



**The Oxfordshire
Agreed Syllabus for
Religious Education
2023**

Bure Park Primary School

Subject RE

- **Overview & Rationale**
- **Scheme of Work**
- **Progression of Skills & Year Group End Points**

Early Years Foundation Stage

In the Early Years, children begin their RE journey through multiple early learning goals; including understanding of the world, people and communities, and communication and language which is interwoven throughout. The coverage of religions and worldviews is bespoke to the cohort in order to celebrate key festivals and cultures that are immediately relevant to the cohort. Mutual respect and tolerance of different faiths and beliefs are the British Values implemented from the very beginning of the children's educational journey.



End points for EYFS

Through adult led teaching input and continuous provision, all pupils will have:

Identity and belonging

Shared and recorded occasions when they belong to a group
Talked about what makes their family and friends special to them.
Identified qualities of a good friend.
Remember and talk about a story of Jesus being a friend to others

How do we celebrate special times?

Given examples of special occasions e.g. Christmas, Easter, birthday, weddings, Mother's Day.
Suggested features of a good celebration e.g. cards, celebrating together, special food, candles, special clothing
Recalled simple stories connected with Easter and Diwali (Rama searches for Sita with help from Hanuman the monkey)
Say why Easter and Diwali are special times for believers.

<p>How do we show people that they are welcome?</p>	<p>Explored different ways of living, including beliefs and festivals</p> <p>Explored how people show concern for each other and the world around them</p> <p>An awareness that churches have special meaning for Christians</p> <p>An awareness that Christians believe Jesus came to show God's love and that Christians try to show love to others</p>	
<p>What makes every person unique and precious?</p> <p>Who helps us?</p> <p>How can we care for our wonderful world?</p>	<p>Seen themselves as a valuable individual.</p> <p>Understood that it is ok to like different things</p> <p>Understood the words 'precious' and 'unique' and may use these outside of RE learning.</p> <p>Pupils show an awareness that Jesus showed love to everyone and never turned anyone away.</p> <p>Been able to suggest people who help others, including the role of faith leaders</p> <p>An awareness that Christians believe God made our wonderful world and so we should look after it.</p> <p>Talk about at least 1 thing they find interesting, puzzling or wonderful in the natural world.</p> <p>Talk about one of their own experiences of the natural world and how they feel about the world. How do they think the world was made?</p> <p>Say or show ways to look after animals and plants.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	

Key Stages 1 & 2

In Key Stage 1 (KS1), the RE scheme again follows the Oxfordshire Agreed Syllabus 2023. The units of work are focussed around enquiry questions based on common themes within religions and worldviews. The learning will be enriched by additional opportunities where possible, to visit a place of worship once per key stage, and engage with the local community by inviting visitors to run workshops for children.

Throughout KS1 and KS2, children are provided with a range of individual, paired and group learning opportunities. These heavily include discussion and debate, increasing depth of knowledge, understanding of beliefs and helping children develop their own worldviews. There are opportunities that enable comparison and connections between their values and beliefs with other viewpoints, again promoting tolerance and respect both within our school and our wider community.

At KS1, pupils will explore:

- i) Christianity in depth,
- ii) one other Abrahamic religion in depth (Judaism suggested),
- iii) with reference to one Dharmic tradition and non-religious perspectives (NB not necessarily a specific non-religious worldview)

At LKS2, pupils will explore:

- i. Christianity in depth,
- ii. one other Abrahamic religion in depth (Islam suggested),

iii. one Dharmic tradition in depth (Hinduism suggested)

iv. with reference to other religions and perspectives, as appropriate.

2024-2025						
	Autumn Term		Spring Term		Summer Term	
Nursery	My Self	Special times for me and others	What are the differences between us?	What are the signs of new life?	What are special buildings?	How are things changing?
Suggested themes	My special things My family Making new friends Read stories about families and communities Read stories and poems about a range of feelings Harvest	Divali Christmas Church visit What makes a time special, does it have to be in a special building? How do people prepare? Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet Dressing up	Families Appearance Likes/dislikes Chinese New Year	Spring Easter Animals Festival of Holi	Church visit - ask a member of the faith community to be on hand to answer questions and draw attention to artefacts. Use how and why questions to talk about their meaning and explore why a place is special. Look at photographs of places of	What is changing in school? What will stay the same?

					worship, identify shapes and how they are used. Look at use of decorative tiling such as mosaic. Chn construct/build own special places.	
Reception	Belonging Who is in my family?	How do we celebrate special times?	How do we show people that they are welcome?	What makes every person unique and precious?	Who helps us?	How can we care for our wonderful world?
	How do you live? Talk about people in your family, community. Investigate why names are special – who gives us our names – introduce some names from the Bible and other relevant faiths Encourage children to think about what their life is like – who helps	What happens at a festival/celebration? Do you remember Harvest? What do you celebrate – in your house, community? Children to think about what makes an occasion 'special' Share pupils' different celebrations – eg Divali	Where do you belong? How do you know you belong there? What groups do religious people belong to? How do people from different religions	What are our super powers? How are we different to each other – looks, talents, interests? Easter Similarities and differences between different religious and cultural communities	Who helps us in our community? - include Faith leaders. Which people are special? How can we help others when they need it?	What is special about our environment? How do we look after it? What sounds of nature can we hear?

	<p>and cares for them. Think about someone else's life – is it the same/different?</p> <p>School family – class group, friendships.</p> <p>Read stories about families and communities</p> <p>Read stories and poems about a range of feelings</p> <p>What are my likes, dislikes?</p> <p>Harvest</p>	<p>What do you already know about Christmas?</p> <p>What are Christians celebrating at Christmas?</p> <p>What are your Christmas traditions?</p> <p>What is the nativity story?</p>	<p>welcome each other?</p>	<p>in this country – use experiences and what has been read in class. People and communities – Shrove Tuesday</p>		
Year 1	<p>What does it mean to be me? (Who I am).</p>	<p>Why do we celebrate important occasions? (Special occasions).</p>	<p>What makes some people so important? (Important people).</p>	<p>Why is it important to look after our world? (The natural world).</p>		
	<ul style="list-style-type: none"> • I wonder, what makes me, me? • Who am I important to? • What do religions say about what people are 	<ul style="list-style-type: none"> • What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on these occasions? • What makes a good celebration? • How do 	<p>I wonder, who is most important to me and why?</p> <ul style="list-style-type: none"> • Who are the really important people in the religions and what makes them so important? 	<ul style="list-style-type: none"> • What do you find 'wonder-full' in the natural world? Why? Is it important to protect it for your children and their children? How can we do this? • What do religious stories say about how the world began • What do creation stories teach some religious people about looking after the world? 		

	<p>like and what they should be like?</p> <ul style="list-style-type: none"> • What do you think the perfect person would be like? Is it possible to be perfect? 	<p>some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? CHRISTIANITY</p> <ul style="list-style-type: none"> • I wonder why we all have special occasions and why they are important to us? 	<ul style="list-style-type: none"> • Who are the important people in the different religious communities and what do they do? • How can other people influence us? • How do important people influence the way we behave? 	<ul style="list-style-type: none"> • How do the religions celebrate and show thanks for the world? • What other explanations are there for how the world began? • I wonder, how should we live together to look after each other and animal 	
Year 2	<p>How important are the groups people belong to? (Belonging).</p>	<p>Why do we celebrate important occasions? (Special occasions).</p>	<p>Why are some places so important? (Important places)</p>	<p>What makes some things sacred to some groups of people? (Special things).</p>	<p>What makes some stories so important to different people? (Sacred books).</p>
	<ul style="list-style-type: none"> • What groups do I belong to and how do they make me feel? • What does belonging to a group mean to the group members; why is belonging to the group important to them? What do they gain from this? • What does belonging to a religion mean to religious people; why is 	<ul style="list-style-type: none"> • How do some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? <p>JUDAISM AND SIKHISM compared with Christianity</p> <ul style="list-style-type: none"> • I wonder why we all have special occasions and why they are important to us? 	<ul style="list-style-type: none"> • Do you have a special place that means a lot to you? • How do you feel when you are in your special place? • Which buildings in our local area are important – what makes them important? • What buildings are important in 	<p>Do you have a special object? What makes it special? How does it make you feel?</p> <ul style="list-style-type: none"> • What objects are Important or sacred in the religions and why? • How do religious people use them and treat them? 	<ul style="list-style-type: none"> • What stories are special to you? What makes them special? • What stories are important to some religious people and why? • What message or teaching might these stories have for religious people? • Are all stories true in the same way? • I wonder, what can we learn from stories? How might they influence how we behave?

	<p>belonging to the religion important to them? What do they gain from this?</p> <ul style="list-style-type: none"> • How do people show they belong to a religion? • I wonder, how do the groups we belong to make a difference to who we are? 		<p>some religions? Why? What happens there?</p> <ul style="list-style-type: none"> • What are the main features of these places of worship? • I wonder, what do people gain from being together in a shared important place? 	<ul style="list-style-type: none"> • What beliefs are expressed in the objects? • What is it about special things that makes them so important to people? • I wonder, why is it important to show respect and care for things that are important to people? 	
Suggested themes	<p>Baptism/ Dedication Church as community Synagogue The people of Israel</p>	<p>Advent Christmas Epiphany Diwali Hanukkah</p>	<p>Church Synagogue Gurdwara</p>	<p>Bible, cross Candle, Chalice & paten Bread & wine, Icons Seder Torah (Torah Scroll) Tallit (prayer shawl) Kippah (head covering) Mezuzah Menorah / Hanukkiah</p>	Sikh, Christian and Jewish stories
Year 3	<p>What do our celebrations show about what we think is important in life? (Festivals)</p>		<p>How and why do people worship? (Worship)</p>		<p>Are places of worship really needed? (Religious buildings).</p>
	<ul style="list-style-type: none"> • What things do we celebrate? Why? How do we celebrate? 		<ul style="list-style-type: none"> • What is most important to me in my life? (Things, people, ideas, feelings, beliefs) 		<ul style="list-style-type: none"> • What different kinds of buildings are there in the local communities? What are they for?

