Coates Primary School

RE Progression Grid – 2026/2027

Subject RE	Overview and goals	Knowledge	Skills	Concepts
YR	To understand differences between people in the world.	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. 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;	Begin to talk about differences between people in the world. To respond to differences that they have noticed between people. To talk about differences in traditions within the class and around the world. Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Talk about the lives of the people around them and their roles in society;	Children to look at different religious festivals throughout the year. Chinese New Year Eid Harvest Festival Easter Diwali.

		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.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Year 1	Christianity – To be able to understand what the church is and what happens there.	**<u>Church –</u>** Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do. **<u>Christian life –</u>** Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Explore special times for Christians (welcoming new babies – including baptism) Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport	PT1- Knowledge and understanding of religion and worldviews. Pupils are familiar with key words and vocabulary related to Christianity and one other religion. To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. Show how different people celebrate aspects of religion. PT2- Responding to religion and worldviews Begin to talk about and find meanings behind different beliefs and practices. Begin to suggest meanings of some religious and moral stories.	Children need to know – What a church is. Church The whole community of Christians in the world throughout time. Also a particular congregation or denomination of Christianity. Also the congregation of a particular church or worshipping community. What happens in a church? What is meant by worship? What is a baptism? What is a wedding? Connect bible stories to stained glass windows. Why are different colours used at different times of the year in churches? What is a vicar and what is their job?

			Either ask or respond to questions about what individuals and faith communities live. Express their own ideas creatively.	What does it mean to be a Christian? What do Christians do? What is the bible? What are special times of the year for Christians? Harvest Babies being born and christenings Christmas Easter Know the story of Mary Jones.
	Judaism- To know that a synagogue is a meeting place and a studying place.	**<u>Synagogue-</u>** Visit a local synagogue, to locate all important features of the synagogue: Mezuzah, Bimah, Eternal Light and the Ark. To know that a synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their festivals. Recognize some of Jewish symbols: Star of David, Menorah and some ceremonial clothing. **Torah and Commandments-** To know that Torah is the holiest document for every Jewish person. To know that it includes the 10 commandments. To know that the stories in the Torah are known to Christians as the Old Testament. To hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.	PT1- Knowledge and understanding of religion and worldviews. Pupils are familiar with key words and vocabulary related to Christianity and one other religion. To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. Show how different people celebrate aspects of religion. PT2- Responding to religion and worldviews Begin to talk about and find meanings behind different beliefs and practices.	Children need to know- A synagogue is a meeting place. To understand the Torah is the holiest document. To know stories from the Torah. To know the Torah includes the 10 commandments. Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad

			Begin to suggest meanings of some religious and moral stories. Either ask or respond to questions about what individuals and faith communities live. Express their own ideas creatively.	
	Sikhism – To understand what Sikhism is and what Sikhs believe.	**<u>Knowledge and belief –</u>** **What do Sikhs believe about God and the creation that we live in?** Why Sikhs believe we are all special. How Sikhs believe that we are all Gifts from that One Creator. How KESH (the keeping of uncut hair) teaches a Sikh child to accept that we are all gifts from that One Creator. What can be learnt from the lives of the 10 Gurus. How the Guru Granth Sahib is respected as the Living Guru. **<u>The Sikh way of life -</u>** **Why do Sikhs think we should be good to each other?** • RESPECT • EQUALITY • FORGIVENESS How can Meditation, honest living and serving humanity help us become better people? Doing good deeds.	PT1- Knowledge and understanding of religion and worldviews. Begin to name the different beliefs and practices of Christianity and at least one other religion. To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. Show how different people celebrate aspects of religion. PT2- Responding to religion and worldviews Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.	To know the Sikh idea of creation. Understand that Sikhs believe everyone is special. What is KESH? Who is the one creator? Who are the 10 Gurus and why are they important? Who is the Guru Granth Sahib? What is meant by respect, equality, forgiveness? What is meditation? How do Sikhs believe they should live their lives? Understand what a good deed is.

			Begin to talk about and find meanings behind different beliefs and practices. Begin to suggest meanings of some religious and moral stories. Either ask or respond to questions about what individuals and faith communities do. Express their own ideas creatively.	
Year 2	Christianity – To understand the importance of Jesus to Christians. To understand what the bible is and important stories from the bible.	**Jesus –** Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan) Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. **Bible –** Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews. Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness.	PT1- Knowledge and understanding of religion and worldviews. Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Retell some of the religious and moral stories from the bible and at least one other religious text or special books. Begin to understand what it looks like to be a person of faith. Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. PT2- Responding to religion and worldviews	Know that Jesus was Jewish. Understand that Jesus is important to Christians because of what he taught. Christ (Messiah) - The anointed one. Messiah is used in the Jewish tradition to refer to the expected leader sent by God, who will bring salvation to God's people. Jesus' followers applied this title to him, and its Greek equivalent, Christ, is the source of the words Christian and Christianity. **Old Testament** That part of the **Canon** of Christian Scriptures which the **Church** shares with Judaism, comprising 39 books covering the Hebrew Canon, and in the case of certain denominations, some books of the **Apocrypha**. Know some of the Bible stories about Jesus. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost

