



Adelaide Primary School

Knowledge and Vocabulary Progression Intent

Religious Education

The intention of the RE curriculum

Religious Education (RE) contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

What are the key features of 'knowledge-rich' curriculum for RE?

At key stage 1 and 2, the sticky knowledge takes full account of the curriculum's main characteristics of:

Learning about religion

Learning from religion

This document outlines the knowledge, vocabulary and skills within our curriculum for RE and includes both 'now knowledge' and 'sticky knowledge'.

There is a difference between knowledge which will be retained close to the point of teaching and develop a broad, general understanding (now knowledge) and that which will be retained in the long-term memory (sticky knowledge).

ACE Aims for Physical Education

Religious Education is an important element in the broad and balanced curriculum that we aim to provide at Adelaide Primary School. Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

The aims of religious education are:

- To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious).
- To encourage children to appreciate and respect the different cultures in today's society

A.C.E. Long Term Plan for Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
FS1	What do we celebrate?	Who celebrates Christmas?	Who celebrates Chinese New Year?	Who celebrates Easter?	Who celebrates Eid? Where do people celebrate?
FS2	What makes me unique?	Who celebrates Christmas?	Who celebrates Chinese New Year?	Who celebrates Easter?	Who celebrates Eid? Where do people celebrate?
Y1	Looking at me, looking at you What makes us special?	Christmas How do Christian families prepare for Christmas?	Caring for the world How can we keep the world special?	Easter What are the big surprises?	Worship and festivals What happens in a place of worship?
Y2	Belonging What does it mean to belong?	Christmas Why is the Christmas story good news for Christians?	Believing How do people demonstrate their beliefs?	Easter Why were people so excited to welcome Jesus?	Questions, questions What are the Big Questions?
Y3	Remembering Why remember?	Christmas Why is Mary such an important part of the Christmas story?	Faith Founders Who are the faith founders and what do they teach?	Easter How are the events of Easter remembered by Christians?	Encounters What makes a place sacred?
Y4	Belief in the community What does it mean to belong to a faith?	Christmas Why is light an important symbol of Christmas?	Saints and Heroes What makes a hero?	Easter What is the significance of the cross?	Our World What do religions teach about caring for our world?
Y5	Expressions of faith How do people express their faith?	Christmas What is peace?	Faith in action Who inspires people to follow a faith?	Easter What does Jesus' death and resurrection mean to Christians?	Pilgrimage Why do people of faith make a pilgrimage?
Y6	Justice and freedom Is it fair?	Christmas Is Christmas only for Christians?	Living a faith What gives a sense of identity and belonging?	Easter What is the message of Easter to the world?	Hopes and visions What is life about?

RE: Foundation Stage 'now' knowledge and 'sticky' knowledge'

		22-36/30-50m	40-60m	ELG/Exceeding
