the Easter story and how the crucifixion is not the end.</p>	<p>Has Christmas lost its true meaning? Know some of the images of Christmas and what they mean e.g. Advent calendar, Nativity scene, Christmas fairy. Know that Christmas means different things to different people. Identify the religious images of Christmas and the non-religious images. Has Christmas lost its true meaning?</p>	<p>How important is it for Jewish people to do what God asks them to do? Know what Kosher and non-Kosher is and why God asks Jewish people to think and respect this. 2. Know what the The Passover meal is. 3. know that the Special relationship Jews have with God started with Abraham. What else do Jewish people do what God asks: payer, shawls, mezuzah, sabbath Rank what they think is the most important sabbath above prayer? it.</p> <p>Is forgiveness always possible? 1. What does forgiveness mean Is it impossible to forgive someone? What do we know about Jesus so far? Do they think he had enemies? 2. What do Christians believe about forgiveness Did Jesus always forgive people? Jesus in the temple.</p>	<p>Are Sikh stories important today? 1. Know what Guru Granth Sahib in the gurdwara is and know why important this is. 2. Recap on the Guru Granth Sahib. Teaches Sikhs how God wants them to live their lives. They show it respect as believe it is the Sikh's last guru. What does it teach? Know the Guru Nanak and the jasmine flower story. Make own bowl from modrock/ papier Mache/ clay. Discuss what is there still more room for in the world e.g. honesty, goodness, happiness, peace 3. Guru Nanak, Malik Bhago and lalo. Themes are equality and honesty The founding of the Khalsa: courage and standing up for what you believe in. Guru Nanak and the cobra</p> <p>Did God intend for Jesus to be crucified? 1. what do you have most control over in your life? Knowing what is destiny. 2. What do we know about Jesus? What do we think God's plan was for Jesus' life according to Christianity?</p>	<p>questions. Why is she painted in this way? Children read Luke 1: 26-38.? Look now at Mary's song Luke 1:47-55. What do we know about Mary? 2. Look at Matthew 1 18-25. Look at the word incarnation what does this mean? What other Christain beliefs rely on Jesus being God as well as human? E.g miracles, resurrection. Would people have listened so much if Jesus had been an ordinary man. 3. Think about why Jesus might be sent be God today. 4. Draw a portrait of what Jesus' mother could look like today. Explain why.</p> <p>Is anything ever eternal? 1. Discuss, explain and justify what things you think may last forever. Display the headings last my lifetime, last for ever, wish would last forever. Think of ideas that could go under the three headings. Look at the marriage ceremony and the exchange of rings Is anything ever eternal? Can love last forever? What other love exists?</p>



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<p>Invite Oli Hall tp talk about his role at Christmas time.</p> <p>Jesus as a friend</p> <p>1. What does a good friend do? What do they not do. Christians believe that Jesus is a good friend to them but showing them is not always easy. Read the story of Zacchaeus Stilling the storm Was it always easy for Jesus to show he was a friend? 2. Read the story Mary, Martha and Lazarus Was it always easy for Jesus to show he was a friend Show pictures from the stories read explain why it was easy or difficult. 3. What do I value about my friends? Friendship web I find it easy to be friends with you because</p> <p>Why was Jesus welcomed like a king or celebrity on Palm Sunday?</p> <p>1. What would you do if the Queen came to visit? Make a list of the jobs we would need to do. Watch videos of the queen arriving. How is she being welcomed? How might she feel? What do people feel about her?</p>	<p>Does going to a mosque give Muslims a sense of belonging?</p> <p>Islam: Know how the feeling of belonging is inside us but we might get a stronger sense of belonging when we are in our actual classroom/school or other special place. Know that Muslims pray in a Mosque and this is their special place. Be able to identify a mosque. Know that Muslims perform ritual washing before prayer. Now that Muslims use a prayer mat Understand that Muslims believe that praying together in groups brings greater blessings than praying alone.</p> <p>Does completing the Hajj make a person a better muslim?</p> <p>Islam: Know that the Hajj is a special journey. Explain to children by completing Hajj they are showing commitment to God.</p>	<p>Could Jesus heal people? Know what a miracle is. Know the blind man story John 9 1-12. How could the blind man be healed? Could it have happened? Read the paralysed man mark 2: 1-12 ? Do stories have to be true to be meaningful? Know and be able to explain what is a miracle and was is not.e.g.. birth of a baby a miracle, the way plants grow again a miracle?</p> <p>What Is Good about Good Friday? Know and be able to sequence the Easter story. Know and understand about the importance and symbolism of bread and wine within the story.