			Talk about and find meanings behind different beliefs and practices. Suggest meanings of some religious and moral stories. Ask and respond to questions about what individuals and faith communities do. Express their own ideas, opinions and talk about their work creatively using a range of different medium.	sheep, lost son, Good Samaritan Understand the Christmas story and the Easter story. Make links between Christianity and Judaism with the Old Testament. Children should understand that Christians believe that the bible is the word of God. Know stories from the old testament. Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah)
	Judaism- To know shabbat is the most important Jewish festival.	**<u>Shabbat-</u>** Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day. Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew. **Jewish Life-** To know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening.	PT1- Knowledge and understanding of religion and worldviews. Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Retell some of the religious and moral stories from the bible and at least one other religious text or special books. Begin to understand what it looks like to be a person of faith.	Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar. What is Shabbat? When does it start? To know Jewish people are supposed to rest on Shabbat.

		To know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day. Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. PT2- Responding to religion and worldviews Talk about and find meanings behind different beliefs and practices. Suggest meanings of some religious and moral stories. Ask and respond to questions about what individuals and faith communities do. Express their own ideas, opinions and talk about their work creatively using a range of different medium.	
	Sikhism – To understand what Sikhs believe about life. Understand the celebrations that Sikhs have and what they celebrate.	**<u>Meaning and purpose – (Belonging) –</u>** **What does it mean to belong to a family?** Where male and female are treated equal Where all race, religions and nationalities are treated equally Where respectfully we have all been created differently How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols. **<u>Celebrations and ceremonies –</u>** **How does a Sikh family choose to name a child that they have been blessed with?**	PT1- Knowledge and understanding of religion and worldviews. Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	What do Sikhs believe is important in life? To know the 5 Ks and why each is important. **Khanda** Double-edged sword used in the initiation ceremony. Also used as the emblem on the Sikh flag. **Kara** Steel band worn on the right wrist. One of the five Ks (see **panj kakke**). **Kirpan** Sword. One of the five Ks (see **panj kakke**). „Dagger" should be avoided.

		How going to the Gurdwara brings people together: example when a Turban is first tied on a child. How life and death are celebrated and accepted. Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.	Begin to understand what it looks like to be a person of faith. Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. PT2- Responding to religion and worldviews Talk about and find meanings behind different beliefs and practices. Suggest meanings of some religious and moral stories. Ask and respond to questions about what individuals and faith communities do. Express their own ideas, opinions and talk about their work creatively using a range of different medium.	**Kangha** **Kanga** Comb worn in the hair. One of the five Ks (see **panj kakke**). **Kesh** **Kes** Uncut hair. One of the five Ks (see **panj kakke**). **Gurdwara** **Gurudwara** Sikh place of worship. Literally the „doorway to the **Guru**". To understand what a turban is. To know the ritual that happens when a baby is born and how they choose a name for the child. How life and death are celebrated in Sikhism. **Nishan Sahib** Sikh flag flown at **gurdwaras**. Understand how the Sikh community all help each other.
Year 3	Christianity – To understand there are different churches in Christianity. To understand important festivals in Christianity.	**<u>Church –</u>** Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts. Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).	PT1 – Knowledge and understanding of religion and worldviews Recall the different beliefs and practices of Christianity and at least one other religion. Recount some of the religious and moral stories from at least three different religious texts and books.	**Advent** *Coming*. The period beginning on the fourth Sunday before Christmas (40 days before Christmas in the Eastern Orthodox tradition). A time of spiritual preparation for Christmas. To understand how the date system works – BE and AD. **Lent** Penitential season. The 40 days leading up to **Easter**.

		Christian life – Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life. Festivals – at the appropriate times, find out how the Chris-tians celebrate some festivals such as Harvest, Remembrance Sun-day, Ad-vent, Christmas, Lent, Easter, Ascension Day Pentecost. Investigate why and how people pray. Hear and talk about some famous prayers.	Begin to understand that diversity exists within and between religions and worldviews. Use key words and vocabulary related all religions studied so far. PT2 – Responding to religion and worldviews- Suggest and consider the impact of different beliefs and practices. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Ask and respond to questions about how individuals and faith communities live and why. Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	**Easter** Central Christian festival which celebrates the resurrection of Jesus Christ from the dead. **Ascension** The event, 40 days after the Resurrection, when Jesus 'ascended into heaven' (see Luke 24 and Acts 1). **Anglican** Churches in full communion with the See of Canterbury. Their origins and traditions are linked to the Church of England, and are part of the Anglican Communion. **Methodist** A Christian who belongs to the Methodist Church, which came into existence through the work of John Wesley in the 18th century. **Pentecost** (Whitsun) The Greek name for the Jewish Festival of Weeks, or Shavuot, which comes seven weeks ('fifty days') after Passover. On the day of this feast, the followers of Jesus received the gift of the Holy Spirit.
	Islam – To understand who Muhammad is. To understand what is important to be a Muslim.	**Prophet Muhammad –** Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad. Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Link stories- Prophet & the woman who used to throw rubbish.	PT1 – Knowledge and understanding of religion and worldviews Recall the different beliefs and practices of Christianity and at least one other religion. Recount some of the religious and moral stories from at least three different religious texts and books.	**Shahadah** Declaration of faith, which consists of the statement, „There is no god except Allah, Muhammad is the Messenger of Allah". **Muhammad** *Praised*. Name of the final Prophet (peace be upon him). **Muslim** One who claims to have accepted Islam by professing the Shahadah.