	<ul style="list-style-type: none"> • How do celebrations show what is important in our lives? • Why do we usually celebrate with other people and not just on our own? • What are some of the main festivals in the religions? • How do festivals express important beliefs and events in each religion? • What value do religious festivals have in the lives of individuals and communities? • What are the similarities and differences between secular and religious celebrations? • What makes something worth celebrating? • What can we learn from this about what people think is really important in life? 	<ul style="list-style-type: none"> • How do I express my feelings and beliefs about what I think is important in my life? • What do religious people do in their worship? Why do they do this? • Why are beliefs and attitudes important? • How does worship express different beliefs about God, humans and the world? • What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)? • How does worship influence their lives? • How do we show what is most important in our lives and how might this influence how we live and affect other people? 	<ul style="list-style-type: none"> • How do the features of these buildings help them to fulfil their purpose? • What are the places of worship in the religions called and how are they used? • What features are found in the different places of worship and what are they used for? • What role do places of worship play in the lives of the individuals and faith communities? • How do these places help believers feel closer to God and understand life better? • What are the differences between private and collective worship? How might believers benefit from each? Do they need to have a public place of worship? • Why is it important for people to have public buildings in the community? Why not just have homes? • How important is it for people to have somewhere to go to be on their own? Why?
Suggested themes	Christian festivals Islam Festivals Hindu Festivals	Holy Communion Shrine Puja Ganges Varanasi (Benares) Hajj 5 pillars of Islam	Church Mosque Temple Golden Temple Jerusalem Mecca Pilgrimage
Year 4	What holds communities together? (Religion in the community)	How do religions express their beliefs about God? (Symbolism)	Why are sacred texts and holy books so important? (Sacred Texts)
	• What is it like to belong to our class? Our school? What responsibilities do different people in the school have?	• What does our school badge or motto say about us?	• What is your favourite book or story? What are books for and how do we use them?

	<ul style="list-style-type: none"> • How can belonging to a religion influence the lives of the faith communities? • How do religious communities live out their beliefs and actions in the wider world? • What beliefs do the different religions share in common and how are they different? • What does it mean to be a Christian, a Hindu or a Muslim? • Is religion important in the community? Why/why not? • How does being part of a community influence people's actions, choices and behaviour? • How can different people and groups live together in communities (local, national, global)? 	<ul style="list-style-type: none"> • What is important to me and how can I express my deeply held feelings and beliefs? • What is the difference between a sign and a symbol? What symbols are important to you? • What do some religions believe about God? • How do they express these beliefs through art, language, rituals and symbols? • How do symbols and language express deep ideas, beliefs and feelings? 	<ul style="list-style-type: none"> • How do stories help us understand how we should behave/live our lives? • What is a sacred text? What sacred texts are important in the religions? How did they come into existence? • What beliefs about God are expressed in the sacred texts? • What do different sacred texts say about what it means to be a person? • What rules for living are found in different sacred texts? • How might religious people interpret their sacred texts differently? • How might non-religious people interpret sacred texts? How do they know what their rules for living are? • Do people need to believe in God in order to be good?
Suggested Themes	Religious communities – Christian, Hindu and Islam Clergy, Iman, Priest Personal Bible study, family prayer service to others, Modern monastic community Call to prayer Puja Shrine Temple Religious charities	Pentecost Visual Symbols, Symbolic titles given to Jesus Art, Music and Architecture Five Pillars Aum Murtis (representations) Puja Tray	Bible Qu'ran Veda
Year 5	Why do religions and non-religious groups celebrate important moments in life? (Rites of Passage).	Why is pilgrimage important to some religious communities? (Pilgrimage).	Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).
	<ul style="list-style-type: none"> • What might the key milestones be in my life and why are they important? 	<ul style="list-style-type: none"> • What is the most important or meaningful journey that I have been on? What happened? What was memorable 	<ul style="list-style-type: none"> • How am I similar to and different from other people around me? Why can't we all be the same?

	<ul style="list-style-type: none"> • What/who do I have a commitment to and how do I show this? • What rites of passage do people observe in religious and non-religious traditions? <ul style="list-style-type: none"> • What beliefs about life and commitment are expressed in the rites of passage? • Why do many people want to involve others in important moments in their lives? • What can we learn about our own values and commitments from the values, commitments and attitudes of others? <ul style="list-style-type: none"> • What benefits and challenges can commitment bring to our lives? 	<p>about it? What influence has it had on me?</p> <ul style="list-style-type: none"> • What is pilgrimage and why do people choose to go on pilgrimage? • What happens on different pilgrimages and how do they influence the pilgrims? • What challenges can the pilgrims face and how do they overcome these • What value does pilgrimage have in the lives of believers? How might pilgrims be different after having completed their pilgrimage? <ul style="list-style-type: none"> • How does going on pilgrimage not only express beliefs, but also strengthen them for the pilgrims and even their communities? • Is there a purpose to life and how can we find out? What helps give meaning and purpose to life? 	<ul style="list-style-type: none"> • Does it matter that people have views, beliefs and religions that differ from my own? Why? • What is a 'worldview' and where do we get our worldview from? <ul style="list-style-type: none"> • What different views, beliefs and traditions are there within religions and non-religious groups? • What can we learn about the different beliefs within the religions from their worship, prayer and ritual? • What holds communities together? <ul style="list-style-type: none"> • How might differences enhance the life of a community?
Suggested themes	Baptism Confirmation 16/18/21 Marriage Anniversaries Hajj	Lourdes Canterbury Hajj Jerusalem Lumbini Bodh Gaya Sarnath Kushinagar	Religious communities
Year 6	How did the religions and other worldviews begin? (Founders and Prophets / Roots).	How do our beliefs influence the way we treat the world? (Creation and environment).	What do the religions and other worldviews suggest about how people should live their lives? (Ethics).

	<ul style="list-style-type: none"> • What does it mean to admire someone? What sort of people do I admire? • What qualities do we look for in leaders? • What are the origins of the religions and why are the 'founders' so significant? How do devotees show their devotion to these figures? • How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today? • Are these figures good roles models for us today? Why? • Who are some of the key figures in the development of Humanism? What were their key ideas? • How important is it for us to have good role models to base our lives on? 	<ul style="list-style-type: none"> • What do I think caused the universe? • Does the universe have a purpose or is it just there? • What do different religions, non-religious groups and scientific views say about how the universe and life came about? • How do religious /non-religious beliefs and scientific teachings influence people's treatment of the world? • Do people have a responsibility to care for the world? Why, and what is this? • If you were to create a new world, what would it look like? What would you leave out and why? • How important is human life? Why? Is human life more important than all other life? Why/Why not? • How can humanity work together to improve the natural world? What is stopping us? 	<ul style="list-style-type: none"> • Who and what influences how I live my life? How important is my behaviour? • What is my personal code of conduct? What are my most important values in life? • What do the different religious and non-religious teachings say about how we should live our lives? Do they have anything in common? • How do different religious and non-religious groups decide what is right and wrong? • How relevant or helpful in modern life are religious teachings about how we should live? <ul style="list-style-type: none"> • How can humans live well together?
Suggested themes	Leaders of world religions God Allah Muhammed (pbuh) Buddha Humanism	Creation stories v Big Bang theory	Teachings from Sacred texts

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 3
	<p>Identity: You have a name, and you are part of a family.</p> <p>Feelings: You feel happy, sad, excited, or mad — and that’s okay!</p> <p>Body and Mind: You can run, play, think, and imagine.</p> <p>Choices: You can make decisions and learn from them.</p> <p>Uniqueness: There is no one else exactly like you — and that makes you important.</p> <p>Skill: Understanding <i>why</i></p>	<p>Memory – We remember things like birthdays, weddings, or when something big happened, like the day you were born or the first day of school</p> <p>Togetherness – We celebrate with our families and friends so we can feel close, laugh, and share fun times.</p> <p>Feelings and values – Celebrating helps us show love, say thank you, or feel</p>	<p>Some people are remembered in religious stories (e.g., Jesus, Muhammad, Guru Nanak, Moses, Mary, etc.).</p> <p>These people are important because they showed love, courage, kindness, or helped others.</p> <p>Important people can also be in our lives today — like family members, teachers, or community helpers.</p> <p>Understanding Beliefs and Stories</p> <p>Listening to and retelling stories about important religious figures</p> <p>Recognising Values and Actions</p> <p>Noticing what these people did that made them special</p> <p>Making Connections</p> <p>Relating the values of important people to their own lives</p>		<p>Christians believe God made the world and gave people the job to look after it. In the Bible, the story of Creation tells how God made everything in 6 days. Christians believe humans should care for nature because it belongs to God</p> <p>Jewish people believe that God made the world. In the Torah (the Jewish holy book), the story of Creation says that God created the world in six days and rested on the seventh day. God made light and dark, the sky, the land, the sea, plants, animals, and people. Jewish people believe the world is good and they must look after it.</p>	<p>Sikhs believe that Waheguru (the Sikh name for God) made the whole universe. They believe the world was created when Waheguru said one word – and everything began from that. Everything is a part of Waheguru’s creation: stars, sky, animals, people, and nature. Sikhs believe we should respect and</p>