</p>	<p>What is the best way for a Jew to show commitment God? KmRM – Jewish way of life 10 commandments, shabbat, synagogue, Seder, homelife, commitment to God. Learning clips on Bar Mitzvah. Mitzvoh Mitzvah Day. Doing good in the world could be a way the jewish people show commitment to God. World Jewish Relief be able to decide which they think is the most effective ways to show commitment. Then show proportion.</p> <p>Do people need to go to Church to show that they are a Christian? 1. be able to describe their special place and know what words are associated with this. Where might a Christians special place be? Where might a jews special place? Sikh/ hindu?# Know the names of three special places of worship.2 Know why do Christians go to church- holy communion, worship, baptism. Find out how important the church is to people in their area.</p>	<p>What does it tell you about God? Was Jesus aware of God's plan? Use Luke's gospel chs 20-23. Tell the story. 2. Knowing the events of Holy week, Jesus in the temple, The last Supper, Judas Betrayal, Peter's denial, the arrest, the crucifixion, the burial in the tomb. 3. recap on story, in your opinion does the evidence suggest that Jesus was aware ih was going to be crucified? According to Christians why did Jesus stay in Jerusalem if he was aware he was about to die? Do Christians believe God intended to be crucified? What do you think? Children research people who have or have had a strong sense of purpose or sense of destiny Ghandi. Prince William. The Queen.</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>1. Children have flow charts on their tables. Consider the consequences that follow the action. Play snakes and ladders in small groups. Tell them that this game was originally a</p>	<p>What is meant by unconditional love? 2. Give the children a series of bible references. Children freeze frame/ summarise key teachings. What have we learnt about love from the bible reading? Jesus taught us that love should be eternal and unconditional . Is this possible? Teach the word agape meaning unconditional love. Give the stem sentence Heaven is.... Hell is... What do these concepts mean to the children Explore the Christian belief that because of Jesus' resurrection Christians will also be able to have life after death (eternal life). 3. How do Christians get to heaven? Can anybody go to heaven? Read the parable of sheep and goats Explore the idea that if people have not done good deeds can go to heaven. Invite Oli Hall to talk about his view on life after death. Compare to a humanist perspective. Summarise the Christian teaching of eternal life and unconditional love. Make a class piece of art of what the world would look like if everyone loved their neighbour.</p>



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<p>Who is special to you? How do you welcome special people to your house? We are going to learn about a visit of a special person. Tell them the story up to Palm Sunday. How was Jesus welcomed? Watch video clips of Jesus of Nazareth, people in Jerusalem walking the same route. Draw similarities and differences between Jesus and Queen. Show them Jerusalem is a real place and Christians to day still wave palms. Make palm leaves to welcome Jesus.</p> <p>2. Go back to the main question. People welcomed him because he was special and they wanted to be near him. How would Christians today welcome Jesus into their town?</p> <p>3. Read the Easter story. Order the main events. Jesus arrived as a King but did not leave as one. Light a candle then blow the flame out as Jesus has gone. Talk about what they have learnt but what still puzzles them.</p> <p>Is Shabbat important to Jewish children? Listen to songs about the days of the week. Do we have a favourite day? Why/</p>		<p>How can Brahman be everywhere? Know that who are you to different people e.g. sister, daughter, cousin. Know what Hindus believe about God. That there are different images to show God. Know that God is everywhere but we cannot see him. Challenge stereotypes about Hindus. Be able to compare Hindu belief to Christian story of creation.</p> <p>How important to Sikh's is sharing? Know why is it important to share? What is the opposite of sharing? Why is it difficult to share? Explain what would stop you sharing? Know what the Baisakhi Festival. Know what the Sikh holy book: Know the 3 rules to live by</p>		<p>Hindu game and represents the good and bad decisions in life. Make their own snakes and ladders game. A good decision results in going up the ladder. A bad decision goes down or back. How does this link to our school rules?</p> <p>2. Hindus believe that a good deed will bring rewards but might not be in this lifetime. Hindus believe people build up Karma. Recall Prince Rama and his good deeds. Compare Karma to this idea of Samsara (reincarnation). Christians death and heaven. Draw time lines to show. Christian a straight line but some will be circles. Children remake game but now collect or lose tokens to reinforce Karma.