		Prophet and how he was given the title of the 'truthful'. Consider and discuss how Prophet is a role model for Muslims. Discuss the birthdate of the Prophet MiladunNabi. What do Muslims do in celebration? **<u>Muslim life –</u>** Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware) Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer. Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Make your own prayer mats.	Begin to understand that diversity exists within and between religions and worldviews. Use key words and vocabulary related all religions studied so far. PT2 – Responding to religion and worldviews- Suggest and consider the impact of different beliefs and practices. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Ask and respond to questions about how individuals and faith communities live and why. Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	**Mu'adhin** Caller to prayer (see **Adhan**). Known in English as „muezzin". Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. **Nabi** Prophet of **Allah**. **Mawlid** or **Mawlid al-Nabi al-Sharif-** 'Birth of the Prophet', sometimes simply called in colloquial Arabic مولد, *mawlid, mevlid, mevlit, mulud*, among other vernacular pronunciations; sometimes ميلاد, *mīlād*) is the observance of the birthday of Islamic prophet Muhammad which is commemorated in Rabi' al-awwal, the third month in the Islamic calendar.[4] 12th Rabi' al-awwal[5] is the accepted date among most of the Sunni scholars, while Shi'a scholars regard 17th Rabi' al-awwal as the accepted date. Prayer – why and how people pray. Understand some of the actions that form a prayer. **The Five Pillars consist of:**

				Shahadah: sincerely reciting the Muslim profession of faith. Salat: performing ritual prayers in the proper way five times each day. Zakat: paying an alms (or charity) tax to benefit the poor and the needy. **Sawm**: fasting during the month of Ramadan. Hajj: pilgrimage to Mecca **The Ten Obligatory Acts (Shi'a Islam)** The Ten Obligatory Acts are followed by Shi'a Muslims. These combine four of the Five Pillars of Islam with jihad, which applies to all Muslims. It is the final five obligatory acts that distinguish Shi'a and Sunni practice. 1. **Salah** – committing to daily prayers. 2. **Sawm** – fasting from just before dawn until sunset. 3. **Zakah** – giving a proportion of your wealth to help the poor. 4. **Hajj** – pilgrimage to Makkah. 5. **Jihad** – the struggle to keep belief in Allah and follow his rules, to follow the Five

				Pillars of Islam successfully and to defend Islam. 6. **Khums** – 20 per cent annual tax. This tax is paid on any profit earned by Shi'a Muslims. The money is split between charities supporting Islamic education and anyone who is descended from Muhammad wh o is in need. 7. **Amr-bil-Maroof** – encouraging people to do what is good: Enjoin what is right and forbid what is wrong (Qur'an 9:71). Maruf is anything that has been approved in Shariah Law. 8. **Nahil Anril Munkar** – forbidding evil by discouraging people from doing what is wrong. 9. **Tawalia** – showing love. This includes both love for God and love for those who follow him. 10. **Tabarra** – disassociation. Shi'a Muslims should not associate with God's enemies

	Buddhism – To understand who the key figures in Buddhism are. To understand what the Buddhist Holy book is and what is taught to Buddhists.	**<u>Deity and Key figure –</u>** Buddha means 'one who is fully awake to the truth' or Enlightened. Through his own efforts, the Buddha overcame greed, hatred and ignorance. **<u>Holy Book –</u>** Stories told about and by the Buddha, Jataka Tales …. Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy.	PT1 – Knowledge and understanding of religion and worldviews Recall the different beliefs and practices of Christianity and at least one other religion. Recount some of the religious and moral stories from at least three different religious texts and books. Begin to understand that diversity exists within and between religions and worldviews. Use key words and vocabulary related all religions studied so far. PT2 – Responding to religion and worldviews- Suggest and consider the impact of different beliefs and practices. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Ask and respond to questions about how individuals and faith communities live and why.	**Buddha** **Buddha** *Awakened or Enlightened One.* **Dhamma** **Dharma** *Universal law; ultimate truth.* The teachings of the **Buddha**. A key Buddhist term. The **Jātaka tales** are a voluminous body of literature native to India concerning the previous births of Gautama Buddha in both human and animal form. The future Buddha may appear as a king, an outcast, a god, an elephant—but, in whatever form, he exhibits some virtue that the tale thereby inculcates.[1] Often, Jātaka tales include an extensive cast of characters who interact and get into various kinds of trouble - whereupon the Buddha character intervenes to resolve all the problems and bring about a happy ending.

			Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	
	Judaism – To understand different events within the Jewish life. To understand the Holy day of Shabbat and what happens each week.	**<u>Jewish Life –</u>** Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year. Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God. Bar/Bat Miztvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community? Find out about the spiritual meaning of the Hebrew alphabet („letters of fire"), numerical value of letters and words. Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain. **<u>Shabbat –</u>** Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.	PT1 – Knowledge and understanding of religion and worldviews Recall the different beliefs and practices of Christianity and at least one other religion. Recount some of the religious and moral stories from at least three different religious texts and books. Begin to understand that diversity exists within and between religions and worldviews. Use key words and vocabulary related all religions studied so far. PT2 – Responding to religion and worldviews- Suggest and consider the impact of different beliefs and practices. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Ask and respond to questions about how individuals and faith communities live and why.	**Bar Mitzvah** *Son of Commandment.* A boy"s coming of age at 13 years old, usually marked by a **synagogue** ceremony and family celebration. **Rosh Hashanah** **Rosh Ha-Shanah** *Head of the Year.* Jewish New Year. **Yom Kippur** *Day of Atonement.* Fast day occurring on the tenth day after Rosh Hashanah; a solemn day of **Tefillah** and **Teshuva**. **Torah** *Law; teaching.* The Five Books of Moses. **Shabbat** **Shabbos** Day of spiritual renewal and rest commencing at sunset on Friday, terminating at nightfall on Saturday. **Rabbi** *My teacher.* An ordained Jewish teacher. Often the religious leader of a Jewish community. **Hebrew** **Ivrit** Ancient Semitic language; language of the **Tenakh** (Hebrew Scriptures) and used by Jews for prayer and study. Also, everyday language in Israel.

		Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	
Year 4	Christianity – To understand the different teaching of Jesus. To know how the bible is structured.	**Jesus –** Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick) Know major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God. **Bible –** Know that the Bible is a 'library' of books. Know it contain different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. Know that there are four gospels giving 'good news' about Jesus. Know how to find a reference in a Bible using chapters and verses.	PT1 – Knowledge and understanding of religion and worldviews Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Begin to compare the similarities of at least three different religious texts or stories. Begin to understand the diversity of belief in different religions, nationally and globally. Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews PT2-Responding to religion and worldviews Respond to meanings behind different beliefs and practices using the correct vocabulary Respond to the meanings of some religious and moral stories and expresses how	Ministry of Jesus – In the Christian gospels, the **ministry of Jesus** begins with his baptism in the countryside of Roman Judea and Transjordan, near the river Jordan, and ends in Jerusalem, following the Last Supper with his disciples.[1] The Gospel of Luke (Luke 3:23) states that Jesus was "about 30 years of age" at the start of his ministry.[2][3] A chronology of Jesus typically has the date of the start of his ministry estimated at around AD 27–29 and the end in the range AD 30–36.[2][3][4][note 1] The Two Great Commandments - Jesus responded by saying the greatest commandment was "And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength. This is the first commandment. And the second, like it, is this: You shall love your neighbor as yourself. There is no commandment greater than these."

			these relate (directly) to right and wrong. Express an informed view on the impact of diversity of faith and belief in our world Begin to articulate and communicate connections between their own ideas and others.	
	Sikhism – To Understand the main figures in Sikhism. To understand what Sikhs do to help the community.	**<u>Knowledge and belief –</u>** **Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc** How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ? What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life – how does reincarnation work? **<u>The Sikh way of life –</u>** **Why is Seva (Selfless Service) such an important aspect of human life?** What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life? In what ways do Sikhs make a difference in the local community? How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?	PT1 – Knowledge and understanding of religion and worldviews Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Begin to compare the similarities of at least three different religious texts or stories. Begin to understand the diversity of belief in different religions, nationally and globally. Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews PT2-Responding to religion and worldviews Respond to meanings behind different beliefs and practices using the correct vocabulary	**Mool Mantar** **Mul Mantar** *Basic teaching; essential teaching.* The basic statement of belief at the beginning of the **Guru Granth Sahib**. **Guru Granth Sahib** **Adi Granth** („Granth" by itself should be avoided) Primal collection of Sikh scriptures, compiled by **Guru Arjan** and given its final form by **Guru Gobind Singh**. **Panth** The Sikh community.

			Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. Express an informed view on the impact of diversity of faith and belief in our world Begin to articulate and communicate connections between their own ideas and others.	
	Hinduism – To understand important places within Hinduism. To understand ceremonies that take place in Hinduism.	**<u>Places of worship –</u>** If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad. Discover how a mandir also acts as a community centre. **<u>Living a Hindu life –</u>** If possible, have an opportunity to talk with Hindu believers. Explore the Hindu way of welcoming babies, e.g. • Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. • The child naming ceremony (Namakarana) and how names are chosen • Head shaving is connected to the removal of impurities.	PT1 – Knowledge and understanding of religion and worldviews Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Begin to compare the similarities of at least three different religious texts or stories. Begin to understand the diversity of belief in different religions, nationally and globally. Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews PT2-Responding to religion and worldviews Respond to meanings behind different beliefs and	**Mandir** *Temple.* **Puja** **Pooja** *Worship.* General term referring to a variety of practices in the home or **Mandir**. **Arti** **Arati** Welcoming ceremony in which auspicious articles such as incense and lamps are offered to the deity or to saintly people. **Prashad** **Prasad** **Prasada** **Prashada** Sacred or sanctified food. Jatakarman (IAST: Jātakarman, Sanskrit: जातकर्मन्) (literally, natal rites) is one of the major samskaras in Hinduism, that celebrates the birth of a child. It is typically a private rite of passage that is observed by the new parents, relatives of the baby and close friends.