<p>ELG People and Communities: Children know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>New ELG: People Culture and Communities:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Celebrations</p>	<p>FS1 ACE Question How do people celebrate Christmas? How do people celebrate Chinese New Year? How do people celebrate Easter? How do people celebrate Eid?</p> <ul style="list-style-type: none"> Know about special times or events for family or friends. Know when it is their/others birthday Know what they/others have done to celebrate their birthday 	<p>FS2 ACE Question What do I believe?</p> <ul style="list-style-type: none"> Join in with family customs and routines Know about a special celebration that they and their family have been to Know about going to a place of worship with their family Know about things that they do with their families i.e. going to church Know about a celebration from a different religion/culture i.e. Eid, Diwali, Chinese New Year 	<p>FS2 ACE Question What do I believe?</p> <ul style="list-style-type: none"> Know that other children don't always enjoy the same things and are sensitive to this. Know how to talk about something they do like but that their friend does not like Know about similarities and differences between themselves and others, and among families, communities and traditions Know that themselves and their friends may celebrate the same or different things Know about celebrations and special occasions in their community Know that they can find out about different celebrations from books
		<p><i>birthday, celebrate, family, party, celebration, Christmas, Easter, Eid, Diwali, Chinese New Year</i></p>	<p><i>celebration, culture, special,</i></p>	<p><i>friend, same, different, family, community,</i></p>
	<p>Special people</p>	<p>FS1 ACE Question What do I celebrate?</p> <ul style="list-style-type: none"> Know about special times or events for family or friends. Know who are special people in their lives 	<p>FS2 ACE Question Why do people celebrate Christmas? Why do people celebrate Chinese new year? Why do people celebrate Easter? Why do people celebrate Eid?</p> <ul style="list-style-type: none"> Join in with family customs and routines Know about who they and their family worship i.e. God/ Allah 	<p>FS2 ACE QUESTION Why do people celebrate Christmas? Why do people celebrate Chinese new year? Why do people celebrate Easter? Why do people celebrate Eid?</p> <ul style="list-style-type: none"> Know that other children don't always enjoy the same things and are sensitive to this. Know that other people may or may not worship the same people they do Know about similarities and differences between themselves and others, and among families, communities and traditions Know that the people in their community worship the same people that they do Know that some people do not worship the same people that they do
		<p><i>family, friends,</i></p>	<p><i>God, Allah, worship</i></p>	<p><i>same, different, family, community,</i></p>
	<p>Special places</p>	<p>FS1 ACE Question What do I celebrate?</p> <ul style="list-style-type: none"> Know about special times or events for family or friends. Know which special places that they go to with their family or friends 	<p>FS2 Where do people worship?</p> <ul style="list-style-type: none"> Join in with family customs and routines Know about places that they go to worship i.e. church or mosque Know about where themselves or people in their family pray and how they pray 	<p>FS2 Where do people worship?</p> <ul style="list-style-type: none"> Know that other children don't always enjoy the same things and are sensitive to this. Know that other people may or may not worship in the same places that they do Know about similarities and differences between themselves and others, and among families, communities and traditions Know that the people in their community worship in the same places that they do Know that some people do not worship in the same places that they do
		<p><i>special place,</i></p>	<p><i>church, mosque, worship, pray,</i></p>	<p><i>church, mosque, worship, pray, friend, same, different, family, community,</i></p>