</p> <p>3. Make a piece of creative work to show what you believe about what happens when the physical body dies.</p> <p>What is the best way for a Christian to show commitment to God? 1. Class debate: Is it ok to tell lies? Children then given situations involving lying. They must decide is it ok to lie or not ok to lie?</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on Earth? 1. Children list the important/influential people in their lives or who have been in their life at some point. Discuss how these people have influenced them. Make a list of the most influential people they can think of through history. Has this been good or brought upon bad effects. 2. Do festivals and symbols show that Christianity is still a strong religion? Sort festivals into Christian and not Christian. Recap on festivals and objects. Symbols associated with festivals 3. If Christianity was motivating people to do good in the world, would this show it was still a strong religion? Research CAFOD/ Christian Aid/ Salvation Army/Traidcraft. Does this show that religion is still strong? Some countries persecute people for being Christians. Teach them about people who are suffering for their beliefs 4. Where else in British society do you see the influence of Christianity?</p>



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<p>Talk about Saturday and what you do on a Saturday. How does it differ from the rest of the week? Introduce Jewish child. What do you think they do on a Saturday? Take them through a Saturday. Know what the synagogue is and what the Shabbat is</p> <p>2. why celebrate the Shabbat? How would a Jewish child feel if they have been invited out on a Friday evening by a non Jewish child? If we were going to have a special meal as a class what would we have? Discuss some of the prayers. Write a thank you prayer. Read it as part of a ceremony.</p> <p>Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>1. Look inside a post box. Inside are cards that we send to people to celebrate. 1 card is a Chanukah card. Last card is a card for a Teddybear whose birthday is today and we are going to celebrate it. What would we need to do? Teacher writes ideas. Have a class party for Teddy.</p>		<p>Know what is the Langar?.</p>		<p>Look at the ten commandments. Which commandments are the most important? Look at Galatians 5:14- love thy neighbour as yourself. What does this mean. Who are your neighbours? Look at Galatians 5 22-26. which states for a Christian who is committed to God then the holy spirit to live in them. What does this mean? What does it look like.</p> <p>2. Famous Christians who have dedicated their life to God- Mother Teresa, Martin Luther King Interview Oli Hall how does he show his commitment to God.</p> <p>3. Do you have to go to church every Sunday to show your commitment. Taking the communion- what is this? What does it mean? Saying prayers: types of prayers do we say? Answering letters as an agony aunt to give advice.</p>	<p>People take an oath in court, Christian buildings If you were starting a religion now to make the world a better place, what would your ten commandments be for people to live by?</p> <p>Does belief in Akhirah help Muslims lead good lives?</p> <p>1. What is meant by a good life? In what ways do children demonstrate leading good lives Explore rewards and consequences that can motivate people.</p> <p>2. Explore heaven, hell, right and wrong.</p> <p>3. Does belief in Akhirah help Muslims lead good lives? Who was Muhammad? What is the Qur'an? What does it look like for a Muslim to put God in front of themselves. What are the 8 doors of heaven?</p> <p>4. Research Muslim beliefs/ attitudes towards food, clothes, women, marriage, family life, older people and education. Speak to a Muslim visitor. Balance scale, conscience alley. Discuss what heaven means to them</p>



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	<p>2.Look at game Dreidel. Show video. Show video of Chanukah as we had a card. What is Chanukah? How is Teddy's birthday perty same and different to Chanukah. Does it help to be closer to God? Tell story of the original event of Chanukah. 3. sorting activity. Which would help a Jewish child to feel closer to God. Make candles and think of something they want to say thank you for.Put it inside the candle. Candles displayed in rows of 8.</p>					<p>6.How far would yu go to stand up for what you believe in? Show visuals of war including WW2 and Iraq. How do you feel about war? Is war ever right? What are the alternatives? 6.Introduce concept of Jihad. Collect exmaples of what muslims may consider to be wrong. 7. what does the Quar'an teach? Challenge stereotypes. 8.look at sitiations which would help get a Musim into heaven? Refer back to initial lesson. 9.look at optical illusions what are the interpretations of what they see. Do we all see things in the same way? Discuss streotypes that the world could live without. Interpretation from the Quar'an.</p>



