

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquiry Questions</b>	<p>Who Celebrates what? What special times do we celebrate?</p> <p>How do you celebrate a special occasion?</p> <p>What religious festivals do we and other people celebrate?</p> <p>What religious festivals do we and other people celebrate?</p> <p>How and why do Christians celebrate Easter?</p> <p>What did we notice about all the festivals? What can we learn?</p>	<p>Can you ask big questions about the world around you?</p> <p>Can you choose your favourite things in the world of Nature?</p> <p>What stories do Christians &amp; Sikhs love to tell about the world's beginning?</p> <p>If God made the world, how would God feel about it today?</p> <p>What do people think about where the</p>	<p>What makes people special?</p> <p>What is the same and what is different about people in different religions?</p> <p>What can we learn from a Christian story about caring?</p> <p>Who should care for a person?</p> <p>What does the Bible teach Christian people about respect? How should we treat people who are different to us?</p>	<p>How does it feel to be cared for?</p> <p>What are the main symbols of Judaism?</p> <p>What are the main teachings of Judaism?</p> <p>Why is Hanukkah important to Jewish people?</p> <p>What do the symbols of Hanukkah mean?</p> <p>What can stories tell us about caring?</p> <p>Who is a neighbour to me? Learning from a Christian story</p> <p>Thinking about the weekend in</p>	<p>What is meant by 'sacred'?</p> <p>What makes a place sacred?</p> <p>What are sacred places like?</p> <p>What special journeys are sacred to religious people?</p> <p>Can any place be sacred?</p> <p>What do Jews and Christians believe happened "in the beginning?"</p> <p>How do creation stories make a difference to people today?</p> <p>Does a beautiful world mean there is a wonderful God?</p> <p>What does the second creation story in the Bible</p>	<p>What are the Five Pillars of Islam?</p> <p>What are the main teachings of Islam?</p> <p>What are the meaning behind key Islamic Stories?</p> <p>Temptation: what's that?</p> <p>Reacting to temptation: how do people deal with it?</p> <p>Forgiveness: can it help people to be good? Christians and Muslims: wisdom on temptation? What are my intentions? Do I want to be a good person? Do I want to be able to resist temptation?</p> <p>What is prayer?</p> <p>What happens in Christian prayer</p>	<p>How should we live?</p> <p>How should we choose what is right rather than what is wrong?</p> <p>What did the Muhammad (PBUH) teach his followers about how to live?</p> <p>What did Jesus teach his followers about how to live?</p> <p>What helps us to choose right rather than wrong, good rather than bad?</p> <p>What are the main teachings of Buddhism?</p> <p>How might a Buddhist and a Christian advise a person who faces a moral dilemma?</p> <p>What values are most important to me and</p>

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

<p>Welcoming a baby What special times do we celebrate?</p> <p>Why is a baby or a wedding such a big day?</p> <p>Why is a birthday special?</p> <p>What happens at a Christian baptism or Christening?</p> <p>What do Christian people do to make a wedding a special day?</p> <p>What am I like?</p> <p>How do I belong to other people?</p>	<p>earth came from? What do we feel about the creation of the world?</p> <p>What are the 5 k's in Sikhism?</p>	<p>What is a symbol? What are symbols from celebrations? What are examples of Christian symbols? What are some examples of Sikh symbols? Why are symbols important? Why are some books special? How do Sikh's use the Guru Granth Sahib? How do Christians use the bible?</p>	<p>the family: what can we learn from Jewish people? How have some people shown they cared? What makes a good leader? Who inspires and influences you? Who was Jesus and why do people follow him today? What impact does a Christian Minister have on Christian family life? What impact does a Rabbi have on</p>	<p>say? What does it mean? What message do Jews and Christians believe God has given us about how we should look after our world? What should people do to care for the beautiful earth? What is an inspiring person? Symbols for Jesus: what do they mean? What do we know about Jesus' life story? Is his story inspiring for some people? What did Jesus teach? What did Jesus teach?</p>	<p>What happens in Islamic prayer? How do Muslims worship/pray to Muhammad (PBUH) What do prayers tell us about beliefs? Prayer and me: why do some people pray every day, but others not at all? Do rules matter? Why? What codes for living do non –religious people use? What codes for living do Christians try to follow? Can we create a code for living that will help the world?</p>	<p>where do they come from? How can stillness and silence help us to learn? How can breathing exercises help us to be calm? How can a tensing exercise lead to better imagination? What do Sikhs think about the value of money? What do I think? What do Muslims think about the beauty of nature? What do I think? What do Christians think about the meaning of love? What do I think? How can I express what I have learned about money, beauty and love?</p>
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>How can I be thankful to my family?</p> <p>Why do some people believe that they belong to God?</p>		<p>Why do religious people love their scriptures?</p> <p>How do the 5 k's in Sikhism impact on a Sikh person's life?</p> <p>What is the origin of Sikhism?</p> <p>What is a special place?</p> <p>Why are Gurdwara's special to Sikh people?</p> <p>What Gurdwaras are close to our school?</p> <p>How do Sikh's use the Guru Granth Sahib?</p>	<p>Jewish family life</p> <p>What are the similarities and differences between how Christians and Jews follow their leaders?</p> <p>What questions would I like to ask a religious leader if I was interviewing them?</p> <p>What does a journey mean to us?</p> <p>What do Christians believe about the soul's life after death?</p> <p>What is my journey through life like?</p>	<p>What do Jesus' miracles show about him?</p> <p>How and why are Holy Week and Easter an expression of Christian beliefs about Jesus?</p> <p>Is Jesus still important today?</p> <p>What helps you through the journey of life?</p> <p>How do Christian teachings guide Christians through life?</p> <p>What does modern Christianity look like?</p> <p>What does modern Judaism look like?</p> <p>Compare modern Judaism and modern Christianity</p>		<p>What is the spirit? What is spiritual?</p> <p>How do Christians use music in worship to express a variety of ideas and feelings to God and about God?</p> <p>How do Christians use objects to help them concentrate on and think about God?</p> <p>How do colours help us to express our feelings? How do banners, triptychs, icons and stained glass windows help Christians to worship? How can mystery plays teach us about God, people and human nature?</p> <p>What spiritual expression can we see in examples of Christian art?</p>
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