	<p>we celebrate, not just <i>what</i> we do</p> <p>Explaining ideas clearly and listening to others</p> <p>Recognising how celebrations bring people together and show values like kindness, love, or respect</p> <p>Learning about and respecting different traditions</p> <p>Using art, music, drama, or writing to show what celebrations mean</p>	<p>proud or celebrate kindness on special days.</p> <p>Tradition – We do some things every year, like putting up decorations or singing songs, because they are part of our family or culture.</p>	<p>Respect and Empathy</p> <p>Learning to respect people from different backgrounds and beliefs</p> <p>Expressing Ideas Creatively</p> <p>Drawing, writing, or talking about what they admire in an important person</p>	<p>care for all living things because everything is connected</p> <p>Listening and remembering – including stories</p> <p>Observing and noticing the world around them</p> <p>Asking thoughtful questions</p> <p>Talking about beliefs</p> <p>Respecting others</p> <p>Showing kindness and respect</p>
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		<p>Understanding and Recall (Cognitive Skills)</p> <p>Remembering past events (birthdays, holidays)</p> <p>Speaking and Listening</p> <p>Sharing personal experiences and listening to others</p> <p>Social and Emotional Skills</p> <p>Understanding emotions and showing empathy</p> <p>Using art, music, or pretend play to show understanding</p>		
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End points for Year 1

Pupils can:

- Talk about things and people that matter to them and how people belong to groups including faith groups
- Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them
- Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.
- Name important people in religious communities and talk about how they can influence others
- Respond to faith stories and examples of showing care and concern for humanity and the world

KS1 from Agreed syllabus

1. Pupils can retell stories from different religions and traditions and explain what they think it teaches people.
2. They recognise some religious phenomena and can say what religion these are from and say something about their meaning.
3. They can recognise that religions share things in common and have real differences.
4. They can talk about what is important to themselves and others and give a reason why.
5. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions

K e y V o c a b u l a r y	Unique I am special – there is no one else exactly like me.		World The Earth where we all live.
	Special Important and loved.		Planet Another word for the Earth.
	Family The people who care for me at home.		Nature All the plants, animals, trees, and land around us.
	Friends People I like and who like me.		Environment The space around us — the air, land, water, and living things.
	Belonging Feeling that I am part of a group, family, or community.		Care Looking after something or someone with kindness.
	Community A group of people who live, work, or worship together.		Look after To care for and help something stay safe and healthy.
	Celebrate Doing something special for a happy event.		Protect To keep something safe.
	Faith Trust or belief in something, often in God.		Responsibility Something we should do or take care of.
	Religion A special set of beliefs about God or gods.		Respect Treating people, animals, and the world kindly and fairly.
	Worship Showing love or respect to God or something you believe in.		Help Doing something to make a situation better.
God A name many people use for the one they believe made the world and cares for them.	Recycle Using things again so we don't waste them.		
Thankful Feeling happy and grateful for something.	Litter Rubbish that is thrown on the ground.		
Peace Feeling calm and safe.	Creation The world and everything in it, made by God (in some religions).		
Remember To think about something that happened in the past.	Creator A name some people use for God, who made the world.		
Jesus A special person in Christianity who is remembered and celebrated.			
Christmas A Christian festival celebrating the birth of Jesus.			
Birthday The day we remember and celebrate the day someone was born.			
Gift Something you give to someone to show love, kindness.			
	Important Someone special or who does something that helps others.		
	Special Someone or something that is loved or valued a lot.		
	Kind Being nice, caring and helpful.		
	Leader A person who helps guide others or make good choices.		
	Role model Someone we look up to and try to be like		
	Help Doing something to make things better or easier for someone else.		
	Respect Treating people in a nice way because they are important.		
	Believe To think something is true or important.		
	Faith Trust or belief in something, especially in God.		
	God A name many people use for the one who created and loves the world.		
	Jesus A special person in Christianity who taught people to love and care for others.		
	Guru Nanak A special person in Sikhism who taught kindness and equality.		
	Prophet A person who speaks or teaches messages from God.		
	Moses A Hebrew prophet		

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Summer 2
	Belonging to a group — like a religion, family, or	Important occasions are special times when people come together to:	Some places are important to people because they are special or holy. These places help	Christianity The Bible is sacred – it tells the story of God,	Many people have sacred books that contain special stories, which help them: Learn about God or holy people Understand how to live a good life Feel closer to their faith

	<p>community — helps people feel:</p> <p>Loved and accepted</p> <p>Safe and supported</p> <p>Part of something bigger than themselves</p> <p>Christianity: Christians belong to a church. They may be baptised, go to Sunday services, and celebrate special times like Christmas and Easter together.</p> <p>Judaism: Jewish people belong to a synagogue community, celebrate Shabbat together, and take part in festivals like Passover and Hanukkah.</p> <p>Recognising and Naming</p> <p>Children can recognise religious groups and name</p>	<p>Remember something</p> <p>Celebrate someone</p> <p>Give thanks</p> <p>Share joy</p> <p>Christianity: Christmas celebrates the birth of Jesus.</p> <p>Easter remembers the death and resurrection of Jesus.</p> <p>Christians celebrate to remember Jesus and show their faith and love for God.</p> <p>Judaism</p> <p>Passover (Pesach) remembers when God helped free the Jewish people from Egypt.</p> <p>Jewish families tell the story, eat special food, and give thanks to God.</p>	<p>people feel close to God, their faith, or something they believe in.</p> <p>In Religion:</p> <p>Christians might say a church is important because they go there to pray, worship, and learn about Jesus.</p> <p>Jewish people go to the synagogue to pray, learn the Torah, and celebrate special times.</p> <p>Sikhs go to the gurdwara, where everyone is welcome, and they share food called langar.</p> <p>Other important places: Some people also go on pilgrimages — special journeys to</p>	<p>Jesus, and how Christians should live. A cross or crucifix is sacred – it reminds Christians of Jesus' love and sacrifice. Holy Communion bread and wine are special during worship.</p> <p>Judaism</p> <p>The Torah is sacred – it contains the laws and teachings from God. The menorah and Star of David are important symbols. Mezuzah (a small case on a doorpost) holds sacred words from the Torah.</p> <p>Sikhism</p> <p>The Guru Granth Sahib is the sacred book – it</p>	<p>These books are treated with great respect and are often read in worship, at home, or in school.</p> <p>Christianity : Christians believe the Bible is the Word of God. It includes stories about Jesus, such as the Good Samaritan, which teaches kindness. The Bible is read in church and at home.</p> <p>Judaism – <i>The Torah</i> Jews believe the Torah contains God's laws and teachings. It tells stories like Moses leading the people out of Egypt. The Torah is read in the synagogue from a scroll.</p> <p>Sikhism – <i>The Guru Granth Sahib</i> Sikhs believe this is their eternal living Guru. It contains songs, hymns, and teachings from Sikh Gurus. It is placed on a special stand and treated with great honour.</p> <p>Listening with Respect</p> <p>Children learn to listen carefully to stories from different religions, understanding that these stories are special and sacred to others.</p> <p>Caring About What Others Value</p> <p>Hearing about sacred books helps children start to care about what other people believe is important.</p> <p>Wonder and Curiosity</p>
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	<p>some practices that show belonging.</p> <p>Talking and Describing</p> <p>Ask Thoughtful Questions</p> <p>Respecting Others</p> <p>Recognising symbols and practices</p>	<p>Sikh people celebrate important days to remember their Gurus, show thankfulness to God, and be kind and generous to others. Celebrations like Guru Nanak’s Birthday and Vaisakhi help Sikhs feel happy, strong in their faith, and part of a big family.</p> <p>Empathy and Understanding</p> <p>Respect for Differences</p> <p>Sense of belonging</p> <p>Communication and sharing</p>	<p>holy places. For example:</p> <p>Christians might visit Bethlehem or Jerusalem. Even if someone isn’t religious, they might have special places that feel important — like their home, school, or a place where they feel safe and happy.</p> <p>Thinking and Reflecting Skills</p> <p>Noticing how people behave in special places (e.g., being quiet, respectful, praying).</p> <p>Wondering why people treat some places differently</p> <p>Asking questions like: “How would I feel in that place?” or “Why do people visit there?”</p>	<p>is treated with great respect and kept on a special platform.</p> <p>The Khanda symbol is important. Sacred items like the kara (bracelet) remind Sikhs of their faith.</p> <p>Begin to recognise the difference between something being special and something being sacred or holy.</p> <p>Understand that sacred things are often connected to God, worship, or a faith tradition.</p> <p>Notice that different religions treat certain things as</p>	<p>Stories from sacred books help children feel curious, ask questions, and wonder about big ideas like kindness, fairness, or God. <i>Example:</i> “Why did the Good Samaritan help the man, even though they were different?”</p> <p>Respecting Differences</p> <p>Children begin to respect different beliefs and traditions, even if they’re not their own. They learn that being kind and respectful is important in every faith. <i>Example</i> “We don’t put holy books on the floor because that might upset someone.</p>
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			<p>Feeling and Empathy Skills</p> <p>Recognising emotions people might feel in important places — like peace, love, respect, or awe.</p> <p>Putting themselves in someone else’s shoes</p> <p>Respecting and Valuing Differences</p> <p>Understanding that not everyone finds the same places special.</p> <p>Appreciating why a place matters to someone else, even if it’s different from what they believe.</p> <p>Showing respect for people’s special places</p>	<p>sacred in different ways.</p> <p>Empathy and Respect</p> <p>Recognise that others may value things deeply, even if they don’t understand or share the belief.</p> <p>Develop a sense of awe and respect for the way people treat sacred things (e.g., carefully handling a Qur’an or Guru Granth Sahib).</p> <p>Show care and thoughtfulness when discussing or handling religious artefacts or symbols.</p> <p>Talk about what they find special or important in their own lives</p>	
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			<p>Communication and Sharing Ideas</p> <p>Talking about their own special places, like a bedroom, garden, or grandparent's house.</p> <p>Listening to others share what places are special to them and why.</p> <p>Using new words like <i>sacred</i>, <i>worship</i>, or <i>holy</i> to describe what they are learning.</p>	<p>and compare that with what others might find sacred.</p> <p>Use simple religious vocabulary (e.g. sacred, holy, prayer, respect, worship) in discussions.</p> <p>Ask thoughtful questions like, "Why is that book special to them?" or "How would they feel if it was damaged?"</p>	
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End points for Year 2