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skills they should have	<p><u>By the end of Y1 the skills we should have...</u></p> <p><u>Thinking about religion</u></p> <ul style="list-style-type: none"> •recall features of religious, spiritual and moral stories and other forms of religious expression •recognise and name features of religions and beliefs <p><u>Enquiring, investigating and interpretation</u></p> <ul style="list-style-type: none"> •identify what they find interesting and puzzling in life •recognise symbols and other forms of religious expression 	<p><u>By the end of Y2 the skills we should have...</u></p> <p><u>Thinking about religion</u></p> <p>retell religious, spiritual and moral stories</p> <ul style="list-style-type: none"> •identify how religion and belief is expressed in different ways •identify similarities and differences in features of religions and beliefs <p><u>Enquiring, investigating and interpretation</u></p> <p>recognise that some questions about life are difficult to answer</p> <ul style="list-style-type: none"> •ask questions about their own and others' feelings and experiences •identify possible meanings for symbols and other forms of religious expression 	<p><u>By the end of Y3 the skills we should have</u></p> <p><u>Thinking about religion</u></p> <p>make links between beliefs, stories and practices</p> <ul style="list-style-type: none"> •identify the impacts of beliefs and practices on people's lives •identify similarities and differences between religions and beliefs <p><u>Enquiring, investigating and interpretation</u></p> <p>investigate and connect features of religions and beliefs</p> <ul style="list-style-type: none"> •ask significant questions about religions and beliefs •describe and suggest meanings for symbols and other forms of religious expression 	<p><u>By the end of Y4 the skills we should have...</u></p> <p><u>Thinking about religion</u></p> <ul style="list-style-type: none"> •comment on connections between questions, beliefs, values and practices •describe the impact of beliefs and practices on individuals, groups and communities •describe similarities and differences within and between religions and beliefs <p><u>Enquiring, investigating and interpretation</u></p> <p>gather, select, and organise ideas about religion and belief</p> <ul style="list-style-type: none"> •suggest answers to some questions raised by the study of religions and beliefs •suggest meanings for arrange of forms of religious expression, using appropriate vocabulary 	<p><u>By the end of Y5 the skills we should have...</u></p> <p><u>Thinking about religion</u></p> <ul style="list-style-type: none"> •explain connections between questions, beliefs, values and practices in different belief systems •recognise and explain the impact of beliefs and ultimate questions on individuals and communities •explain how and why differences in belief are expressed. <p><u>Enquiring, investigating and interpretation</u></p> <p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <ul style="list-style-type: none"> •suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence •recognise and explain diversity within religious expression. 	<p><u>By the end of Y6 the skills we should have...</u></p> <p><u>Thinking about religion</u></p> <ul style="list-style-type: none"> •use religious and philosophical terminology and concepts to explain religions, beliefs and value systems •explain some of the challenges offered by the variety of religions and beliefs in the contemporary world •explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures <p><u>Enquiring, investigating and interpretation</u></p> <p>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <ul style="list-style-type: none"> •interpret religions and beliefs from different perspectives •interpret the significance and impact of different forms of religious and spiritual expression



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	<p><u>Beliefs and teachings (what people believe)</u> recount outlines of some religious stories</p>	<p><u>Beliefs and teachings (what people believe)</u> retell religious stories and identify some religious beliefs and teachings</p>	<p><u>Beliefs and teachings (what people believe)</u> describe some religious beliefs and teachings of religions studied, and their importance</p>	<p><u>Beliefs and teachings (what people believe)</u> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p><u>Beliefs and teachings (what people believe)</u> explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p><u>Beliefs and teachings (what people believe)</u> make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</p>