			What matters to Sikhs? Christians? Me?	What real life stories of journeys of faith can we find?			
<b>Pre teach mini-unit about religion</b>		Sikhism 5 K's Gurdwara Guru Granth Sahib Guru Nanak Sikh symbols		Judaism  Main teachings Symbols Place of worship		Islam  5 pillars of Islam Mosque Quran Symbols Prayer practises/worship Fasting etc	
Substantive Knowledge – What will they learn?							
<b>Big Questions</b>	Children will know:  <u>Big questions</u> To create a feelings box to revisit when learning new religious stories  They develop ideas about themselves and how they are similar to	Children will know:  <u>Big questions (creation)</u> To use senses to describe nature and talk about amazing things on Earth.  To understand	Children will know:  <u>Big Questions</u>  To consider the different things which make a person special and unique.  Give examples of similarity and	Children will know:  <u>Big Questions</u>  Talk about the emotions connected with caring and being cared for  Respond sensitively to the ideas in songs and stories for myself	Children will know:  <u>Big questions</u> Creation To recall the outline of the creation story from Genesis 1. To order the events of creation story.  To think about why these stories are important to Jewish and Christian people  To recognise that not everyone thinks	Children will know:  <u>Big Questions</u>  Temptation To identify the concept of temptation through practical and real life examples.  To learn about how Christians and Muslims resist temptation.  To describe examples of temptation, resisting	Children will know  <u>Big Questions</u>  To describe some examples of what is right and wrong  To make links between actions and consequences  To apply their own thinking to some dilemmas and the consequences of doing a bad action