			practices using the correct vocabulary Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. Express an informed view on the impact of diversity of faith and belief in our world Begin to articulate and communicate connections between their own ideas and others.	**Namakarana** (Sanskrit: नामकरण, **Nāmakaraṇa**) (literally, naming) is the naming ceremony in Hinduism and a Sanskara (rite of passage) to name a baby. According to the Grhya Sutras, **Namakarana** ceremony is typically performed on the tenth or the twelfth day after birth
	Humanism – To understand the main beliefs of Humanists. To understand the celebrations of Humanists.	**<u>Knowledge and belief (Atheism and agnosticism) –</u>** **Q: How do Humanists decide what to believe?** The material world as the only one we can know exists. Rejection of sacred texts and divine authority; mistrust of faith and revelation. Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor. Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. Willingness to adapt or change beliefs when faced with new evidence. **<u>Celebrations and ceremonies –</u>** Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths. The importance of human relationships The need for love and support from other people in our lives (particularly	PT1 – Knowledge and understanding of religion and worldviews Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Begin to compare the similarities of at least three different religious texts or stories. Begin to understand the diversity of belief in different religions, nationally and globally. Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews PT2-Responding to religion and worldviews	**Science** The enterprise of creating and organising human understanding of the natural world, including humanity, through open enquiry, imaginative theory devising, invited challenge and testing against evidence. **Life stance** The style and content of an individual"s (or a community"s) relationship with that which is most ultimate in and guides their lives: the consequences for life that flow from this. The term encompasses both theistic and non-theistic positions without favouring one more than the other. Christianity and Islam are theistic life stances, for example, while Buddhism, Confucianism, Taoism and Humanism are non-theistic life stances. **Humanism** A view of life, and a way of life, based solely on our understanding of the

		given the absence of belief in a god or gods); the need to offer support as well as accept it. Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple.	Respond to meanings behind different beliefs and practices using the correct vocabulary Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. Express an informed view on the impact of diversity of faith and belief in our world Begin to articulate and communicate connections between their own ideas and others.	natural world, human feelings, intelligence and creativity and on a personal commitment to valuing and cooperating with one another as fellow human beings. Humanists regard people as responsible both for themselves and for the societies and life stances that they create; they regard all life stances, including all religions, as human creations, without any supernatural input. They believe that this is the only life we have, so it is infinitely precious, and that by working together we can make it better for everyone.
Year 5	Christianity – To understand the messages within the bible stories To understand the key points to Christianity.	**<u>Jesus –</u>** Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important. Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity) Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him. **<u>Christian life –</u>** Explore Jesus' teaching as a foundation for Christian living:	PT1 – Knowledge and understanding of religion and worldviews Begin to make connections between different belief and practices of all religions. Begin to compare stories, beliefs and practices from different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Articulate and begin to apply the different responses to ethical questions from a range of different religions.	**Baptist** (i) A member of the **Baptist Church**, which grew out of the Anabaptist movement during the 16th century **Reformation**. (ii) A Christian who practises **Believer's Baptism**. Revisit The holy trinity. Range of stories from Christian festivals. **Christian Aid** is the official relief and development agency of 41 Protestant and Orthodox churches in the UK and Ireland,[2] and works to support sustainable development, stop poverty, support civil society and provide disaster relief in South America, the Caribbean, Africa and Asia including the Middle East. [3]

		• Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices • Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade • The ministry of chaplains in hospitals and prisons • Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals) Explore what Christians mean by/experience as the Holy Spirit in their lives.	PT2 – Responding to religion and worldviews Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary. Begin to respond thoughtfully to a range of stories, beliefs and practices. Provide reasons for what they mean to different faith communities. Express an informed view on the impact of diversity of faith and belief in our world. Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.	A **chaplain** is, traditionally, a cleric (such as a minister, priest, pastor, rabbi, purohit, or imam), or a lay representative of a religious tradition, attached to a secular institution such as a hospital, prison, military unit, school, labor union, business, police department, fire department, university, or private chapel. **Heaven** The place, or state, in which souls will be united with God after death. **Hell** The place, or state, in which souls will be separated from God after death.
	Islam – To know about the places of worship in Islam. To know what the Qur'an is and why it is important to Muslims.	**Mosque –** Look at the Muslim calendar how is it different? Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque. Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying. Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them. Have an opportunity to question believers.	PT1 – Knowledge and understanding of religion and worldviews Begin to make connections between different belief and practices of all religions. Begin to compare stories, beliefs and practices from different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	**Qur'an** That which is read or recited. The Divine Book revealed to the Prophet Muhammad (peace and blessings of Allah be upon him). **Allah**"s final revelation to humankind. A **mosque** (/mɒsk/; from Arabic: مَسْجِد, romanized: *masjid*, pronounced [masdʒid]; literally "place of ritual prostration") is a place of worship for Muslims.[1][2] Any act of worship that follows the Islamic rules of prayer can be said to create a mosque, whether or not it