RE: Year 1 'now' knowledge and 'sticky' knowledge

	Learning about religion	Learning from religion
<p>Looking at me, looking at you</p> <p>What makes us special?</p>	<ul style="list-style-type: none"> • Know what makes a person unique (<i>Name, culture, appearance, fingerprint</i>) • Know how faith members are the same and how they are different. (<i>Dress, actions, beliefs</i>) • Know why religious people celebrate an important life event (<i>Baptism, naming ceremonies Islam</i>) • Know some religious ceremonies connected with important times of life (<i>Baptism, marriage</i>) • Know about religious symbols / artefacts in an important religious ceremony (<i>Water, candles, ring</i>) <p>https://www.bbc.co.uk/bitesize/clips/zm87tfr (baptism) https://www.bbc.co.uk/bitesize/clips/zr34wmn https://www.bbc.co.uk/bitesize/clips/z8b9jxs https://www.bbc.co.uk/bitesize/clips/z6wmpv4</p>	<ul style="list-style-type: none"> • To be able to compare themselves to others • To be able to talk sensitively about people of different faiths, explaining why they think people of faith may help others • To be able to discuss their important life events • Know why symbols/artefacts are important at certain times of life
<p><i>Unique, special, different, same, celebrate, baptism, christening, marriage, naming ceremony, font, holy, holy water, candle, religion, faith</i></p>		
<p>Christmas</p> <p>How do Christian families prepare for Christmas?</p>	<ul style="list-style-type: none"> • Know signs which tell us that Christmas is coming <ul style="list-style-type: none"> - Sight (<i>Advent candles, candles, tree decorations, wreaths</i>) - Sound (<i>bells, Christmas music</i>) - Taste (<i>Different types of food</i>) - Smells (<i>Incense, spices, food</i>) - Touch (<i>Wrapped presents</i>) - Activities (<i>Sending cards, buying presents</i>) • Know how Christian families prepare for Christmas in their homes and churches • Know some traditional festive celebrations and symbolism – nativity play/Christingle • Know how to retell the nativity story simply, through drama, puppets, storyboard <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas https://www.bbc.co.uk/bitesize/clips/zntfgk7</p>	<ul style="list-style-type: none"> • To be able to discuss how they prepare for Christmas • To talk about what Christmas means to them • To talk about how they feel when they see signs of Christmas
<p><i>Christmas, nativity, Christingle, angel, shepherd, Advent candles, decorations, wreaths, bells, Incense, spices,</i></p>		
<p>Caring for the world</p> <p>How can we keep the world special?</p>	<ul style="list-style-type: none"> • Know about creation stories from the holy books of different faiths (<i>Genesis creation stories, Hindu creation story</i>) • Know why the world is a special place for faith members (<i>God creating the world</i>) • Know how religious people treat the world with respect (<i>Stewardship – looking after animals, donate to charity, picking litter, volunteering</i>) <p>https://www.bbc.co.uk/bitesize/clips/z62hyrd (creation)</p>	<ul style="list-style-type: none"> • To be able to reflect on a variety of creation stories • To be able to say why they think the world is a special place • To be able to talk about ways in which everyone can play their part in caring for the world • To be able to say what they think a faith story means for the believer • To be able to say why a story is important to a faith member (because it is from God)
<ul style="list-style-type: none"> • <i>Creation, Bible, respect</i> 		
<p>Easter</p> <p>What are the big surprises?</p>	<ul style="list-style-type: none"> • Know about the customs associated with Lent and Easter (<i>Pancake Day (Shrove Tuesday), Ash Wednesday ... eggs ... hot cross buns ... signs of new life</i>) • Know the signs which tell us that Easter is coming • Know how Christians prepare for Easter • Know about the Easter Story (<i>using Storyteller Bible or similar</i>) • Know Jesus' resurrection as a 'big surprise' and consider how friends of Jesus felt when he came back to life <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter</p>	<ul style="list-style-type: none"> • To be able to talk about feelings we have about Easter and springtime • To be able to talk about why Easter is special to them • To be able to talk what our senses tell us about Easter coming (<i>sight – shops selling Easter goods, flowers beginning to spring, lambs in the field</i>)
<p><i>Lent, Easter, Shrove Tuesday, Ash Wednesday, hot cross buns, special, new life</i></p>		
<p>Worship and festivals</p> <p>What happens in a place of worship?</p>	<ul style="list-style-type: none"> • Know the names of some religious festivals and celebrations (<i>Easter, Ramadan, Eid Ul Fitr</i>) • Know about some traditions linked to a religious festival (<i>Telling a story, special food, special dress, fasting</i>) • Know the different ways in which people may worship (<i>Private prayer, in church, synagogue and mosque</i>) • Know some forms of worship common to more than one faith (<i>Coming together as communities</i>) • Know the names of different parts and some important artefacts in a place of worship (<i>Christian church – altar, lectern, font; Synagogue – ark, bimah, scrolls</i>) • To be able to say how the building and its artefacts are used <p>https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid https://www.bbc.co.uk/programmes/b0077ybz https://www.bbc.co.uk/programmes/b0077ym0 https://www.bbc.co.uk/programmes/b0077yh8</p>	<ul style="list-style-type: none"> • To be able to ask questions about the ways in which people of faith celebrate • To be able to discuss what I thought mattered most when I took part in a ceremony • To be able to compare with others my thoughts about what matters most within religious ceremonies • To be able to reflect on being in a place of worship and the artefacts they see there • To be able to reflect on how faith members use the place of worship and artefacts <p><i>(Visit a place of worship)</i></p>
<p><i>Festival, celebration, fasting, worship, pray, church, synagogue, mosque, altar, lectern, font; ark, bimah, scrolls</i></p>		