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

<p>and different from others.</p> <p>Talk about their own sense of belonging and where they fit in,</p> <p>Consider the idea that some people say they belong to God.</p> <p>To learn the simple starting points for Christianity. What do they believe? The origin of Christianity.</p> <p>Pupils think about being thankful, asking for help, saying sorry in relationships with adults and with other children</p>	<p>the meaning of the word 'creation' and link to own experience.</p> <p>To recall the outline of the story from Genesis 1.</p> <p>To talk about what happened on different days in the creation story.</p> <p>To talk about caring for the earth and identify actions that sow care for the planet</p> <p>To recognise that a Christian</p>	<p>difference between -the people around them -people from different religions</p> <p>Reflect on ways that we should treat people who are different to us</p>	<p>To use songs to explore if music and caring are connected.</p> <p>Give examples of caring from books/films.</p> <p>To know the Christian story of "Through the Roof" and make links to being caring.</p> <p>To make links of their own between religious/non religious stories about caring and their own lives</p> <p>Read Jewish story of Schmutzee and the Magic Seed</p>	<p>this story is so important: there are some disagreements about the story</p> <p>To use religious words and phrases to identify some features of the creation story from Genesis</p> <p>To create art/poetry about the natural world making links to the creation story.</p> <p>To ask questions about God and the creation story</p> <p>To understand what the creation story tells us about God.</p> <p>To understand the Christian concept of Stewardship</p> <p>To know what Jews say about the 7th day of the creation story</p>	<p>temptation and giving in to temptation.</p> <p>To make links between actions and consequences in my own life and in examples from stories</p> <p>To learn that forgiveness works to mend broken friendships or relationships, and be aware that forgiveness is not easy, but costly. (recap story of Prodigal son from year 2) Discuss if forgiving someone is more/less likely to stop them doing it again.</p> <p>To make links between teachings about temptation and Muslim and Christian beliefs and values;</p> <p>To know about the the sacrament of reconciliation and the impact of this on Catholic people</p>	<p>To consider the dilemmas that children of their own age face in choosing between right and wrong, good and bad.</p> <p>To make links between decisions I make and the teachings of the religious leaders</p> <p>To apply ideas like Compassion or Forgiveness for myself, showing that I understand the impact of religion on choices for some people</p>
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>Learn more about being a member of a family, a group of friends, a school and the human race</p>	<p>might love the earth because s/he believes that God made it</p> <p>To identify the importance of the story of genesis for some people</p> <p>(being thankful) I can name and recognise some features of Harvest Festival Celebrations</p> <p>Learn that some questions are puzzling or interesting even when</p>		<p>Recognise that some religious people have special ways of behaving, relaxing, resting and being a family</p> <p>Pupils will be able to explain that some people give 'extra special' care because of their religious beliefs (Mother Theresa)</p>		<p>Morals</p> <p>To explore the concepts of being naughty and being good in terms of actions, words and thoughts.</p> <p>To think about the idea of a code for living and to examine whether they are living by a code themselves.</p> <p>Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that people can be good 'without God'</p> <p>To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p>	
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

		<p>we don't know the answer.</p> <p>To ask puzzling questions of their own.</p> <p>Become aware that people have beliefs which help them to answer puzzling questions about life</p>				<p>To think carefully about the Christian ideas of values such as love and forgiveness.</p> <p>To continue to think about the idea that values show in what people do.</p> <p>To begin to understand that the impact of our values can make people happy – or unhappy</p> <p>To use concepts like 'more important' or 'less significant' to describe the impact of values on life for myself</p> <p>To describe some ways people try to increase peace</p>	
<b>Leadership</b>	<p><u>What is a leader?</u></p> <p>To learn what a leader is through games.</p>	<p><u>What is a leader?</u></p> <p>To learn the story of Guru Nanak and Mardana</p>	<p><u>Leader</u></p> <p>To recap the importance of a leader and what makes a good leader.</p>	<p><u>Leader</u></p> <p>Consider leaders in the context of the story of Moses and the Burning Bush</p>	<p><u>Leaders</u></p> <p>To recap the concepts of inspiring and influential people and identify what features/characterist</p>		<p><u>Leaders</u></p> <p>To describe how Jesus taught people, e.g. in stories, by his own example, by giving commandments.</p>

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>To learn the story of Jesus and the Four Fishermen.</p>		<p>To know about Guru Nanak as the leader of Sikhism.</p> <p>To know the story of Guru Nanak and the Boulder</p>	<p>(Exodus chapter 3). What qualities did Moses display in the story? He had some weaknesses too. Are leaders perfect?</p> <p>Explore how did Moses showed that he was obedient to God?</p> <p>I can describe who or what inspires and influences me</p> <p>To know why Christians still follow Jesus today</p> <p>To know the Parable of the Great Banquet to exemplify why Jesus was a good Leader.</p>	<p>ics these people have in common.</p> <p>To know what difference following the Torah makes to the life of a Jewish family.</p> <p>To know the parable of The Rich Fool and explain what it means to Christians.</p> <p>To read and understand the 'Happiness Sayings of Jesus' (The Beatitudes)</p> <p>To discuss whether Jesus is still important to Christian and Jewish people today? Are his teachings important to non-religious people?</p>		<p>To show that I understand what difference following Jesus might make to a person's choices</p>
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**Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022**