	<p><u>Beliefs and teachings (what people do)</u> recognise features of religious life and practice</p>	<p><u>Beliefs and teachings (what people do)</u> identify some religious practices, and know that some are characteristic of more than one religion</p>	<p><u>Beliefs and teachings (what people do)</u> describe how some features of religions studied are used or exemplified in festivals and practices</p>	<p><u>Beliefs and teachings (what people do)</u> show understanding of the ways of belonging to religions and what these involve</p>	<p><u>Beliefs and teachings (what people do)</u> explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p>	<p><u>Beliefs and teachings (what people do)</u> explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>
	<p><u>Expression and language (how people express themselves)</u> recognise some religious symbols and words</p>	<p><u>Expression and language (how people express themselves)</u> suggest meanings in religious symbols, language and stories</p>	<p><u>Expression and language (how people express themselves)</u> make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p><u>Expression and language (how people express themselves)</u> show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p><u>Expression and language (how people express themselves)</u> explain how some forms of religious expression are used differently by individuals and communities</p>	<p><u>Expression and language (how people express themselves)</u> compare the different ways in which people of faith communities express their faith.</p>



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	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>Identity and experience (making sense of who we are)</u> identify aspects of own experience and feelings, in religious material studied</p> <p><u>Meaning and purpose (making sense of life)</u> identify things they find interesting or puzzling, in religious materials studied</p> <p><u>Values and commitments (making sense of right and wrong)</u> identify what is of value and concern to themselves, in religious material studied</p>	<p><u>Identity and experience (making sense of who we are)</u> respond sensitively to the experiences and feelings of others, including those with a faith</p> <p><u>Meaning and purpose (making sense of life)</u> realise that some questions that cause people to wonder are difficult to answer</p> <p><u>Values and commitments (making sense of right and wrong)</u> respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p><u>Identity and experience (making sense of who we are)</u> compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p><u>Meaning and purpose (making sense of life)</u> compare their own and other people's ideas about questions that are difficult to answer</p> <p><u>Values and commitments (making sense of right and wrong)</u> make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p><u>Identity and experience (making sense of who we are)</u> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p> <p><u>Meaning and purpose (making sense of life)</u> ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</p> <p><u>Values and commitments (making sense of right and wrong)</u> ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p><u>Identity and experience (making sense of who we are)</u> make informed responses to questions of identity and experience in the light of their learning</p> <p><u>Meaning and purpose (making sense of life)</u> make informed responses to questions of meaning and purpose in the light of their learning</p> <p><u>Values and commitments (making sense of right and wrong)</u> make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p><u>Identity and experience (making sense of who we are)</u> discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p><u>Meaning and purpose (making sense of life)</u> express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</p> <p><u>Values and commitments (making sense of right and wrong)</u> make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>



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	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Tier 3 Vocabulary	Christian Creation Positive Negative Bethlehem Gold Frankincense Myrrh Zacchaeus Lazarus Value Palm Sunday Palm Cross Easter story Jewish Sabbath Shabbat Chanukah	Christianity Good Samaritan Love your neighbour Preparation Heaven Crucifixion Resurrection Muslim Mosque Haji Judaism Festival of Passover. Sedar plate Symbol heaven.	Hindu community Diwali Diwa lamp Rangoli pattern Advent Religious Non-religious Miracle Symbolism Bread and wine Hindu Brahman Sikh commitment Baisakhi Festival Langar Holy book	The ten commandments. the Torah The synagogue prayer shawl, 10 knots. . mezuzah. Covenant Kosher Non-Kosher Sabbath Abraham Passover Holy communion Worship baptism	Golden Temple 5K'hs Guru Granth Sahib The gurdwara The Gospels Guru Nanak the jasmine flower Khalsa Destiny Karma, Samsara Moksha Reincarnation Galatians Holy spirit Commitment.	Incarnation resurrection Unconditional love Agape Eternal life Humanist Influential CAFOD Salvation Army Christian Aid Persecute Oath. Akhirah Qur'an 8 doors of heaven Jihad.
Greater Depth		Begin to see the similarities between the religions of Christianity, Judaism and Muslim.				