Pupils can:

KS1 From Agreed Syllabus

<ul style="list-style-type: none"> ● Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why ● Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them ● Give examples of important places/buildings explaining how and why they express religious meaning; notice some similarities between communities ● Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come 	<ol style="list-style-type: none"> 1. Pupils can retell stories from different religions and traditions and explain what they think it teaches people. 2. They recognise some religious phenomena and can say what religion these are from and say something about their meaning. 3. They can recognise that religions share things in common and have real differences. 4. They can talk about what is important to themselves and others and give a reason why. 5. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people’s beliefs and opinions

K e y v o c a b u l a r y	Community A group of people who live, work, or believe together.	Important Something that matters a lot.	Story Something we tell or read about people, places, or events.
	Religion A set of beliefs about God or gods, and how people live because of those beliefs.	Sacred Very special and holy.	Special Something that is loved or meaningful.
	Faith group People who share the same religious beliefs.	Worship Showing love or respect to God.	Meaning What something is trying to teach us.
	Church A place where Christians meet to worship.	Church A special place where Christians worship.	Lesson Something we can learn from a story.
	Synagogue A place where Jewish people worship.	Synagogue A special place where Jewish people worship.	Belief Something a person thinks is true.
	Temple A special building where people from some religions worship.	Gurdwara A special place where Sikhs worship.	Faith Trust or belief in something, especially in God.
	Worship Showing love or respect to God.	Home A place where families live and sometimes pray or celebrate together.	Religion A belief system about God or gods and how to live.
	Celebrate To do something special for a happy or important event.	God A name used in many religions for the one who created and cares for the world.	Bible The holy book for Christians that contains special stories.
	Special Something or someone important or meaningful.	Prayer Talking or listening to God.	Torah The holy book for Jewish people.
	Belonging Feeling that you are included and accepted in a group	Quiet Still and peaceful – how many people feel in special places.	Holy book A special book that is important to a religion.
	Tradition Something people do again and again, often in the same way, to remember or celebrate.	Respect Treating something or someone with care and kindness.	God A name used in many religions for the one who created and cares for the world.
	Worship Showing love or respect to God.	Faith Trust or belief in something, especially in God.	Prophet A person who brings messages from God (e.g. Moses, Jesus).
	Prayer Talking or listening to God.	Belief Something a person thinks is true.	Respect Treating something or someone with care and kindness.
	Thankful Feeling happy and grateful for something.	Worship Showing love and respect to God.	Remember To think about something again, especially something important.
	Remember To think about and honour something that happened in the past.	Holy Something pure or special in a religious way.	Teach To help someone learn something new.
	Share To give part of something to others.	Prayer Talking or listening to God.	
	Light Often used in celebrations to show hope, joy, or God's presence.	God A name used in many religions for the one who created and cares for everything.	
	Food A big part of many celebrations where people come together and eat special meals.	Holy book A special book for people of a religion.	
	Christianity: Christmas, Easter	Bible The holy book for Christians.	
	Judaism: Hanukkah, Passover	Torah The holy book for Jewish people.	
Sikhism: Vaisakhi	Guru Granth Sahib The holy book for Sikhs.		
	Sacred text A holy book or writing that is very important to a religion.		
	Artefact A special object used in worship or belonging to a religion.		
	Rules Things people follow to live in a good way		

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Celebrations are special times where people come together to remember, honour, or enjoy something important. Some celebrations are religious (e.g. Christmas, Eid, Diwali) and some are not (e.g. birthdays, New Year, Bonfire Night). Celebrations often show what a group of people believes is important.</p> <p>Christians celebrate Christmas to remember the birth of Jesus — showing that Jesus is important to them.</p> <p>Muslims celebrate Eid to mark the end of Ramadan — showing the importance of fasting, community, and thankfulness to Allah.</p> <p>Hindus celebrate Diwali to remember the victory of light over darkness and good over evil — showing the importance of good choices, family, and devotion.</p> <p>Non-religious celebrations like birthdays show the value of individual people and life milestones.</p> <p>Food, music, special clothes, prayers or rituals, giving gifts, and being with others. These show the importance of joy, community, and thankfulness in human life.</p> <p>Celebrations help people feel connected to their family, culture, religion, or country. They often mark important times of year (like harvest or New Year) or life events (like birth or marriage).</p>		<p>What is Worship?</p> <p>Worship means showing love, respect, and devotion to God or gods. It can include prayer, singing, reading holy books, giving offerings, or doing special actions. People may worship alone or with others, at home or in special places like churches, mosques, synagogues, or temples.</p> <p>Why Do People Worship?</p> <p>To show thanks to God or gods.</p> <p>To ask for help, forgiveness, or guidance.</p> <p>To feel connected to their faith and community.</p> <p>To remember important stories or teachings.</p> <p>How Do People Worship in Different Religions?</p> <p>Christianity</p> <p>Worship happens in churches (especially on Sundays). Includes prayers, Bible readings, hymns, and communion (Holy Communion). Christians may also pray at home. Worship shows love for God and follows the teachings of Jesus.</p> <p>Islam</p> <p>Muslims worship Allah. They pray five times a day (called Salah) facing Makkah. Worship often happens in mosques and includes reciting from the</p>		<p>What Is a Place of Worship?</p> <p>A place of worship is a building where people come together to express their faith, pray, and connect with God or the divine. It can also be a place for learning, community support, and celebration.</p> <p>Christianity</p> <p>Church. Used for: Sunday worship, prayer, Bible reading, singing hymns, baptisms, weddings. Symbol of the Christian community and a place to feel close to God.</p> <p>Islam</p> <p>Mosque (Masjid) Used for: Daily prayers (Salah), Friday prayers (Jummah), reading the Qur'an. Muslims wash before entering and pray facing Makkah.</p> <p>Hinduism</p> <p>Mandir (Temple) Used for: Puja (worship), offerings, singing, festivals. Contains images (murti) of gods and goddesses.</p> <p>Why Are Places of Worship Important?</p> <p>They are sacred spaces where people feel close to their God or gods. They bring communities together — for worship, festivals, and support. They help people learn more about their religion and pass it on to others. Special design features (e.g. altars, prayer mats, domes, stained glass) help focus attention on worship</p>	