		Holy Qur'an – Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning. Listen to a Qur'an verse or chapter in Arabic. Find its meaning.	Articulate and begin to apply the different responses to ethical questions from a range of different religions. PT2 – Responding to religion and worldviews Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary. Begin to respond thoughtfully to a range of stories, beliefs and practices. Provide reasons for what they mean to different faith communities. Express an informed view on the impact of diversity of faith and belief in our world. Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.	takes place in a special building. **Makkah** City where the Prophet Muhammad (peace and blessings of Allah be upon him) was born, and where the **Ka'bah** is located. **Mihrab** Niche or alcove in a mosque wall, indicating the **Qiblah** – the direction of **Makkah**, towards which all Muslims face to perform **salah**. **Minbar** Rostrum; platform; dais. The stand from which the **Imam** delivers the **khutbah** or speech in the mosque or praying ground. **Sunni** Muslims who believe in the successorship of **Abu Bakr**, **Umar**, **Uthman** and **Ali** (Radhi-Allahu-anhum – *may Allah be pleased with them)* after the Prophet Muhammad (peace and blessings of Allah be upon him). **Shi'ah** *Followers.* Muslims who believe in the **Imamah**, successorship of **Ali** (Radhi-Allahu-anhu – *may Allah be pleased with him)* after the Prophet Muhammad (peace and blessings of Allah be upon him) and eleven of his most pious, knowledgeable descendants. **Abu Bakr** The first **Khalifah**, successor to the leadership of the Muslim community after the death of the Prophet Muhammad (peace and blessings of Allah be upon him).
	Buddhism – To know about the features of Buddhist places of worship. To understand the ways that Buddhists live their lives.	**Places of worship –** Temple Buddhist Community (sangha) - made up of lay people and ordained. Features of Buddhist Centres including temples, shrines, artefacts and offerings.	PT1 – Knowledge and understanding of religion and worldviews Begin to make connections between different belief and practices of all religions.	**Sangha** **Sangha** *Community; assembly.* Often used for the order of **bhikkhus** and **bhikkunis** in Theravadin countries. In the **Mahayana** countries, the Sangha includes lay devotees and priests, eg in Japan.

		Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened. **<u>Buddhist way of life –</u>** Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives. Buddhists aspire to fearlessness, contentment, kindness, meditation. Four Noble Truths: • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. Samsara - continual cycle of birth and death Key festivals: • Wesak - Buddha's birthday • Dharma Day Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened.	Begin to compare stories, beliefs and practices from different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Articulate and begin to apply the different responses to ethical questions from a range of different religions. PT2 – Responding to religion and worldviews Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary. Begin to respond thoughtfully to a range of stories, beliefs and practices. Provide reasons for what they mean to different faith communities. Express an informed view on the impact of diversity of faith and belief in our world. Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.	**Bhikkhu** **Bhikshu** Fully ordained Buddhist monk. **Bhikkhuni** **Bhikshuni** Fully ordained Buddhist nun. A thangka - is a Tibetan Buddhist painting on cotton, silk appliqué, usually depicting a Buddhist deity, scene, or mandala. **Rupa** **Rupa** *Form.* Used of an image of the **Buddha**; also, the first of the **Five Khandhas**. The **Eightfold Path** consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, **and** right samadhi ('meditative absorption or union'). **Samsara** **Samsara** *Everyday life*. The continual round of birth, sickness, old age and death which can be transcended by following the Eightfold Path and Buddhist teaching. **Wesak** **Vesak** (Sinhalese) **Buddha** Day. Name of a festival and a month. On the full moon of Wesak (in May or June), the birth, Enlightenment and passing away of the Buddha took place, although some schools celebrate only the birth at this time, e.g. **Zen**. **Asalha Puja** - which typically takes place in July, on the full moon of the month

				of Āsādha. It is celebrated in Cambodia, Thailand, Sri Lanka, Laos, Myanmar and in countries with Theravada Buddhist populations. Asalha Puja, also known as **Dhamma Day**, is one of Theravada Buddhism's most important festivals, celebrating as it does the Buddha's first sermon in which he set out to his five former associates the doctrine that had come to him following his enlightenment. **Bodhi Tree** (Pali) The tree (*ficus religiosa*) under which the Buddha realised Enlightenment. It is known as the Tree of Wisdom. **Bodh Gaya** is a religious site and place of pilgrimage associated with the Mahabodhi Temple Complex in Gaya district in the Indian state of Bihar. It is famous as it is the place where Gautama Buddha is said to have attained Enlightenment (Pali : bodhi) under what became known as the Bodhi Tree.[2]
	Judaism – To know what a Synagogue is and what happens there. To know what the Torah is and how Jews follow it.	**Synagogue –** Know when Jewish people come to Synagogues: (Friday evening – Kabbalat Shabbat to welcome Shabbat, Saturday morning, Orthodox groups also Saturday afternoon and evening, Yom Kippur all day long prayers, and other Festivals throughout the year). Know what the main roles are related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator	PT1 – Knowledge and understanding of religion and worldviews Begin to make connections between different belief and practices of all religions. Begin to compare stories, beliefs and practices from	**Synagogue** **Shul** **Bet Haknesset** **Bet Hamidrash** Building for Jewish public prayer, study and assembly. **Kabbalah** **Cabala** Jewish mysticism.