RE: Year 2 'now' knowledge and 'sticky' knowledge

	Learning about religion	Learning from religion
<p>Belonging</p> <p>What does it mean to belong?</p>	<ul style="list-style-type: none"> Know about similarities and differences in religious festivals (<i>Harvest, Sukkoth</i>) Know how a person shows religion in their life (<i>Jewellery, actions</i>) Know that many values come from holy books (<i>sharing, giving</i>) Know about some special rules that religious people follow (<i>10 commandments, Golden rule - appears in all religions</i>) Know about some important promises made by a faith member (<i>Baptismal promises, marriage, Bar/Bat Mitzvah</i>) Know some symbols that show commitment in the life of a religious person (<i>Crosses, pictures, books, star of David, Hannukiah</i>) https://www.youtube.com/watch?v=rs83rrB5E4E&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=35 (Hindu wedding) https://www.bbc.co.uk/bitesize/clips/zm87tfr (Baptism) 	<ul style="list-style-type: none"> Know reasons why festivals and rituals are important (<i>Thanking God, showing gratitude, celebrating history</i>) To be able to compare the daily life of children from two different faiths (<i>Christianity and Judaism - See https://www.bbc.co.uk/programmes/b05pc1c9</i>) To be able to recognise the need for values for living (<i>Link to school values</i>) To be able to make links between some religious rules and rules at school Know why people of faith make promises (<i>To show commitment</i>)
	<ul style="list-style-type: none"> <i>Symbol, ten commandments, belonging, festival, celebration, church, synagogue, mosque, baptism, wedding, confirmation, cross, crucifix, star of David</i> 	
<p>Christmas</p> <p>Why is the Christmas story good news for Christians?</p>	<ul style="list-style-type: none"> Know the good news given by the angels to the shepherds in the New Testament (<i>See Luke 2</i>) and know why this was good news Know about the symbolism of the gifts of the Wise Men (<i>Gold for Jesus as king, frankincense for Jesus as one who comes as a priest from God to mankind, myrrh as a foretelling of Jesus' death</i>) https://www.bbc.co.uk/bitesize/clips/zntfgk7 https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas https://www.youtube.com/watch?v=FrTFAZPQxpE (Christmas story) 	<ul style="list-style-type: none"> To be able to discuss what would be a suitable gift for Jesus. Why? Know why the Christmas story is good news for Christians
	<ul style="list-style-type: none"> <i>Bible, symbol, Christmas, Christians, angels, advent, Christ, church, prayer</i> 	
<p>Believing</p> <p>How do people demonstrate their beliefs?</p>	<ul style="list-style-type: none"> Know some beliefs of two different faiths (<i>Concept of the trinity - God the Father, Son and Holy Spirit; Judaism - Yahweh/Yhwh meaning God</i>) Know some beliefs that are the same for different faiths (<i>Belief in God</i>) Know the names of the holy books of different faiths (<i>Bible, Torah, Qu'ran</i>) Know some precious things for people of faith (<i>How people of faith care for their holy books</i>) Know how some religious artefacts and symbols are used (<i>Bible placed on lectern, Torah kept in an ark and read with a yad, Qu'ran placed on highest shelf</i>) Know how religious people may express their beliefs in actions and gestures (<i>Actions during prayer - hands together, prayer mats, sign of peace</i>) https://www.youtube.com/watch?v=nw6mibx-cec (Bible) https://www.youtube.com/watch?v=tvGTbVP_jlA (Qu'ran) https://www.youtube.com/watch?v=3QZ792rjcVE (Torah) 	<ul style="list-style-type: none"> To be able to talk about what some faith members believe To be able to respect what other people say about their beliefs To be able to respond to stories from holy books To be able to reflect on what is special to themselves and others To be able to consider what religious artefacts and symbols mean to people of faith To be able to show how they think a belief links to an action or gesture (<i>People of faith to visit the school</i>)
	<ul style="list-style-type: none"> <i>Artefact, faith, beliefs, Bible, Torah, Qu'ran, Islam, action, trinity, Holy spirit, prayer, priest, vicar, imam, worship</i> 	
<p>Easter</p> <p>Why were people so excited to welcome Jesus?</p>	<ul style="list-style-type: none"> Know how different books (<i>picture books, text books etc.</i>) show the Palm Sunday story Know some artefacts and symbols associated with Palm Sunday (<i>palms, idea of kingship but arrived on a donkey</i>) Know that the Palm Sunday story is the beginning of the end of Jesus' earthly life; Matthew 21, Mark 11, Luke 19 (<i>Faith members talk about the blessing of palm leaves, palm crosses - link back to Ask Wednesday (Y1)</i>) https://www.youtube.com/watch?v=Wnbo2AmS3OI (Easter story) 	<ul style="list-style-type: none"> To be able to describe their thoughts about the story of Palm Sunday To be able to express their feelings about Jesus arriving on a donkey
	<ul style="list-style-type: none"> <i>Palm Sunday, Bible, symbol, cross, crucifix, disciple, faith, holy</i> 	
<p>Questions, questions</p> <p>What are the Big Questions?</p>	<ul style="list-style-type: none"> Know some creation stories, identifying similarities and differences (https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382) Know that some questions have no simple answers Know that everyone asks big questions and religions may offer different answers to the same questions (<i>Develop a community of enquiry/P4C strategy</i>) 	<ul style="list-style-type: none"> To be able to talk about their own experiences of new life and ask questions about new beginnings To be able to consider questions that appear to have no answer To be able to ask big questions and suggest some answers
	<ul style="list-style-type: none"> <i>Question, creation, myth, beginnings</i> 	<ul style="list-style-type: none">