				<p>To learn the 7 'I am' sayings found in St John's Gospel and apply to own life. (link to symbols)</p> <p>To describe what difference following Jesus makes to the life of a Christian family</p> <p>To ask 'open questions' about how Christian ministers impact on family life.</p> <p>To learn about the role of a Rabbi in the Jewish community.</p> <p>To begin to compare different</p>			
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

				religious leaders.			
<b>Sacred places/ Worship/Holy texts</b>	<p><u>Places of worship</u> To visit a church.</p> <p>To learn about what happens in a Church.</p> <p><u>Holy Books</u> To know the name of the Christian holy book (The Bible)</p> <p>To learn the story of the Wise and the Foolish Builders.</p> <p>To learn the story of Jesus and the Lost sheep</p>	<p><u>Places of worship.</u></p> <p>To name the features of a church.</p> <p>To ask 'big questions' about Churches and other places of worship.</p> <p>To discuss what makes a place special</p> <p>To know that a Church is a holy place for Christian people.</p> <p>To know that a Gurdwara is a holy place</p>	<p><u>Places of Worship</u> <u>Holy places</u> How do Sikh's show respect in a Gurdwara?</p> <p>To understand how Sikhs use a Gurdwara.</p> <p>Draw clear comparisons between different places of worship.</p> <p>To visit a local Gurdwara and church. Draw similarities and differences.</p>	<p><u>Places of Worship</u></p> <p>To identify the main features of a synagogue</p> <p>To identify symbols/artefacts found in a synagogue.</p> <p>To begin to explore what synagogues are used for.</p> <p>To understand why synagogues are sacred places for Jewish people.</p> <p>To know that the torah is the holy book for Jewish people.</p>	<p><u>Places of Worship</u></p> <p>To compare the meaning of 'sacred' and 'special'</p> <p>To research local special/sacred buildings and discuss why they are sacred.</p> <p>Visit to Church, virtual visit to synagogue – building on previous knowledge of holy places, why are they special, compare and contrast.</p> <p>Create stories of worship experiences.</p> <p>To know that Churches are all sacred to Christians but do vary. Look at examples of different holy places.</p>	<p><u>Worship</u></p> <p>To understand the idea of prayer as talking to God.</p> <p>Make links between religious praying practises</p> <p>Understand how and why people in different religions pray or meditate</p> <p>To begin to develop the understanding that talking to God is a metaphor for prayer</p> <p>Describe, understand and explain reasons for the actions and meanings of Muslim prayer</p> <p>To Talk thoughtfully about the meanings of the words used in prayer by Muslims.</p>	<p>Worship</p> <p>To learn that shared stillness can help us to think deeply, use our imagination well and be creative</p> <p>To know that that breathing exercises can help us to use the imagination creatively.</p> <p>to use tensing exercises for a short time to deepen concentration and imagination</p> <p>I can make links between what I've learned about Churches and other sacred places</p> <p>To use a visitor to develop the children's understanding of the difference that believing and worshipping makes to</p>

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

		<p>for Sikh people.</p> <p>To talk about some features of worship</p> <p>To understand the importance of showing respect to a holy place.</p> <p>Begin to draw comparison between Churches and Gurdwaras.</p> <p>To use simple knowledge to make a simple model of a holy place.</p> <p>To learn the meaning of</p>	<p>To learn about the culture/comm unity of places of worship.</p> <p><u>Holy Texts</u> Understand why some books are special</p> <p>To understand why the Guru Granth Sahib is important to Sikhs.</p> <p>To explain how Sikh's respect their holy book.</p> <p>To know why the Bible is important to Christians.</p> <p>To discuss how holy books have an impact on</p>	<p>To understand how Jewish people are respectful towards the Torah.</p> <p>To know some simple stories from the Torah and their meanings to Jewish people.</p> <p><u>Holy Books</u> Christian story: Through the Roof</p> <p>To learn about the Torah</p> <p>To learn why the Torah is important to Jewish people</p>	<p>To know how churches are used in the Christian community.</p> <p>To reflect on special places in their own lives.</p>	<p>To engage in an activity with a reflective purpose</p> <p>To use stillness and silence to think more deeply for themselves.</p> <p><u>Holy text</u> To retell a story of Jesus about wealth</p>	<p>the lives of religious people</p> <p>To understand how and why Christians find the community of the church so important, and how shared belief makes a difference to life</p> <p>To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions.</p> <p>To describe, understand and begin to explain similarities and differences in worship.</p> <p><u>Holy Books &amp; teachings</u> To describe what the Qur'an says about Allah's creation</p> <p>To make links between the beauty of nature and Muslim belief</p>
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