	<p>Thinking and Reflection Skills</p> <p>Noticing meaning behind actions and symbols in celebrations (e.g. candles for light, food for sharing). Making personal connections (e.g. “We have cake on birthdays because we’re celebrating someone’s life”). Reflecting on what matters to different people — understanding that people celebrate different things for different reasons.</p> <p>Discussion and Communication Skills</p> <p>Listening respectfully to others’ views and experiences of celebrations. Asking thoughtful questions about beliefs, traditions, and meanings (e.g. “Why do Muslims fast during Ramadan?”). Explaining ideas clearly using everyday or simple religious language.</p> <p>Social and Emotional Understanding</p> <p>Developing empathy — understanding how celebrations help people feel happy, supported, and part of a group. Recognising diversity — learning that not everyone celebrates the same things or in the same ways. Valuing similarities and differences — appreciating that shared values (e.g. love, kindness,</p>	<p>Qur’an, bowing and prostrating, and saying set prayers. Worship is about submission, thankfulness, and discipline.</p> <p>Hinduism</p> <p>Worship is called puja. It can happen in a temple or at home. Involves offerings of food, flowers, and incense to gods and goddesses, along with chants and prayers. Worship shows devotion (bhakti) and celebrates different forms of the divine.</p> <p>Features of Worship Across Religions</p> <p>Sacred texts (e.g. Bible, Qur’an, Vedas)</p> <p>Sacred places (e.g. church, mosque, temple)</p> <p>Special actions (e.g. kneeling, bowing, lighting candles, singing)</p> <p>Leaders of worship (e.g. priest, imam, pujari)</p> <p>What Worship Shows About Belief</p> <p>Worship shows that faith is important in people’s lives. It expresses trust, love, and respect for something greater than oneself. Worship helps people feel closer to God, their religion, and to others in their faith community.</p> <p>Enquiry & Interpretation</p> <p>Asking and exploring “why?” questions about beliefs and traditions (e.g. “Why do Hindus light lamps at Diwali?”).</p>	<p>Worship is about connection, not just location</p> <p>People can connect with their faith or God in different places – a building, nature, or at home. Worship is a personal and/or communal act, not limited by place.</p> <p>Buildings carry meaning and purpose</p> <p>Religious buildings are designed to help people feel a sense of the sacred, respect, and focus. Special features (e.g. altar, prayer area, dome, symbols) are not just decoration — they have spiritual meaning.</p> <p>Community matters in religion Places of worship often bring people together, showing that belonging and shared identity are important in religious life.</p> <p>Different faiths have different needs The layout, rituals, and use of space differ between religions</p> <p>Respect for others’ beliefs</p> <p>Enquiry & Investigation</p> <p>Asking thoughtful questions about religious buildings and practices. Looking at artefacts, pictures, or visiting places of worship to observe and ask: “<i>What happens here, and why?</i>”</p>
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	<p>gratitude) are expressed in many traditions.</p> <p>Conceptual Understanding</p> <p>Beginning to explore abstract ideas like: Belonging – how celebrations help people feel part of something. Ritual – understanding that actions (like lighting a candle) can have deeper meaning. Symbolism – recognising that things (like food, lights, music) can stand for beliefs or values.</p>	<p>Making simple connections between belief and practice.</p> <p>Empathy & Perspective Taking</p> <p>Understanding that people celebrate in different ways and for different reasons. Recognising similarities and differences in how people show what matters to them.</p> <p>Reflection & Personal Response</p> <p>Thinking about what they themselves celebrate and why those things are important. Exploring their own values and how celebrations help express them.</p> <p>Communication</p> <p>Describing celebrations clearly and confidently using appropriate vocabulary. Listening carefully to others' experiences and ideas.</p> <p>Analysis & Comparison</p> <p>Identifying patterns (e.g. most celebrations include food, community, special clothing). Comparing different festivals to see what values or ideas are shared, even if practices differ.</p>	<p>Communication</p> <p>Using key vocabulary: e.g. <i>worship, prayer, church, mosque, sacred, community, symbol</i>. Describing what happens in different places of worship.</p> <p>Reasoning & Reflection</p> <p>Giving simple reasons for opinions (e.g. “<i>I think places of worship are important because... </i>”). Reflecting on their own experiences of special places and comparing them with religious places.</p> <p>Empathy & Perspective Taking</p> <p>Beginning to see through the eyes of others – understanding why a place may feel special or sacred to someone of faith. Respecting beliefs that are different from their own.</p> <p>Comparison & Analysis</p> <p>Identifying similarities and differences between how Christians, Muslims, Hindus, Jews etc. use their places of worship. Noticing what is common across religions (e.g. quiet, prayer, community, sacred texts) and what is unique.</p>
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 <h3 style="text-align: center;">End points for Year 3</h3> <p style="text-align: center;">Pupils can:</p>	<p>LKS1 From Agreed Syllabus</p>
<ul style="list-style-type: none"> ● Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities ● Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities ● Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders ● Ask and answer questions about places of prayer and worship and the impact they might make on faith communities 	<ol style="list-style-type: none"> 1. Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. 2. They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. 3. They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied. 4. They recognise who and what inspires themselves and others and say something about how this affects their behaviour. 5. They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.
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K e y v o c a b u l a r y	<p>Belief – Something that people think is true, especially in religion.</p> <p>Faith – Strong trust in a religion or spiritual idea.</p> <p>Worship – Showing love, honour, and respect to God or gods.</p> <p>Community – A group of people who share beliefs and values.</p> <p>Ritual – A repeated religious action or ceremony.</p> <p>Values – Ideas about what is important in life (e.g. family, love, kindness).</p> <p>Christmas – A Christian festival celebrating the birth of Jesus.</p> <p>Easter – A Christian celebration of Jesus’ resurrection.</p> <p>Resurrection – Rising from the dead (what Christians believe happened to Jesus at Easter).</p> <p>Jesus – The central figure of Christianity.</p> <p>Church – A Christian place of worship.</p> <p>Bible – The holy book of Christians.</p> <p>Nativity – The story of Jesus’ birth.</p> <p>Eid – A celebration in Islam (Eid al-Fitr and Eid al-Adha).</p> <p>Ramadan – A holy month of fasting, prayer, and reflection.</p> <p>Qur’an – The holy book of Islam.</p> <p>Mosque – A Muslim place of worship.</p> <p>Allah – The Arabic word for God.</p> <p>Prophet Muhammad – The final prophet in Islam.</p> <p>Diwali – The Hindu festival of lights, celebrating good over evil.</p> <p>Holi – The Hindu festival of colours, celebrating joy and new beginnings.</p> <p>Puja – A form of Hindu worship.</p> <p>Mandir – A Hindu temple (place of worship).</p> <p>Rama and Sita – Characters in the Diwali story from the Ramayana.</p> <p>Aarti – A Hindu ritual of light during worship</p>	<p>Church – The Christian place of worship.</p> <p>Bible – The holy book of Christians.</p> <p>Jesus – The central figure of Christianity, believed to be the Son of God.</p> <p>Hymn – A religious song sung during Christian worship.</p> <p>Minister / Priest / Vicar – A person who leads Christian worship.</p> <p>Communion – A Christian ritual remembering Jesus’ last meal with his disciples</p> <p>Mosque (Masjid) – The Muslim place of worship.</p> <p>Qur’an – The holy book of Islam.</p> <p>Prayer (Salah) – Muslims pray five times a day facing Mecca.</p> <p>Wudu – Washing before prayer to be clean and ready to worship.</p> <p>Imam – The person who leads prayers in a mosque.</p> <p>Allah – The Arabic word for God.</p> <p>Mandir – The Hindu place of worship (temple).</p> <p>Deity – A god or goddess in Hinduism.</p> <p>Puja – A Hindu act of worship that includes offerings, songs, and prayers.</p> <p>Aarti – A part of Puja that involves lighting lamps and moving them in circles.</p> <p>Murti – A statue or image of a deity used in Hindu worship.</p> <p>Bhajan – A devotional song sung during worship</p>	<p>Place of Worship – A building where people come together to worship (e.g. church, mosque, mandir).</p> <p>Worship – Showing love, respect, and devotion to God or gods.</p> <p>Belief – Something someone accepts as true, especially in religion.</p> <p>Faith – Strong trust in a religion or spiritual idea.</p> <p>Prayer – Talking or listening to God or gods, often during worship.</p> <p>Ritual – A religious ceremony or set of actions done in a certain order.</p> <p>Private Worship – Worship that someone does on their own, often at home.</p> <p>Public Worship – Worship that takes place with others, usually in a place of worship.</p> <p>Church – The Christian place of worship.</p> <p>Bible – The holy book of Christians.</p> <p>Minister / Priest / Vicar – A person who leads Christian worship.</p> <p>Communion – A Christian ritual remembering the Last Supper of Jesus.</p> <p>Mosque (Masjid) – The Muslim place of worship.</p> <p>Qur’an – The holy book of Islam.</p> <p>Imam – The person who leads prayer in a mosque.</p> <p>Prayer (Salah) – Muslims pray five times a day.</p> <p>Wudu – Washing before prayer as a sign of respect and cleanliness.</p> <p>Mandir – The Hindu place of worship (temple).</p> <p>Deity – A god or goddess in Hinduism.</p> <p>Puja – A Hindu act of worship.</p> <p>Aarti – A ritual of light during Puja.</p> <p>Murti – A statue or image of a deity used during worship.</p>
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Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p>Understanding ‘Community’ A community is a group of people who share something in common — this could be: Faith or religion, Location or culture, Beliefs, values, or practices Communities provide a sense of belonging, identity, and mutual support. Religious Communities and What Unites Them Christianity Christians are connected through belief in Jesus, the Bible, and church communities. They gather for worship, celebrate festivals like Christmas and Easter, and take part in charity and service. The idea of the Body of Christ shows Christians are part of one big family. Islam Muslims are united through belief in Allah and the teachings of the Qur’an. The Ummah (worldwide Muslim community) supports each other. Acts like praying together, fasting during Ramadan, and giving Zakat (charity) hold the community together. Hinduism Hindu communities are linked by shared festivals, temple worship, and family traditions. Puja, storytelling, and celebrating festivals like Diwali bring people together. Hinduism often centres around family and extended networks. Practices That Hold Communities Together</p>	<p>Christianity Belief in one God, revealed as Father, Son (Jesus), and Holy Spirit (the Trinity). God is loving, forgiving, powerful, and always present. Christians express belief through prayer, worship, Bible stories, hymns, and church art. Islam Belief in Allah, the one true God — powerful, merciful, and beyond human image. Muslims do not depict Allah in pictures or statues. Beliefs expressed through reciting the Qur’an, prayer (Salah), calligraphy, and beautiful patterns in mosques. Hinduism Belief in Brahman – the ultimate reality or life force, shown in many different forms (gods and goddesses like Vishnu, Shiva, Lakshmi). Beliefs expressed through murtis (images of gods), puja (worship rituals), stories, dance, music, and festivals Ways Beliefs Are Expressed Across Religions Sacred texts, Art (symbols, stained glass, calligraphy, sculpture, dance) Music and singing (e.g. hymns, chants, devotional songs) Stories and parables, Worship and prayer (individual and communal) Rituals and festivals (as acts of devotion and remembrance) What These Expressions Show About Belief</p>	<p>What Are Sacred Texts or Holy Books? Sacred texts are special writings that are believed to come from God, inspire faith, or contain important truths, laws, teachings, and stories. They are often used in worship, learning, prayer, and guiding behaviour. For believers, these books are authoritative and respected — sometimes even considered holy or divine. Why Sacred Texts Are Important to Believers Seen as messages from God or divine wisdom. Teach people how to live good lives, treat others, and relate to God. Provide comfort, guidance, and identity in both personal and community life. Help pass on faith and tradition to the next generation. Treated with care and respect — often kept in special places, not placed on the floor, and handled reverently. What Sacred Texts Teach Us About Belief Believers often turn to their holy books for answers, strength, and meaning. The use of sacred texts shows the importance of: Obedience to God Trust in sacred wisdom Learning and teaching faith Community tradition Non-Religious Worldviews: Some people don’t follow a sacred text but may still value</p>
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<p>Worship – shared prayer and gathering in sacred places. Festivals and celebrations – important times when people unite and celebrate. Charity and helping others – religious communities often serve the poor, sick, or lonely Storytelling and teachings – sacred texts and stories are passed on together.</p> <p>Shared Values That Unite People Many communities (religious or not) are built on shared values like: Kindness Respect Justice Forgiveness Responsibility</p> <p>These values are taught through religious stories, examples of holy people, and daily actions.</p> <p>Non-Religious Communities People who aren't religious can still be part of strong communities. Shared values, volunteering, community events, schools, and clubs also bring people together.</p> <p>What This Shows About Belief and Belonging People are deeply motivated by a sense of connection, shared meaning, and mutual care. Religion can help create strong bonds between people, but shared values and goals can unite all communities.</p> <p>People need to feel part of something bigger than themselves — communities</p>	<p>They help make the invisible visible — turning belief into something people can see, hear, or do. They reflect how people relate to God — with love, awe, obedience, or trust. They teach others, especially children, about what their religion believes.</p> <p>Religions express belief in different but meaningful ways Expressions of belief reflect the nature of God</p> <p>Belief can be deeply personal or shared</p> <p>Symbols and rituals carry deep meaning</p> <p>Respecting difference is key to understanding</p> <p>Enquiry & Interpretation</p> <p>Asking questions like: <i>What do these symbols or actions tell us about what people believe about God? Why don't all religions show God in pictures?</i></p> <p>Exploring religious art, texts, or songs to interpret their meaning.</p> <p>Reasoning & Reflection</p> <p>Giving simple reasons for why beliefs are expressed in certain ways (e.g.</p>	<p>books, stories, or philosophies that guide their lives (e.g. Humanists may read texts about reason, ethics, and human rights).</p> <p>Sacred texts shape identity and belief</p> <p>Religious people often build their daily lives, values, and decisions on teachings from their holy books. Texts are more than just books</p> <p>Holy books are treated with reverence because they are believed to carry divine authority or spiritual truth. The way they are handled (e.g. not touching the floor, reading in a special way) shows their spiritual importance.</p> <p>Language and stories matter</p> <p>Stories, poems, and laws in sacred texts are used to teach lessons, share beliefs, and build community memory.</p> <p>Faith involves interpretation</p> <p>Believers sometimes reflect deeply on sacred texts to understand how ancient teachings apply to life today.</p> <p>Everyone values guidance</p>
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	<p>give people identity, support, and purpose.</p> <p>Whether it's belief in God, or values like kindness and fairness, shared principles help people work and live together peacefully.</p> <p>Rituals, festivals, charity work, and gatherings help people stay connected and build trust.</p> <p>Communities often include diverse people; holding them together requires understanding, tolerance, and cooperation.</p> <p>Sacred texts and religious leaders often teach values that help hold communities together (e.g. forgiveness, love, service).</p>	<p>"Muslims use calligraphy because they believe God shouldn't be pictured").</p> <p>Reflecting on their own thoughts or feelings about how people express big ideas like love, power, or mystery.</p> <p>Comparison & Analysis</p> <p>Comparing how different religions express their belief in God — noticing similarities and differences (e.g. use of music in Christianity and Hinduism vs silence in some Jewish or Islamic practices).</p> <p>Communication</p> <p>Using appropriate vocabulary to describe beliefs (e.g. <i>worship, God, prayer, symbol, sacred</i>). Explaining ideas clearly and respectfully listening to others' viewpoints.</p> <p>Empathy & Perspective Taking</p> <p>Understanding why expressions of belief are meaningful to believers. Recognising the role of belief in giving people comfort, guidance, and identity.</p>	<p>Even those who are not religious often look to important texts, values, or traditions for meaning and moral guidance.</p> <p>Enquiry & Interpretation</p> <p>Asking thoughtful questions such as: <i>Where do these texts come from? Why are they treated with so much respect?</i></p> <p>Beginning to interpret religious stories or teachings to understand what they mean to believers.</p> <p>Reasoning & Reflection</p> <p>Giving simple reasons why sacred texts are important. Reflecting on what kind of stories or teachings are important in their own lives and why.</p> <p>Comparison & Analysis</p> <p>Identifying similarities and differences in how religions use and treat their sacred texts.</p> <p>Comparing the roles texts play in different faiths (e.g. worship, teaching, moral guidance).</p> <p>Communication</p> <p>Using appropriate RE vocabulary: <i>sacred, scripture, holy, belief, guidance, tradition</i>,</p>
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			<p><i>authority. Explaining ideas clearly and listening respectfully to others' views.</i></p> <p>Empathy & Perspective Taking</p> <p>Understanding why someone might treat a book as precious or sacred, even if they don't. Appreciating how sacred texts can bring comfort, strength, and meaning in people's lives.</p>
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 <p style="text-align: center;">End points for Year 4 Pupils can:</p>	<p>LKS1 From Agreed Syllabus</p>
<ul style="list-style-type: none"> ● Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders ● Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities ● Discuss sacred texts, their importance and interpretation and how people make decisions about how to live their lives 	<ol style="list-style-type: none"> 1. Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. 2. They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. 3. They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied. 4. They recognise who and what inspires themselves and others and say something about how this affects their behaviour. 5. They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas

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<p>K e y v o c a b u l a r y</p>	<p>Community – A group of people who live, work, or worship together and share common values or beliefs. Belonging – Feeling accepted and included as part of a group. Faith – Trust and belief in a religion or set of spiritual ideas. Religion – A system of beliefs and practices often centred around God or gods. Respect – Treating others and their beliefs with kindness and fairness. Tolerance – Accepting and understanding people who are different from us. Diversity – A range of different people, beliefs, and cultures in a community. Responsibility – Something you are expected to do as part of a group or community. Caring – Showing kindness and concern for others. Shared Values – Beliefs and principles that a group agrees are important (e.g. honesty, kindness). Church – A Christian place of worship and community gathering. Jesus – The central figure in Christianity who taught about love and community. Commandment – A rule given by God to help people live well together. Mosque – A Muslim place of worship and community. Ummah – The worldwide Muslim community. Zakat – Giving to charity; one of the Five Pillars of Islam. Prophet Muhammad – The final prophet in Islam who taught about caring for others.</p> <p>Mandir – A Hindu temple and community centre. Dharma – A person’s duty or responsibility in life. Seva – Selfless service to others, often encouraged in Hindu practice. Karma – The idea that good actions lead to good results.</p>	<p>Worship – Showing love, praise, and respect to God or gods. Prayer – Talking to or connecting with God. Holy / Sacred – Something very special or important in a religious way. Symbol – A picture, object or sign that represents a religious idea or belief about God. Symbolism – The use of symbols to represent ideas, especially in religion. Ritual – A repeated religious action, like prayer or a festival, used to express belief. Scripture – A religion’s holy writings (e.g. Bible, Qur’an, Vedas). Art – Paintings, images or decorations used to show religious ideas. Music – Songs and hymns used in worship to express belief in God. Language – Special or holy words used in worship or scripture. Cross – A symbol of Jesus’ death and resurrection; represents sacrifice and hope. Dove – A symbol of the Holy Spirit and peace. Fish (Ichthus) – An early Christian symbol for Jesus. Bread and Wine – Used in Communion; represent Jesus’ body and blood. Crescent Moon and Star – A widely recognised symbol of Islam (though not religiously required). Arabic Calligraphy – Artistic writing used to express the name of Allah and verses from the Qur’an. Prayer Mat – A special mat used in prayer, often decorated with symbolic designs pointing toward Mecca. Om (Aum) – A sacred sound and spiritual symbol representing the universe and Brahman (God). Lotus Flower – A symbol of purity, growth, and spiritual awakening. Murti – A statue or image of a deity, used as a focus in worship. Light (e.g. Diya lamps) – Symbolises good overcoming evil, especially in Diwali.</p>	<p>Sacred – Something holy, special, and respected in a religion. Holy Book / Sacred Text – A book that contains important religious teachings and stories. Worship – Acts of showing love, praise, and respect to God or gods. Teaching – An important lesson or message, often found in holy books. Guidance – Advice or help from religious texts about how to live. Rules / Commandments – Instructions given in sacred texts to help followers live in the right way. Respect – Treating something or someone with care and honour. Story / Parable – A short story with a moral or spiritual message, often found in religious texts.</p> <p>Bible – The Christian holy book, made up of the Old and New Testaments. Gospel – Stories in the New Testament about the life and teachings of Jesus. Parable – A simple story told by Jesus to teach a religious or moral lesson. Qur’an – The Muslim holy book, believed to be the word of Allah given to Prophet Muhammad. Allah – The Arabic word for God. Surah – A chapter of the Qur’an. Vedas – Some of the oldest and most important Hindu sacred texts. Deity – A god or goddess; many Hindu stories in sacred texts focus on the actions of deities. Dharma – A key idea in Hindu texts, meaning duty or the right way to live.</p>
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Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What Are Life Events and Why Are They Celebrated?</p> <p>Important life events include: Birth, Coming of age, Marriage, Death/funerals These events are celebrated or marked because they:</p> <p>Represent change or transition, Strengthen community and family bonds, Express beliefs, values, or hopes, Give people a chance to reflect and connect with what matters most</p> <p>Religious Examples of Life Event Celebrations</p> <p>Christianity</p> <p>Baptism or christening, Marriage, Funerals</p> <p>Islam</p> <p>Aqiqah (birth): Naming of the baby, call to prayer whispered into ear, charity and celebration. Marriage (Nikah): A contract witnessed before God and the community. Funerals: Simple rituals focused on returning to Allah and praying for the soul.</p> <p>Hinduism</p> <p>Naming ceremony (Namkaran): A religious ritual and family celebration.</p> <p>Sacred thread ceremony (Upanayana): Marks spiritual learning and responsibility for some boys. Weddings: Full of colour, symbolism, and sacred fire rituals.</p>		<p>Definition of Pilgrimage A pilgrimage is a journey to a special or sacred place that holds religious meaning. It is often done as an act of devotion, reflection, or connection with one’s faith.</p> <p>Purpose of Pilgrimage Pilgrimage can help believers feel closer to God or the divine. It may be done to seek healing, forgiveness, spiritual growth, or to honour a religious figure or event.</p> <p>Examples of Pilgrimage in Different Religions</p> <ul style="list-style-type: none"> • Christianity: <ul style="list-style-type: none"> ○ Lourdes (France) – visited for healing and prayer. ○ Canterbury (UK) – linked to St Thomas Becket. • Islam: <ul style="list-style-type: none"> ○ Hajj to Mecca – a required pilgrimage for Muslims once in their lifetime, if able. • Hinduism: <ul style="list-style-type: none"> ○ Varanasi (India) – sacred city on the River Ganges. ○ Pilgrimage to rivers or temples is common. • Buddhism: 		<p>Belief systems are not all the same</p> <p>Even within one religion, people may interpret teachings differently or practise their faith in different ways. Some people identify culturally with a religion but may not follow all its beliefs.</p> <p>Different branches or denominations exist</p> <p>Christianity: Includes groups like <i>Catholics, Protestants, Orthodox</i> – each with different traditions and styles of worship.</p> <p>Islam: Includes <i>Sunni</i> and <i>Shia</i> Muslims, with some differences in practices and leadership beliefs.</p> <p>Judaism: Includes <i>Orthodox, Reform, and Liberal</i> Jews who may keep different rules (e.g. about food, clothing, worship).</p> <p>Non-religious groups (e.g. <i>Humanists</i>): May share core beliefs about living a good life without religion, but individuals may make different moral choices.</p> <p>Personal belief and choice matters</p> <p>People may be influenced by their family, culture, country, personal experiences, or education. Faith can be lived out in private,</p>	