RE: Year 3 'now' knowledge and 'sticky' knowledge

	Learning about religion	Learning from religion
<p>Remembering</p> <p>Why remember?</p>	<ul style="list-style-type: none"> Know about the experiences of different people participating in a religious festival or celebration (<i>Link to Remembrance Day</i>) Know ways in which people of faith have demonstrated forgiveness and reconciliation (<i>Find out about the beliefs and values of two or three faiths that encourage forgiveness and reconciliation: Matthew 5:38-40 Jesus talks about not holding a grudge and turning the other cheek; Matthew 6:14-15 Jesus talks of forgiveness</i>) Know how personal symbols and artefacts relate to religious beliefs (<i>Poppy, cross, pictures, jewellery</i>) https://www.youtube.com/watch?v=rkYMNewfG5c (hijab) 	<ul style="list-style-type: none"> To be able to consider the positive aspects of participating in religious celebrations To be able to recognise situations where they need to forgive or be forgiven and ways they might enable this to happen To be able to consider why personal artefacts are meaningful (<i>Remembering family members, soldiers, medals</i>)
	<ul style="list-style-type: none"> <i>Forgiveness, reconciliation, symbol, artefact, personal artefact, remembrance, celebration, cross, crucifix, Star of David, Om, Dharma wheel, Crescent moon</i> 	
<p>Christmas</p> <p>Why is Mary such an important part of the Christmas story?</p>	<ul style="list-style-type: none"> Know how Mary is considered to have acted and felt throughout the Christmas Story (<i>Look at the artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel. How did she act and feel in different parts of the story up to the time of Jesus' birth? Study the Dalit Madonna painting and the associated unit of work: REinHull - external website</i>) Know why Christians believe that Jesus is a gift to the world (<i>Epiphany</i>) https://www.youtube.com/watch?v=IO6hjEjPxoM (Christmas) 	<ul style="list-style-type: none"> To be able to consider why Jesus was a gift to the world (<i>Came to save people, Messiah</i>) To be able to explain how the Dalit Madonna makes them feel
	<ul style="list-style-type: none"> <i>Ephiphany, messiah, Madonna, Christ, angel, Jesus, Christmas</i> 	
<p>Faith Founders</p> <p>Who are the faith founders and what do they teach?</p>	<ul style="list-style-type: none"> Know key events in the lives of a faith founders (<i>Faith Founders - Jesus, Moses, Mohammed PBUH, Guru Nanak, Buddha</i>) Know about the teaching of a faith founder (<i>Parables of Jesus, Teaching of Mohammed PBUH</i>) Know some examples of beliefs and values from different faiths and consider how they influence rules for living (<i>Parables - link to the meaning; Mohammed - not just love thy neighbour but the 7th neighbour; Who is thy neighbour?; Zakat - charity</i>) https://www.bbc.co.uk/bitesize/clips/zv6sb9q (Mohammed PBUH) https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv (Buddha) 	<ul style="list-style-type: none"> To be able to reflect on the impact of the faith founders on those around them To be able to express thoughts and feelings about why the teaching of a faith founder influences followers To be able to consider the beliefs, values and rules in their lives which may be similar to religious rules
	<ul style="list-style-type: none"> <i>Found (verb), parables, beliefs, teachings, values, zakat</i> 	
<p>Easter</p> <p>How are the events of Easter remembered by Christians?</p>	<ul style="list-style-type: none"> Know some the special symbols of Easter (<i>Cross, Easter garden, candles</i>) Know the significance of these symbols for Christians Know how the crucifixion of Jesus shown in art (<i>Adoration of the Trinity - Albrecht Dürer, El Salvador crosses</i>) Know how Christian music communicates the feelings of Easter (<i>Make reference to hymns</i>) Know the significance of bread and wine in the Last Supper (<i>Matthew 26:17-35, Mark 14:12-31 Christians remember Easter every time they take communion</i>) https://www.bbc.co.uk/bitesize/clips/zrfqkqt (Last supper/ Passover) https://www.youtube.com/watch?v=MK2o-mhBfuc (Easter) 	<ul style="list-style-type: none"> To be able to participate respectfully in Easter visualisations (<i>Read key events from the Easter story and challenge the children to imagine that they were there</i>) To be able to talk explain how they felt during the Easter visualisation
	<ul style="list-style-type: none"> <i>Cross, crucifix, crucifixion, trinity, Passover, tomb, hymn, Last supper, communion</i> 	
<p>Encounters</p> <p>What makes a place sacred?</p>	<ul style="list-style-type: none"> Know about different forms of worship (<i>Pilgrimage, congregation, Quaker</i>) https://www.bbc.co.uk/programmes/p00y63hy Know about the diversity and significance of local religious places to faith groups and members of the community (<i>Visit a place of worship and meet a person of faith</i>) https://www.youtube.com/watch?v=E5-aKSrLXM4 (Christian worship) https://www.bbc.co.uk/bitesize/clips/zy6sb9q (worship- evangelical/ gospel) 	<ul style="list-style-type: none"> Know the meaning of different forms of religious worship (<i>Islam means to bow down to Allah in prostration; Christianity - reason for prayer e.g. action, thanksgiving, asking and praise</i>) Share thoughts and feelings about sacred spaces and their use Explain how activities at local places of worship create a sense of community
	<ul style="list-style-type: none"> <i>Church, synagogue, mosque, temple, congregation, prayer, worship, pilgrimage, priest, imam, vicar</i> 	