		<p>the word 'worship'.</p> <p>To begin to consider how people worship in different ways.</p> <p><u>Holy Books</u> To learn the meaning of the word 'sacred'.</p> <p>To learn the name of the Sikh holy book – Guru Granth Sahib.</p> <p>To understand the meaning of 'parable'</p> <p>To learn how to show respect to the Guru</p>	<p>the lives of religious people.</p> <p>To know the story of The Milk and the Jasmine flower</p> <p>To learn the story of The Good Samaritan and understand what it teaches Christians about caring.</p> <p>Recount some religious teaching about respect <b>Sikh story about respect:</b></p> <p>Story of Joseph – make links to God being al</p>				<p>Develop their understanding of Sikh/Muslim teaching about the things that matter more than money, such as justice, service to other people and appreciating the Divine.</p> <p>To describe and understand the teaching Saint Paul in the Bible about love, and to broaden and deepen their own understanding</p> <p>To understand why the Bible is a source of wisdom for Christians</p> <p>To explore the meaning of a Bible story or a Christian belief through the use of mystery plays</p>
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**Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022**

		<p>Granth Sahib and The Bible.</p> <p>To know that The Bible is made from two parts, the old and the new testaments.</p> <p>T To know the story of Jonah and the Whale and link to God being all knowing and powerful.</p> <p>To know the story of Jesus feeding the 5000.</p> <p>Begin to understand the idea of a religious miracle.</p>	<p>I knowing and powerful.</p> <p>Speak thoughtfully about different reasons why religious people love their scriptures</p> <p>To know the story of the Prodigal son – teaching Christians about forgiveness</p>				
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

		<p>To know the Sikh story of Duni Chand &amp; the Silver Needle.</p> <p>To know the story of “Jesus Heals 10 men with leprosy” – to know that this story tells Christian people that God cares for everyone</p>					
<b>Artefacts/symbols</b>	<p><u>Artefacts/symbols</u></p> <p>To name the Christian cross, candles, “fish” symbol</p> <p>To learn about some symbols and promises</p>	<p><u>Artefacts/symbols</u></p> <p>To name the key artefacts from Christianity and Sikhism</p>	<p><u>Artefacts/symbols</u></p> <p>To make links between religious artefacts and the importance to religious people</p>	<p><u>Artefacts/symbols</u></p> <p>To name Jewish artefacts and begin to understand the importance to a Jewish person.</p>	<p><u>Artefacts/symbols</u></p> <p>To understand the symbolic language used for Jesus</p> <p>To understand how images of Jesus are expressions of faith and worship;</p>	<p><u>Artefacts/symbols</u></p> <p>To learn about Islamic prayer. How often, artefacts/traditions</p> <p>Art</p> <p>apply my ideas about wealth, poverty and</p>	<p><u>Artefacts/Symbols</u></p> <p>Art</p> <p>Take the opportunity for creative and artistic expression of their understanding of ‘wisdom’</p>

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>that are made at a Christian wedding;</p> <p>To be aware of Christian artefacts and name the cross and The Bible.</p>	<p>To talk about some of the things Christians do in a church and what these things mean.</p> <p>To learn the 5 K's in Sikhism.</p>	<p>Recap what is a symbol, make links to real life symbols.</p> <p>To identify symbols of celebrations</p> <p>To name and explore the meaning behind Christian Symbols</p> <p>To name and explore the meaning behind Sikh Symbols</p> <p>To read 'The Lord is my Shepherd' (Psalm 23) and understand it's metaphorical meaning.</p>	<p>To understand the traditions involved in Passover. Meal etc Food symbol (bread Matzo)</p>	<p>Identify similarities and differences in the way in which Jesus has been portrayed</p> <p>To revisit the idea of a religious 'miracle' Matthew 9:27-31, a healing of a blind person. Discuss the difference between magic and a miracle. Debate?</p>	<p>changing the world in an imaginative way, using religious ideas in my art work.</p>	<p>To understand the meaning of the term 'spirit' and make links between the word 'spiritual' and some images</p> <p>To show that I understand that people use the word 'spiritual' in different ways</p> <p>To explore music as a means of expressing worship</p> <p>To discuss the significance of this music to Christian communities</p> <p>To develop and show understanding of the way objects enable Christians to express their thoughts and feelings in reflection times</p> <p>To use creative materials to tell stories</p>
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**Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022**

			<p>To revisit the 5 K's of Sikhism and understand what each item symbolises.</p>				<p>and beliefs of the Christian faith</p> <p>To develop and show understanding of the way colour enables Christians to express their thoughts and feelings.</p> <p>To explore the meaning behind the use of banners and stained glass windows in churches</p> <p>To explore the variety of artistic forms used in Christian worship.</p> <p>To describe some ways in which the spirit of Christianity is seen in drama and story</p> <p>To describe some ways in which art can express commitments, beliefs and emotions</p> <p>.</p>
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