		Find out about the activities of the local Synagogue: Mitzvah Day, Food Bank collections, running Shelters for homeless people in winter. Find out about inter-faith events organised locally, try to participate in one of them. **<u>Torah and Commandments –</u>** Know the first lines of the „ Shema" Prayer and their meaning to Jewish people. (Also that the words are kept inside Mezuzot and inside Tefillin/Phylacteries). Observe a Jewish man putting on his Tefillin. (in a movie fragment or on-line instruction) Know that in Jewish Talmudic tradition Torah can be reduced to a single instruction: "What is hateful to you, do not do to your neighbour: that is the whole Torah while the rest is commentary; go and learn it." Did God allow the Holocaust to happen? – know that many Jewish philosophers struggled with this question. Difficult fragments in the Torah and how do we deal with them today? Interpreting Torah in the spirit of dialogue – scriptural reasoning groups. Torah and problems with homosexuality. Different approaches among Traditional and Progressive communities. Does a Jew have to believe in God or is it enough that he lives according to his commandments? (for more interested students)	different religions including differences and similarities. To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Articulate and begin to apply the different responses to ethical questions from a range of different religions. PT2 – Responding to religion and worldviews Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary. Begin to respond thoughtfully to a range of stories, beliefs and practices. Provide reasons for what they mean to different faith communities. Express an informed view on the impact of diversity of faith and belief in our world. Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.	**Yom Kippur** *Day of Atonement*. Fast day occurring on the tenth day after Rosh Hashanah; a solemn day of **Tefillah** and **Teshuva**. **Rabbi** *My teacher*. An ordained Jewish teacher. Often the religious leader of a Jewish community. **Mitzvah Day International** is an annual day of faith-based social action that takes place in November each year, primarily in the United Kingdom. On Mitzvah Day each year, community groups and individuals undertake a range of volunteer projects for those in need in their local community. **Torah** *Law; teaching*. The Five Books of Moses. ***Shema Yisrael*** (***Shema Israel*** or ***Sh'ma Yisrael***; Hebrew: שְׁמַע יִשְׂרָאֵל; "Hear, O Israel") is a Jewish prayer, and is also the first two words of a section of the Torah, and is the title (better known as **The Shema**) of a prayer that serves as a centerpiece of the morning and evening Jewish prayer services. **Mezuzah** A scroll placed on door posts of Jewish homes, containing a section from the Torah and often enclosed in a decorative case.

				Tefillin **Tephilin** **T'filin** **Phylacteries** Small leather boxes containing passages from the **Torah**, strapped on the forehead and arm for morning prayers on weekdays. Jewish Talmudic tradition Torah can be reduced to a single instruction: "What is hateful to you, do not do to your neighbour: that is the whole Torah while the rest is commentary; go and learn it.
Year 6	Christianity – To understand about different hymns and prayers that are used in a church. To investigate different parts of the bible.	**Church –** Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians. Explore the origin and meaning of the Lord's Prayer and how it is used in worship today. Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs. Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc. Explore Christian life and practice in another country (for Cambridgeshire, this will be the link Diocese of Vellore in the Church of South India). **Bible –** Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. Explore how the belief in God the creator influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life	PT1 - Learning about religion and belief Make connections between different belief and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate detailed responses to ethical questions from the range of different religions and world views studied so far. PT2 – Responding to religion and worldviews To reflect and respond to the significance of meaning	The **Eucharist** (/ˈjuːkərɪst/; also called **Holy Communion** or the **Lord's Supper**, among other names) is a Christian rite that is considered a sacrament in most churches, and as an ordinance in others. According to the New Testament, the rite was instituted by Jesus Christ during the Last Supper; giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to "do this in memory of me" while referring to the bread as "my body" and the cup of wine as "the new covenant in my blood". The **Lord's Prayer**, also called the **Our Father** (Latin, **Pater Noster**), is a venerated Christian prayer which, according to the New

		e.g. “The Fruits of the Spirit” in Galatians 5 and I Corinthians 13 on love and consider their relevance for today’s world. Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.	behind different beliefs and practices. Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences. Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others. Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.	Testament, Jesus taught as the way to pray. A **bishop** (English derivation from the New Testament of the Christian Bible Greek ἐπίσκοπος, episkopos, "overseer", "guardian") is an ordained, consecrated, or appointed member of the Christian clergy who is generally entrusted with a position of authority and oversight. A **priest** or priestess is a religious leader authorized to perform the sacred rituals of a religion, especially as a mediatory agent between humans and one or more deities. They also have the authority or power to administer religious rites; in particular, rites of sacrifice to, and propitiation of, a deity or deities. The **Diocese of Vellore** is one among the 24 dioceses of Church of South India. The motto chosen for the diocese was "In the Cross of Christ I Glory" (based on Galatians chapter 6 verse 14). Its emblem includes a banyan tree - the tree under which the Scudder brothers prayed before they decided to begin their work in the area of Vellore.