RE: Year 4 'now' knowledge and 'sticky' knowledge

	Learning about religion	Learning from religion
<p>Belief in the community</p> <p>What does it mean to belong to a faith?</p>	<ul style="list-style-type: none"> Know some religious stories that identify how believers are expected to behave (<i>Parables of Jesus and Mohammed PBUH</i>) Know the significance and use of symbols and artefacts in rites of passage (<i>Baptismal gifts, Oil of Chrism, Confirmation gifts, Bat/Bar Mitzvah, marriage, breaking of glass, exchanging of rings, Islamic Aqiqah</i>) https://www.bbc.co.uk/bitesize/topics/ztkxp4/resources/1 (2 parables) https://www.youtube.com/watch?v=RDZuvPpzXCk (bat mitzvah) https://www.bbc.co.uk/bitesize/clips/zxd2hyc (baptism) https://www.youtube.com/watch?v=fQq9WDliZGc (communion) 	<ul style="list-style-type: none"> To be able to identify how they are expected to behave and where these rules come from To be able to compare the symbolism associated with rites of passage in three faiths
	<ul style="list-style-type: none"> <i>Baptism, symbols, artefact, confirmation, parable, communion, bat mitzvah, rites, rites of passage, ritual, aqiqah</i> 	
<p>Christmas</p> <p>Why is light an important symbol of Christmas?</p>	<ul style="list-style-type: none"> Know the significance of Jesus being described as the light of the world John 8 & Isaiah 7:14 (<i>Use artwork such as Holman Hunt's The Light of the World</i> - who is this? - what do you see in the picture? - why did the artist...? - what are the effects used by artists to show the significance of Jesus and the angel's halo, positioning, chosen colours) Know how light is used in the celebration of Christmas (<i>Christingles, Advent candles, tree lights</i>) 	<ul style="list-style-type: none"> To be able to discuss the way light is used to express feelings (<i>'a beaming smile', 'she lights up the room', 'he's a guiding light', 'then I saw the light'</i>) To be able to explain why they think Jesus is described as the light of the world
	<ul style="list-style-type: none"> <i>Symbolism, advent, Christingle, Christmas, Christ, celebration</i> 	
<p>Saints and Heroes</p> <p>What makes a hero?</p>	<ul style="list-style-type: none"> Know the effect of some life-changing events on the commitment of significant people of faith (<i>Malalah - Islam, Oscar Romero - Christianity, Mahatma Gandhi - Hinduism</i>) Know some of the teachings of significant religious people, identifying some similarities and differences 	<ul style="list-style-type: none"> To be able to share ideas as to how the lives of significant people of faith have affected the lives of others To be able to reflect on the teachings of significant religious people and how these teachings impact on society
	<ul style="list-style-type: none"> <i>Saint, commitment, faith</i> 	
<p>Easter</p> <p>What is the significance of the cross?</p>	<ul style="list-style-type: none"> Know the key events associated with Holy Week (<i>Palm Sunday ... Maundy Thursday ... Good Friday ... Easter Saturday ... Easter Sunday</i>) Know how these events are shown in images and words Know describe how Christians today remember and relive these events (<i>Passion plays, Communion, Mass</i>) Know how the betrayal, trial, death and resurrection of Jesus leads to hope (<i>Psalm 22</i>) https://www.bbc.co.uk/bitesize/topics/ztkxp4/resources/1 (Learner guides have videos about Palm Sunday, Good Friday, Last supper, crucifixion etc.) https://www.youtube.com/watch?v=MK2o-mhBfuc&t=3s (Easter) 	<ul style="list-style-type: none"> To be able to explain why they think Easter is the most important festival for Christians.
	<ul style="list-style-type: none"> <i>Resurrection, Passover, Pesach, communion, mass, trial, psalm, crucifixion, holy week</i> 	
<p>Our World</p> <p>What do religions teach about caring for our world?</p>	<ul style="list-style-type: none"> Know some different faith beliefs about how the universe began (https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382) Know why people of faith have a sense of awe and wonder about the Earth (<i>Unknown, big questions, natural wonders</i>) Know what some religious teachings say faith members should care for the Earth (<i>Genesis, Noah's Ark, Judaism rules - food, Parables of Mohammed PBUH</i>) Know how faith members show care for the environment (https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382) (Creation) 	<ul style="list-style-type: none"> To be able to discuss thoughts and beliefs about how the universe began To be able to explain feelings about the sense of awe and wonder in the natural world To be able to explain thoughts on how and why religions treat the world with respect To be able to show understanding of stewardship and suggest actions everyone can take
	<ul style="list-style-type: none"> <i>Creation, Genesis, parables, faith, universe, stewardship</i> 	