	<p>Funerals: Belief in reincarnation, with rituals to help the soul move on.</p> <p>Non-Religious and Humanist Approaches Humanists and others may also celebrate life events, but focus on: Love, human connection, and shared values. Marking occasions with ceremonies, speeches, and symbolic actions (e.g. lighting candles, planting trees). Using celebrants instead of religious leaders Examples include: Naming ceremonies, Personalised weddings based on love and commitment, Celebrations of life instead of traditional funerals</p> <p>Life has milestones Belonging matters Symbolism is powerful – Certain actions (like lighting candles, wearing special clothes, or sharing food) have deeper meanings. Values are shared Ritual brings comfort – Familiar patterns and ceremonies can make big life changes feel more manageable and meaningful. Recognise and name celebrations (e.g., Baptism, Bar/Bat Mitzvah, weddings, Humanist naming ceremonies). Compare religious and non-religious ways of marking life events. Ask thoughtful questions about why people celebrate in particular ways.</p>	<ul style="list-style-type: none"> ○ Bodh Gaya (India) – where the Buddha is believed to have attained enlightenment. <p>Features of Pilgrimage</p> <p>Often includes travel, rituals, prayer, and meeting with others. Can be physically demanding but spiritually rewarding. May involve special clothing, rules, or rites during the journey.</p> <p>Impact on the Individual and Community</p> <ul style="list-style-type: none"> • Strengthens faith and identity. • Brings people from the same religion together. • Can change how people think or feel about their beliefs or their life. <p>Some places have special meaning – Children start to grasp that certain places hold deep emotional or spiritual value for different people. Physical journeys can reflect inner journeys – Pupils start to recognise that going on a pilgrimage isn't just about travel, but about reflection, change, or spiritual growth. Faith can motivate commitment – Pilgrims often go to great lengths (even enduring hardship) because of their strong beliefs.</p>	<p>public, strictly, or loosely – depending on the individual.</p> <p>Traditions and practices vary</p> <p>Some people pray daily; others rarely or never. Some follow religious dress codes; others do not. Special festivals or food laws may be followed strictly by some, more flexibly by others.</p> <p>Change over time</p> <p>People's beliefs and practices can change throughout their life – they might become more or less religious, or switch groups.</p> <p>People interpret beliefs differently – Even if they belong to the same religion or worldview, individuals can have different opinions or priorities. Identity is complex – Belief is just one part of who a person is; their culture, family, personal experiences and personality shape how they live. Religion and belief are lived differently – Some people express their beliefs through daily rituals, others through quiet reflection or moral actions. Belonging doesn't mean being identical – You can belong to a faith or community and still disagree with or practise things differently from others. Beliefs can change – Children begin to understand that people</p>
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	<p>Identify emotions linked to life events (e.g., joy at a birth, sadness at a funeral). Show empathy – understand that these events matter deeply to people, even if they don't share the same beliefs. Reflect on their own experiences or family traditions and link them to what others do.</p>	<p>Shared experiences strengthen community – Pupils begin to understand how travelling with others for a shared purpose builds connection. Respect for others' beliefs and choices – Even if students don't follow a religion themselves, they can recognise that pilgrimage is meaningful to others. Describe what a pilgrimage is and give examples from more than one religion. Identify key features of pilgrimage (e.g. special places, rituals, purpose). Compare different pilgrimage experiences across religions (e.g. Hajj in Islam and Lourdes in Christianity). Explain why pilgrimage is meaningful for believers using evidence from stories or real-life examples. Reflect on the idea of personal journeys and express their own thoughts (e.g. What would a special journey look like to them?). Show empathy – imagining or discussing how it might feel to be a pilgrim and why that experience is powerful.</p>	<p>may believe one thing when they are young and something else when they grow older.</p> <p>Recognise that there is diversity within religions and worldviews (e.g. not all Christians go to church weekly, not all Muslims wear the hijab). Describe differences in how people practise their beliefs (e.g. some people celebrate religious festivals with traditional rituals, others don't). Compare different responses to the same belief or teaching (e.g. different ways of showing kindness or forgiveness). Ask thoughtful questions about belief and identity (e.g. "Can someone belong to a religion but not believe in everything it teaches?"). Develop respectful curiosity – understanding that people's differences are valid and should be treated with respect. Reflect on their own experiences and how others' beliefs and actions may be similar or different to theirs.</p>
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<ul style="list-style-type: none"> ● Using religious vocabulary, compare two examples of celebrations marking key points in life’s journey including pilgrimage ● Describe at least two examples of religious pilgrimages (e.g. Hajj in Islam, Lourdes in Christianity), including where people go and what they do there. Understand that pilgrimage is a physical journey with a spiritual purpose, such as seeking forgiveness, healing, or showing devotion. ● Give reasons why people may live or believe differently, even in the same community. ● Ask and respond to questions about the differences they observe, using respectful and thoughtful language. 	<ol style="list-style-type: none"> 1. Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities. 2. They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. 3. They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures. 4. They recognise different sources of inspiration and influence on people’s lives and can discuss the positive and negative impact these might have on individuals and communities. 5. They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples
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K e y V o c a b u l a r y	Life event	A big moment in someone’s life, like birth, marriage, or death.	Pilgrimage	A special journey to a holy or important place for religious reasons.	Belief	Something a person thinks is true or important.
	Religious	Connected to a religion or belief in God or gods.	Sacred	Something holy or special to a religion.	Community	A group of people who share something in common (like religion, place, or values).
	Non-religious	Not connected to any religion (e.g. Humanist).	Journey	Travelling from one place to another – sometimes a long or meaningful trip.	Religion	A set of beliefs about God or gods, often with rules and traditions.
	Humanism	A non-religious belief that people can live good and meaningful lives without believing in a god.	Worship	Showing love, respect or thanks to God or a higher power.	Non-religious	People who don’t follow a religion, like Humanists.
	Naming ceremony	A special event to welcome a baby or give them a name.	Faith	Trust or strong belief in a religion or in something bigger than yourself.	Humanism	A non-religious belief that people can live good lives without needing a god.
	Marriage	A ceremony to show two people have chosen to live together as partners.	Holy place	A place that is special or important in a religion.	Tradition	Something people do regularly that has been passed down over time.
	Funeral	A ceremony to remember and say goodbye to someone who has died.	Reflection	Thinking deeply about your life, beliefs, or actions.	Practice	The way someone lives out their beliefs (like praying, going to a place of worship).
	Community	A group of people who share something in common, like beliefs or traditions.	Forgiveness	Letting go of anger or hurt when someone has done something wrong.	Diversity	A word to describe differences between people.
	Tradition	Something passed down through generations, like a way of celebrating.	Healing	Becoming better – in body, mind, or spirit.	Interpretation	The way someone understands or explains a belief or idea.
	Belonging	Feeling part of a group or family.	Spiritual	About feelings, beliefs or experiences linked to something bigger than ourselves.	Denomination	A branch or group within a religion (like Catholic or Protestant in Christianity).
		Believer	Someone who follows or trusts in a religion or belief system.	Values	The things a person thinks are important, like kindness or honesty.	
		Tradition	Something that people in a religion or culture do regularly and pass down.	Culture	The way of life of a group of people – including food, clothes, language, and traditions.	
				Respect	Treating others kindly, even when they are different from you.	