							<p>To describe and show that I understand the ways in which some Christian artists express their beliefs about Jesus through their work</p> <p>To develop their understanding of the local significance of places of worship and symbols.</p>
<p><b>Celebrations / traditions</b></p>	<p><u>Celebrations/Traditions</u></p> <p>Opportunities to take part in child initiated/free flow activities involving celebrations.</p> <p>What is a birthday? How do we celebrate?</p> <p>Learn the story of “The Birthday of Guru Nanak”.</p>	<p><u>Celebrations/traditions</u></p> <p>How do Christians welcome a new baby?</p> <p>How do Sikhs welcome a new baby?</p> <p>To learn how religious people feel when they celebrate</p>	<p><u>Celebrations</u></p> <p>Link to symbols - what are the importance of the symbols within the celebration of Diwali. How do these symbols link to Sikhism in general?</p>	<p><u>Celebrations/traditions</u></p> <p>To introduce the vocabulary of ‘festival’.</p> <p>To understand the benefit of communities sharing festivals/celebrations.</p> <p>To tell the story of Passover.</p> <p>To know that the Haggadah</p>	<p><u>Celebrations</u></p> <p>Passover Haggadah importance – recap traditions</p> <p>How is it celebrated differently in different Jewish cultures?</p> <p>What can I learn about Passover?</p> <p><u>Life is a Journey</u> – focus on Jewish weddings</p> <p>To revisit the Jewish Concept of Shabbat – learning about the</p>	<p><u>Celebrations/Traditions</u></p> <p>(During initial teaching of Islam)</p> <p>To know about the importance of Eid to Muslim people. To learn about the traditions involved with Eid and make links to Islamic symbols.</p> <p>To understand the importance of Ramadan to Muslim people and to learn the process of this.</p>	<p><u>Celebrations/Traditions</u></p> <p>To explore how Eid is celebrated in different cultures/countries.</p> <p>To understand that there are subgroups within a religious group, who sometimes have different traditions.</p>

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>What is special about the festival of Divali?</p> <p>To learn about days that are special (e.g. birthdays, weddings, Christmas etc)</p> <p>What do Christians do to make wedding days special? (Links to PSHE, different types of families etc)</p> <p>How and why do Christians celebrate Christmas and Easter? How do we celebrate these special times?</p>			<p>tells the story of Passover. Why does Passover matter to Jewish people?</p> <p>Draw comparisons between Passover and Christian Festival of Easter.</p> <p>To learn about the ritual practice of Shabbat through a song.</p> <p><u>Life is a Journey</u> To understand the metaphor of life being like a journey.</p> <p>To understand the journey a Christian may take in their life</p>	<p>importance of a day of rest.</p> <p>Make links between the Jewish day of rest and the creation story.</p> <p>To learn about Rosh Hashanah</p> <p>To be able to describe the links between the narratives of the last week of Jesus life and celebrations of Holy Week and Easter in the Christian community today.</p>		
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**Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022**

				<p>time. (links to R, celebrations)</p> <p>To understand the journey a Jewish person may take in their lifetime.</p> <p>Ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs</p> <p>To learn about Christian journeys to the land where Jesus lived, and visit the holy sites of his life in (for example) Bethlehem, Jerusalem and Galilee.</p>			
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

				To enable pupils to 'play around' with the metaphor of life as a journey for themselves – applying ideas			
<b>The impact of religion in the wider community/ world</b>						<p>To understand and respond to some ideas from Christian and Islamic sources, and to begin to identify what impact they might have.</p> <p>To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities;</p> <p>To describe a project of Islamic Relief, making links between the beliefs and actions of Muslims</p> <p>To retell a story of Jesus about wealth (Check religious story document)</p>	<p>To describe some ways religion makes a difference locally</p> <p>To link my understanding of religion to my neighbourhood and to the wider community</p> <p>To say which places of worship are found in my community and describe how they are used (L3).</p> <p>To use the right words to show that I understand two reasons why religious diversity can be a good thing in a community like ours</p> <p>To develop their understanding of the local significance of</p>

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

						<p>To describe a project of Christian Aid, making links between the beliefs and actions of Christians</p> <p>To apply the ideas of fellowship and <i>ummah</i> to my own attitudes to issues of global fairness and justice</p> <p>To evaluate the ways in which charity websites work for themselves.</p> <p>To apply my ideas about wealth, poverty and changing the world in an imaginative way, using religious ideas in my art work.</p>	<p>places of worship and symbols.</p> <p>I can make links between what I've learned about Churches and other sacred places</p> <p>To understand how and why Christians find the community of the church so important, and how shared belief makes a difference to life</p> <p>To make links between how we treat each other and the idea of a respectful village or town</p> <p>To develop understanding of the idea of community harmony through examples of how people get along together.</p> <p>To describe what a harmonious community is like</p>
<b>Disciplinary Knowledge</b>	To ask pertinent and challenging questions						