RE: Year 5 'now' knowledge and 'sticky' knowledge

	Learning about religion	Learning from religion
<p>Expressions of faith</p> <p>How do people express their faith?</p>	<ul style="list-style-type: none"> Know how artefacts and symbols express the beliefs of two different faith members (<i>Colours of the church year, clothes of priests, imams, Jews</i>) Know some of the ways participating in a festival may impact on the life of a faith member (<i>Eid Ul Adha - People congregate, bringing communities together, henna, food, exchanging gifts; Jewish festival of Passover - Pesach, all food has a symbolic meaning of the Exodus. The festivals of light- Hannukah and Divali- their similarities and differences, the symbolism of light in both religions and what it represents to them</i>) https://www.youtube.com/watch?v=zsXQfCeMHs8 (animated story of Hannukah) https://www.youtube.com/watch?v=O3zsTXLjH4s (celebrating Hannukah) https://www.youtube.com/watch?v=Niy1XYspVfg&t=1s (Divali) https://www.youtube.com/watch?v=uRpNNF4fB4g (animated story of Rama and Sita) https://www.youtube.com/watch?v=QYW10gv3jm0 (5Ks) (<i>Visit from a person of faith</i>) 	<ul style="list-style-type: none"> To be able to demonstrate creatively, understanding of how believers may express themselves through symbols and artefacts To be able to reflect and share how religious celebrations have an impact on the community
<p>Christmas</p> <p>What is peace?</p>	<ul style="list-style-type: none"> Know a range of images that express peace (<i>ask children to find a word to connect the objects: dove, no war, no arguing, no fighting, forgiveness, harmony</i>) Know Isaiah's prophecy (Isaiah 9: 6-7) - Jesus as Prince of Peace and explain what the writer means (<i>Play an extract of Handel's Messiah</i>) https://www.youtube.com/watch?v=IUZEtVbJT5c (Hallelujah chorus from Handel's Messiah) Know what peace is, drawing on a range of religious symbols, artefacts and stories https://www.youtube.com/watch?v=WIHou7zh5LY (Prince of peace) 	<ul style="list-style-type: none"> To be able to discuss a time when they have experienced reconciliation To be able to explain what peace means to them
<p>Faith in action</p> <p>Who inspires people to follow a faith?</p>	<ul style="list-style-type: none"> Know about the work of a religious charity (<i>CAFOD, Red Crescent, Holocaust Educational Trust</i>) Know some of the values that motivate people of faith to respond to a cause (<i>Guidance from holy books and leaders</i>) Know why significant people of faith acted according to their commitments (<i>Make links back to Saints and Heroes topic Y4</i>) https://www.youtube.com/watch?v=mEZGjL1akt0 (Mother Teresa) 	<ul style="list-style-type: none"> To be able to explain why they think religions do charitable work To be able to give reasons why people may choose to make sacrifices to improve the lives of others To be able to explain how people are inspired by actions of significant people of faith
<p>Easter</p> <p>What does Jesus' death and resurrection mean to Christians?</p>	<ul style="list-style-type: none"> Know the meaning of Jesus' death and resurrection to Christians (<i>Salvation - Jesus dies to save people from their sins; Hope - for new life after death</i>) Know how artists show the themes of Jesus' death and resurrection Know the symbolic meaning of an Easter festival ritual such as the washing of feet on Maundy Thursday John 13:1-17 Know about the way Christians around the world remember Easter Know about different rituals and artefacts in Spring festivals and make comparisons between them (<i>How does the Jewish festival of Pesach fit with the story of Easter - the plagues of Egypt, Passover and the journey of the Jewish people Exodus 24:8</i>) https://www.youtube.com/watch?v=MK2o-mhBfuc&t=6s (Easter) https://www.youtube.com/watch?v=QF84Wx0dGTg (Passover) https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382 (What is Passover?) 	<ul style="list-style-type: none"> To be able to create an image to symbolise the theme of resurrection or new life (See spirited arts competition)
<p>Pilgrimage</p> <p>Why do people of faith make a pilgrimage?</p>	<ul style="list-style-type: none"> Know some key places of pilgrimage and identify why a faith member might go there (<i>Makkah, Medinah, Camino de Santiago, Lourdes, Walsingham</i>) Know about actions carried out by a pilgrim before, during and after pilgrimage (<i>Muslims - wear ihram; Christians care for the sick in Lourdes; Walsingham has a shell symbol; which pilgrims used to wear to show that they had visited</i>) Know what is sacred for believers in religious places https://www.youtube.com/watch?v=Ok7-mB62xeE (Hajj/ Mecca) 	<ul style="list-style-type: none"> To be able to reflect on the reasons a faith member may make a special journey To be able to explain about the meaning of pilgrimage to a believer and the impact on their life To be able to explain the impact of a sacred place on believers