				The phrase “fruit of the spirit” comes from **Galatians 5:22-23**. “*But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law*.”
	Sikhism – To understand what Sikhs to understand their own belonging and what happens in Gurdwara. To understand what celebrations happens in a Gurwara.	**<u>Meaning and purpose (belonging) –</u>** How do Sikhs meditate and serve in Gurdwaras and in their own homes? What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK). **<u>Celebrations and ceremonies –</u>** **What happens in Sikh celebrations and ceremonies in the Gurdwara?** How does music and meditation play an important part in Sikh ceremonies. Explore how music and meditation can make you feel. How is the Guru Granth Sahib respected in the Gurdwara?	PT1 - Learning about religion and belief Make connections between different belief and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate detailed responses to ethical questions from the range of different religions and world views studied so far. PT2 – Responding to religion and worldviews To reflect and respond to the significance of meaning behind different beliefs and practices.	**Gurdwara** **Gurudwara** Sikh place of worship. Literally the „doorway to the **Guru**". The **Golden Temple**, also known as **Harmandir Sahib**, meaning "abode of God" is a Gurdwara located in the city of Amritsar, Punjab, India.[2][3] It is the holiest Gurdwara and the most important pilgrimage site of Sikhism. **Guru Granth Sahib** **Adi Granth** („Granth" by itself should be avoided) Primal collection of Sikh scriptures, compiled by **Guru Arjan** and given its final form by **Guru Gobind Singh**.

			Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences. Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others. Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.	

	Hinduism – To understand the different Deities and the aspects they represent. To know about the Dharma and what Hindus believe about life and death.	**<u>Deities and scriptures –</u>** Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God. (The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God. **<u>Dharma –</u>** Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body and experiences the fruits of actions in its previous life. Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.	PT1 - Learning about religion and belief Make connections between different belief and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate detailed responses to ethical questions from the range of different religions and world views studied so far. PT2 – Responding to religion and worldviews To reflect and respond to the significance of meaning behind different beliefs and practices. Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences. Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.	**Brahma** A Hindu deity, considered one of the **Trimurti**, and in charge of creative power; not to be confused with **Brahman** or **Brahmin**. **Murti** **Moorti** *Form*. The image or deity used as a focus of worship. „Idol" should definitely not be used, and „statue" may also cause offence. 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms. **Ganesha** **Ganesh** **Ganupati** **Ganapati** A Hindu deity portrayed with an elephant"s head – a sign of strength. The deity who removes obstacles. **Brahma** A Hindu deity, considered one of the **Trimurti**, and in charge of creative power; not to be confused with **Brahman** or **Brahmin**. **Shiva** **Siva** (many variants – ever Civa – have been found) A Hindu god. The name means *kindly or auspicious*. **Shivaratri** **Sivaratri** The annual festival celebrated in February/March in honour of **Shiva**. Also called Mahashivaratri. **Rama** The incarnation of the Lord, and hero of the **Ramayana** (avoid using the variant „Ram" for obvious reasons). **Parvati** The consort of **Shiva**, also known by other names such as **Durga**, **Devi**, etc.

			Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.	**Durga** Female deity. A form of the goddess **Parvati**; wife of **Shiva**. **Dvaita** **Dwaita** *Dual*. Refers to the personalistic philosophy that differentiates between God, the soul and matter. Saraswati (also **Sarasvati**) is the Hindu goddess of learning, wisdom, music, and aesthetics. **Krishna** Usually considered an avatar of **Vishnu**. One of the most popular of all Hindu deities in contemporary Britain. His teachings are found in the **Bhagavad Gita**. **Karma** *Action*. Used of work to refer to the law of cause and effect. **Reincarnation** is the philosophical or religious concept that the non-physical essence of a living being starts a new life in a different physical form or body after biological death. It is also called rebirth or **transmigration**, and is a part of the Saṃsāra doctrine of cyclic existence. **Moksha** **Moksa** Ultimate liberation from the process of transmigration, the continuous cycle of birth and death.

	Humanism – To understand what Humanists believe about life. To know what Humanists believe is important in life.	**<u>Meaning and purpose (happiness) –</u>** **Q: What are Humanists' views on happiness?** Happiness as a worthwhile goal; living a flourishing and fulfilling life; Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others. The absence of the need for religion or the belief in a god or gods to be happy. The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive. Human beings' responsibility for their own destiny. **<u>Humanist ethics –</u>** **Q: What do humanists value in life?** Humanity, the human spirit and human attributes, including our ability to question and reason. Human creativity and achievement: intellectual, technological and artistic. The natural world and other living things; the environment in which we all live. Human relationships and companionship; our ability to empathise with other humans and animals. Our shared human moral values: kindness, compassion, fairness, justice, honesty. Our ability to improve our quality of life and make the world a better place for everyone.	PT1 - Learning about religion and belief Make connections between different belief and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate detailed responses to ethical questions from the range of different religions and world views studied so far. PT2 – Responding to religion and worldviews To reflect and respond to the significance of meaning behind different beliefs and practices. Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences. Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.	**Spirituality** "Spirituality refers to the inner nature of human beings often expressed in the search for meaning and purpose in life; the sense of personal value and values; reflections on the challenges life brings; and a sense of mystery and awe at the universe." (2) **Naturalistic** A world view that does not use any notion of the divine or supernatural. Humanism is founded on a naturalistic world view, rather than a supernatural view: thus evolution provides an account of how we come to be as we are biologically and socially, while meaning and purpose are the creations of our shared imagination, feeling and story-telling.

			Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.	