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>To gather, interpret and analyse information</p> <p>To draw conclusions and evaluate issues using good reasoning</p> <p>To argue using previous knowledge.</p> <p>To express their own opinions (Ofsted, 2013, pp.9 and 31).</p> <p>To investigate religions and worldviews through varied experiences, approaches and disciplines</p> <p>To reflect on and express their own ideas and the ideas of others with increasing creativity and clarity</p> <p>To become increasingly able to respond to religions and worldviews in an informed, rational and insightful way</p> <p>To demonstrate critical and personal evaluation</p> <p>To explore, find out and investigate</p> <p>To respond creatively to knowledge</p> <p>To enquire</p> <p>To articulate beliefs, values and commitments clearly</p>						
<b>Key Vocabulary</b>	Celebration Special days Christian Sikh Story Bible Guru Nanak Baby Christening Wedding Symbol	Creation Christianity Sikhism Beginning Earth Bible Worship Miracle Jesus God Guru Nanak	Christianity Sikhism Gurdwara Guru Nanak Guru Granth Sahib Bible Worship Miracle Jesus God	Hanukka Dreidel Menorah Blessing Jewish Celebrate Festival sacred devotion shrine ritual	Church Alter Lectern font Sacred Community Pilgrimage Christian, God, Bible, world,	Jesus Gospel Temptation Allah Submission Shaytan Stoning the Devil Moral choice Good and evil Right and wrong Temptation	Moral choice Right and wrong Good and Bad Rules Moral values Reflection Dilemmas Bible, New Testament, beliefs, love, neighbour,

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	Church God Jesus	Guru Granth Sahib Gurdwara Testament Sacred Special	Unique Respect Symbol Holy Celebration Testament Sacred Scripture Prayer Worship	symbol worship Caring Sharing, Friendship Forgiving Goodness Generosity Kindness Bible Jesus Torah Shabbat Follower Disciple Synagogue, Rabbi, Resurrection Jewish community Inspiring Influential	Creator, Genesis, father, Jew Jewish, Shema, mezuzah, Torah, Sabbath Mystery. Ultimate question, origins evolution, creation, science, faith Parables Disciple Trinity Miracle Crucifixion Resurrection Incarnation	Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Kaa'ba Ritual Religious practice Pilgrimage Charity / Almsgiving Sawm Rakah Dua Al Fatihah  love, forgiveness, peace between people and God, honesty, prayer, worship fellowship choice, good and bad right and wrong morality values consequences	forgiveness. Reflection Stillness Quietness Learning from silence  The gift of peace  belief <input type="checkbox"/> faith <input type="checkbox"/> sacred <input type="checkbox"/> spiritual <input type="checkbox"/> commitment <input type="checkbox"/> worship  church <input type="checkbox"/> Psalms <input type="checkbox"/> scripture  expression <input type="checkbox"/> art <input type="checkbox"/> vision <input type="checkbox"/> dreams
<b>Outcomes</b>	ELG People and communities	Ask puzzling questions.	Key stage 1  Describe some	Know the key beliefs and teachings of	End of LKS2  Present the key beliefs and	Know the key beliefs and teachings of	End of UKS2  Explain some teachings and beliefs that are

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<p>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> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.</p>	<p>Describe 1 story from Christianity and 1 story from Sikhism.</p> <p>To name some religious symbols.</p> <p>To identify similarities and differences between ourselves and others.</p>	<p>teachings of a Christianity and Sikhism. Describe the main celebrations of a religion.</p> <p>Recognise, name and describe artefacts, places or practises.</p> <p>Name and describe some religious symbols.</p> <p>identify important things in their own lives and draw comparisons to religions.</p> <p>Ask questions about puzzling aspects of life.</p>	<p>Christianity and Judaism.</p> <p>To know 2 Jewish stories.</p> <p>To name some religious artefacts.</p> <p>To name and describe 2 religious buildings.</p> <p>Discuss opinions and develop the understanding that others' opinions may differ due to experience/feelings.</p>	<p>teachings of Christianity and Judaism.</p> <p>Refer to religious holy books, figures and teachings to explain answers.</p> <p>Identify religious artefacts and explain how they are used.</p> <p>Describe religious buildings and explain how they are used.</p> <p>Identify religious symbols within the arts.</p> <p>Show an understanding that personal experiences and feelings influence attitudes.</p> <p>Give some reasons to why religious figures may have acted in a way they did.</p>	<p>Christianity and Islam.</p> <p>Know 2 stories from the Qu'ran</p> <p>Draw comparisons between the things that Christians and Muslims believe.</p> <p>Explain the practises and lifestyles involved in being a faith community.</p> <p>.</p>	<p>shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practises and lifestyles involved in being a faith community.</p> <p>Compare and contrast different religious communities.</p> <p>Show an understanding of the role of a spiritual leader.</p> <p>Explain different ways that individuals show their beliefs.</p> <p>Express their own identity – make links to religious and non religious beliefs.</p> <p>Explain their own answers to big ultimate questions.</p>
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## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