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Religions have founders or key figures</p> <p>Most religions began with a founder, prophet, or significant leader whose life, teachings, or experiences helped shape that religion.</p>		<p>Creation story (Genesis): God created the world and it was "very good" — humans are stewards, not owners.</p> <p>Stewardship: Humans have a responsibility to care for God's creation.</p> <p>Parables and teachings such as the</p>		<p>Understanding Ethics</p> <p>Ethics = The principles or rules that help people decide what is right and wrong. Different religions and worldviews provide ethical guidance based on:</p>	

<p>Sacred texts or stories (e.g. Bible, Qur'an, Torah, Vedas, Guru Granth Sahib) often record the teachings or actions of the founder/prophet. Religious beginnings often respond to big questions: life, death, suffering, and purpose. Followers often form communities and develop rituals, rules, and festivals based on founders' teachings.</p> <p>Origins of non-religious worldviews (e.g. Humanism)</p> <p>No prophets or holy texts, but influenced by thinkers like Socrates, Confucius, and Enlightenment philosophers. Humanism grew during the Renaissance and Enlightenment (16th–18th centuries). Humanists believe people can live moral and fulfilling lives through reason, science, and shared human values, not religious belief.</p> <p>The impact of founders and prophets</p> <p>They inspired followers, shaped religious teachings, and often challenged the world around them. Their lives and messages are remembered through rituals, stories, worship, and celebrations. Their influence continues to guide moral decisions, community values, and spiritual practice today.</p>	<p>Good Samaritan – moral responsibility to help others and the world.</p> <p>Islam: Khalifah (stewardship): Humans are caretakers of the Earth. The Earth is a sign of Allah's creation and should be respected. Teachings from the Qur'an and Hadith about not wasting resources and protecting animals and nature.</p> <p>Hinduism: Belief in the sacredness of all life (ahimsa – non-violence). The concept of karma: actions have consequences, including how we treat the Earth. Respect for nature, rivers (like the Ganges), and animals (like cows).</p> <p>Buddhism: Interconnectedness of all life – dependent origination. Compassion for all beings. Following the Five Precepts, including avoiding harm to living things. Mindful living and minimalism help reduce harm to the world.</p> <p>Humanism / Non-religious worldviews: Moral responsibility comes from reasoning and empathy, not religious command. Sustainability and care for the environment are based on logic and shared human values. Belief in science and evidence when addressing climate change and pollution.</p>	<p>Sacred texts</p> <p>Religious leaders or role models</p> <p>Traditions and customs</p> <p>Reason, empathy, and experience (in non-religious worldviews)</p> <p>Christian Ethics</p> <p>Golden Rule: “Do to others as you would have them do to you.” Ten Commandments: Core moral rules (e.g. do not steal, do not lie, honour parents). Parables of Jesus (e.g. The Good Samaritan): Show how to act with compassion and mercy. Love thy neighbour and forgiveness are key ethical principles. Christian ethics are grounded in love (agape), service, and obedience to God.</p> <p>Islamic Ethics</p> <p>Sharia law provides ethical guidance based on the Qur'an and Hadith. Key ethical values: justice (adl), kindness, honesty, charity (zakat). Five Pillars support a moral life (e.g. charity, fasting to understand others' needs). Muslims aim to do what is halal (permissible) and avoid haram (forbidden).</p> <p>Hindu Ethics</p> <p>Dharma: Duty or the right way to live according to your role in life. Karma:</p>
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	<p>Religions and worldviews have roots in culture, place, and history</p> <p>Geography, politics, and local traditions played a role in how religions formed and spread. Many religions share common roots (e.g. Christianity, Judaism, and Islam all trace back to Abraham).</p> <p>Religions/worldviews often begin in response to life’s big questions – e.g., <i>Why are we here? What happens after death? How should we live?</i></p> <p>Founders and prophets are key to the formation of many religions – They are often seen as messengers, reformers, or leaders who had profound experiences or insights.</p> <p>Religions have historical and cultural roots – Every religion begins in a specific place, time, and cultural context, which shapes its development.</p> <p>Religious beginnings often involve a "revelation" or transformative event – A moment or experience that gives rise to a new belief system or movement.</p> <p>Different religions may share similar origins but develop distinct beliefs and practices – Encouraging comparison and contrast.</p> <p>Worldviews can also begin outside of traditional religion – e.g., humanism or other secular philosophies.</p>	<p>Moral and Ethical Implications How beliefs lead to actions like: Recycling, reducing waste, vegetarianism/veganism. Activism for climate change or animal welfare. Charitable giving and volunteering. Living simply or reducing consumption. Examples of Action Inspired by Beliefs</p> <p>Humanist campaigns for sustainability and ethics in science and policy.</p> <p>Shared and Contrasting Ideas Many religions share a sense of duty to protect the Earth, but they express it differently.</p> <p>Differences in the source of authority (scripture, God, reason).</p> <p>Varied views on animal rights, consumption, and wealth.</p> <p>Identity and Belonging Reflecting on how personal beliefs or values influence one’s own lifestyle choices. Considering what it means to be part of a global or faith community with shared values.</p> <p>Sense of Responsibility Developing a sense of personal and collective duty to care for others and the planet.</p> <p>Open-mindedness and Respect Practising tolerance and appreciation of different worldviews, religious and non-religious.</p>	<p>Actions have consequences—doing good leads to good outcomes. Ahimsa (non-violence): A key ethical value, especially towards animals and people. Ethics may vary depending on a person’s stage of life and caste (varna), but always aim toward spiritual growth.</p> <p>Buddhist Ethics</p> <p>Five Precepts: Avoid killing, stealing, lying, harmful speech, and intoxication. Eightfold Path gives ethical guidance, especially Right Speech, Right Action, and Right Livelihood. Buddhists aim to reduce suffering (dukkha) and act with compassion, mindfulness, and non-attachment.</p> <p>Humanist / Non-Religious Ethics</p> <p>Moral decisions should be based on: Reason (thinking carefully) Empathy (understanding others) Evidence (facts and consequences) No belief in divine reward or punishment—do good for its own sake. Humanists support human rights, fairness, and global responsibility (e.g. caring for the environment, equality).</p> <p>Shared Ethical Themes Across Beliefs</p> <p>Kindness and compassion</p>
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		<p>Interpretation and Reflection Understanding symbolic and metaphorical language in religious texts (e.g. creation stories). Reflecting on how values shape personal and collective actions.</p> <p>Critical Thinking Comparing differing beliefs and evaluating perspectives (e.g. religious vs. humanist views). Asking thoughtful questions about morality, environment, and responsibility.</p> <p>Empathy and Perspective-Taking Appreciating how people’s beliefs influence the way they see the world. Beginning to understand and respect diverse viewpoints and cultural expressions of care.</p> <p>Moral Reasoning Exploring ethical dilemmas (e.g. Should we always put humans before animals?). Developing reasoned arguments and justifying opinions respectfully.</p> <p>Enquiry and Investigation Using evidence to support interpretations of beliefs and practices. Learning how to ask deep questions about meaning, purpose, and values.</p>	<p>Honesty and integrity</p> <p>Helping others and charity</p> <p>Respect for life and the environment</p> <p>Responsibility for one’s actions Despite different sources of authority (God, scripture, reason), most worldviews agree that people should aim to live morally responsible, caring lives.</p> <p>How Ethical Teachings Affect Behaviour</p> <p>Beliefs about ethics influence: Personal choices (e.g. food, truthfulness, clothing, behaviour) Community involvement (e.g. volunteering, giving to charity) Social issues (e.g. poverty, justice, climate action)</p> <p>Thinking and Reasoning Skills</p> <p>Moral reasoning: Understanding how people make decisions about right and wrong based on beliefs, values, or consequences. Weighing up contrasting views: Exploring different religious and non-religious ethical responses to a moral issue (e.g. charity, animal rights, war, honesty). Recognising complexity: Beginning to understand that moral decisions are not always clear-cut; people may interpret teachings differently.</p> <p>Communication and Dialogue Skills</p>
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			religion, people may apply teachings differently.
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 <h3 style="text-align: center;">End points for Year 6</h3> <p style="text-align: center;">Pupils can:</p>	<p>UKS2 From agreed syllabus</p>
<ul style="list-style-type: none"> ● Describe, make connections and reflect on some religious and worldviews studied comparing : <ul style="list-style-type: none"> - Key figures and leaders - how beliefs influence the way we treat the world. ● Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices 	<ol style="list-style-type: none"> 1. Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities. 2. They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. 3. They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures. 4. They recognise different sources of inspiration and influence on people’s lives and can discuss the positive and negative impact these might have on individuals and communities. 5. They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples
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<p>Key Vocabulary</p>	<p>Founder – A person who starts something, like a religion or movement.</p> <p>Prophet – A person believed to be chosen by God to share a message.</p> <p>Revelation – A message or truth believed to come from God or a divine source.</p> <p>Roots – The beginning or origin of something, like the start of a religion.</p> <p>Tradition – A practice or belief passed down over time.</p> <p>Leader – Someone who guides or influences others.</p> <p>Messenger – Someone who delivers a message, often from a god.</p> <p>Disciple – A follower or student of a religious teacher.</p> <p>Teacher – A person who helps others understand ideas or beliefs.</p>	<p>Belief – Something a person or group accepts as true.</p> <p>Value – A principle or standard that guides behaviour.</p> <p>Responsibility – A duty to do something or care for someone/something.</p> <p>Environment – The natural world and surroundings.</p> <p>Stewardship – Looking after something on behalf of someone else.</p> <p>Creation – The act of making the world; often refers to religious creation stories.</p> <p>Sustainability – Using resources in a way that protects the planet for the future.</p> <p>Activism – Taking action to bring about social or environmental change.</p> <p>Ethics – Moral principles that guide decisions and actions.</p>	<p>Ethics – Rules or principles about what is right and wrong.</p> <p>Morality – Ideas about good and bad behaviour.</p> <p>Belief – Something a person or group accepts as true.</p> <p>Values – Important ideas or principles that guide behaviour.</p> <p>Right and wrong – Judgements about actions or behaviour.</p> <p>Choice – The act of deciding between options.</p> <p>Responsibility – A duty to behave in a certain way.</p> <p>Consequence – What happens as a result of an action.</p> <p>Compassion – Caring deeply about others and wanting to help.</p> <p>Respect – Treating others with fairness and dignity.</p> <p>Justice – Fair treatment and fairness in society.</p> <p>Empathy – Understanding how someone else feels.</p> <p>Christianity</p> <p>Commandments – Rules given by God (e.g. Ten Commandments).</p> <p>Golden Rule – “Do to others as you would have them do to you.”</p> <p>Parable – A story with a moral or spiritual message.</p> <p>Sin – Doing something wrong according to God’s law.</p> <p>Forgiveness – Letting go of blame or anger toward someone.</p> <p>Islam</p>
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