RE: Year 6 'now' knowledge and 'sticky' knowledge

	Learning about religion	Learning from religion
<p>Justice and freedom</p> <p>Is it fair?</p>	<ul style="list-style-type: none"> Know what freedom means to people of faith making reference to beliefs, actions and religious sources. Know about the beliefs and feelings of faith members who have experienced injustice (<i>Martin Niemoller, Martin Luther King, Archbishop Desmond Tutu</i>) https://www.youtube.com/watch?v=d_YAEXEPYPg&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=48 (Martin Luther King) Know about the impact of a religious teaching such as forgiveness on a believer's actions (<i>Link back to learning about Mahatma Gandhi - uniting the people</i>) https://www.youtube.com/watch?v=9bhmSSQ94RU&t=19s (forgiveness) Know about the impact that reconciliation has on community harmony (<i>Apartheid - Nelson Mandela</i>) https://www.youtube.com/watch?v=2f2k6iDFCL4 (apartheid) 	<ul style="list-style-type: none"> To be able to explain what freedom means to them To be able to share experiences of injustice and explain their hopes and dreams for a just world To be able to give examples of conflicts that have been resolved within the family, school or community To be able to appreciate the power of forgiveness and reconciliation in the world
	<ul style="list-style-type: none"> <i>Justice, injustice, freedom, apartheid, reconciliation</i> 	
<p>Christmas</p> <p>Is Christmas only for Christians?</p>	<ul style="list-style-type: none"> Know how versions of the Christmas story as written in Luke (2:1-40) and Matthew (1:18-2:23) are the same or different offering reason for why the two accounts differ (Written by different people at different times - links to oral tradition) Know how other stories which have developed from the gospels (Baboushka, Papa Panov, The Fourth Wise Man) are the same or different, making reference to the shared themes https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjhw (Christmas) 	<ul style="list-style-type: none"> To be able to explain what Christmas means to them To be able to depict the story of Christmas in a creative way by entering the spirited arts competition (<i>Ideas - https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/</i>) To be able to debate: Is Christmas only for Christians? What does Christmas mean to us today?
	<ul style="list-style-type: none"> <i>Oral tradition, gospel, new testament</i> 	
<p>Living a faith</p> <p>What gives a sense of identity and belonging?</p>	<ul style="list-style-type: none"> Know how forms of worship are expressions of belief, making references to the different faiths studied Know how the milestones of life give a sense of identity and belonging for faith members (<i>Life events, rites of passage, sacraments - make links across faiths studied</i>) https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 (has clips on Bat Mitzvah, communion, confirmation, baptism etc.) 	<ul style="list-style-type: none"> To be able to explain own thoughts about the importance of worship for faith members To be able to discuss the impact of rites of passage on faith members, their family and community
	<ul style="list-style-type: none"> <i>Sacraments, rites of passage, rites, ritual</i> 	
<p>Easter</p> <p>What is the message of Easter to the world?</p>	<ul style="list-style-type: none"> Know the ways in which each of the four Gospels tell the Easter story, making reference to how the writer portrays Jesus Know how the message of Easter is depicted in other religious stories and artwork (<i>New life, good news, reincarnation - see prior learning</i>) Know the hopes and fears of Jesus' friends in the Easter story, highlighting the contrasting emotions of Peter and Judas (<i>The Last Supper, the crucifixion, resurrection, the road to Emmaus Matthew 26-28, Mark 14-16, Luke 22-24, John 18-21</i>) https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/znkngwx (Easter) 	<ul style="list-style-type: none"> To be able to express the power and hope in the Easter story in a creative way (<i>Dance/drama; look towards Ascension and Pentecost</i>)
	<ul style="list-style-type: none"> <i>Resurrection, reincarnation, crucifixion, Passover, Gethsemane, sabbath, Emmaus, ascension, Pentecost</i> 	
<p>Hopes and visions</p> <p>What is life about?</p>	<ul style="list-style-type: none"> Know the significance of the key teachings of faith founders for faith members (<i>Draw on prior learning of Mohammed PBUH, Jesus and Moses</i>) Know what makes some questions ultimate (<i>When does life begin?</i>) To be able to answer the big question from the point of view of two people from different faiths (<i>Podcast - What does it mean to be human? - BBC Sounds</i>) 	<ul style="list-style-type: none"> To be able to suggest answers to some ultimate questions To be able to compare their responses to an ultimate question with that of a faith member, respecting all viewpoints
	<ul style="list-style-type: none"> <i>Ultimate, faith, faith founders, faith member</i> 	