			<p>Explain how our actions affect others.</p> <p>Show an understanding of the term "morals"</p>		<p>Ask questions that have no universally agreed answers.</p> <p>.</p>		<p>Understand that their opinion may differ to others.</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>- Linking to examples of real life religious experience</li> <li>- Providing opportunities to visit places of worship</li> <li>- Providing hands-on experience with real religious artefacts</li> <li>- Giving the opportunity to hear a variation of religious stories from different sacred texts.</li> <li>- Inviting guests in</li> </ul> <p>CPD for staff to enhance subject knowledge.</p>						
<b>Reading and storytelling across RE</b>	See Holy Books/stories document	See Holy Books/stories document	See Holy Books/stories document	See Holy Books/stories document	See Holy Books/stories document	See Holy Books/stories document	See Holy Books/stories document
<b>Spiritual development</b>	<p>Religious Education provides opportunities to promote spiritual development through:</p> <ul style="list-style-type: none"> <li>• Encouraging children to consider their own values and attitudes</li> <li>• Reflecting on human experiences</li> <li>• Exploring their own and other people's beliefs</li> <li>• Providing knowledge and opportunities to understand other people</li> <li>• Encouraging pupils to consider and discuss their beliefs and those of other</li> <li>• Developing a sense of awe and wonder</li> <li>• Promoting understanding of ways that beliefs contribute to individual and group identity</li> <li>• Promoting awareness of the value of a non-material dimension to life</li> <li>• Being concerned about the search for truth</li> <li>• Promoting self-understanding</li> <li>• Encouraging pupils to reflect on their own identity</li> <li>• Opportunity for problem-solving and discovery</li> <li>• Awareness of the mystery that lies at the heart of all being</li> </ul>						

## Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022

	<ul style="list-style-type: none"> <li>• Presenting the challenge of belief</li> <li>• Encouraging the enjoyment and excitement of learning</li> <li>• Requiring pupils to think for themselves</li> <li>• Developing pupils' capacity to think, to reflect and express themselves on spiritual matters</li> <li>• Exploring the convictions that are central to religious traditions</li> <li>• Encouraging an openness to being challenged through learning</li> </ul>
<p><b>Cultural development</b></p>	<p>Religious Education provides opportunities to promote cultural development through:</p> <ul style="list-style-type: none"> <li>• Promoting a sense of enjoyment and fascination when encountering people, literature, the creative and expressive arts and resources from differing cultures including their own and those of others</li> <li>• Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices</li> <li>• Enabling pupils to encounter people from other cultures</li> <li>• Encouraging openness to learning from other cultures</li> <li>• Reflection on relationship between culture and ability to negotiate religious belief</li> <li>• Challenging racism and cultural elitism</li> <li>• Enabling discussion from different cultural perspectives</li> <li>• Enabling pupils to question from within the security of their own cultural traditions and practices</li> <li>• Exploring relationships between religion and culture • Using bilingual texts where appropriate</li> <li>• Encouraging pupils to see the worth of themselves, their family, religion and culture</li> <li>• Providing resources from different cultural perspectives</li> <li>• Examining cultural influences on the development of the subject matter</li> <li>• Discovering that culture molds attitudes and perceptions</li> <li>• Celebrating diversity by promoting racial and interfaith harmony and respect for all; combating prejudice and discrimination; contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good</li> </ul>
<p><b>British Values</b></p>	<p>Religious Education provides opportunities to promote British values through:</p> <ul style="list-style-type: none"> <li>• An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour</li> <li>• Encouraging tolerance, mutual respect and positive attitudes towards diversity</li> <li>• Exploring different religious codes for human life and comparing these with the rule of British law, e.g. how the Decalogue is the basis for British law</li> <li>• Develop an understanding of the importance of individual liberty (which is protected in British law) to choose and hold a religious or non-religious world view</li> <li>• Understanding religious teachings on the rights and value of the individual and exploring the importance of fairness and democracy; the rule of law and justice</li> </ul>

**Lightmoor Village Primary School Progression of Knowledge and Skills RE 2021-2022**