

Religious Education Knowledge Progression

RE at Athersley South Primary School explores the six key questions outlined in the Barnsley SACRE Locally Agreed Syllabus 2020. These questions are designed to guide and shape pupils' learning in RE across their primary school years from EYFS to Y6. Initially pupils begin to discuss the six key questions in simple ways then move on to develop their skills so they are able to respond appropriately in discussions about religious objects and ideas, analyse information and draw thoughtful and balanced conclusions about what they have learnt. Key questions are revisited in every key stage to ensure children are able to build on their previous knowledge and develop a deeper understanding and respect for 6 major world religions (Judaism, Christianity, Islam, Hindu Dharma, Siki(sm) and Buddhism.)

Our curriculum aims to equip pupils with the skills, understanding and knowledge needed to become active and responsible citizens both now and in the future. In line with the Religious Education in English Schools: Non statutory Guidance it aims to provide pupils with a context in which they can develop their understanding and appreciation of diversity and shared values and challenge issues such as racism and discrimination. Our RE curriculum contributes significantly to pupils' spiritual, moral and cultural development by raising their awareness of the fundamental questions in life and how religious teachings can help understand these. It encourages pupils to reflect on their own experiences and thoughts in order to help them understand questions about life and the universe and help them develop positive attitudes and respect towards the beliefs and views of others. Our curriculum encourages children to appreciate not only what they can learn about religion but what they can learnt from it.

There is no statutory guidance on which religions should be taught in EYFS. Across our EYFS provision we teach the skills related to RE e.g acceptance, respect, responsibility through Understanding the World and Personal, Social and Emotional Development strands of the non statutory guidance. Religion specific knowledge is highlighted in purple in the By the end of Reception column.

		<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
Judaism	Qu 1: Why are some words special?	<p>I can identify my favourite stories, song or rhymes and say why I like them.</p> <p>I know my friends and family can have different favourites and that is ok.</p> <p>Vocab: special, different, same</p> <p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>I can recognise that everyone has favourite stories and books that are special to them</p> <ul style="list-style-type: none"> I can name my special book and say why I like it, I know someone else has a different special book <p>I know that the Torah is the special book for followers of the Jewish faith. I can recognise one story from the Torah and talk about what it means.</p> <ul style="list-style-type: none"> I can retell the story of Noah's Ark and explain that it shows people have to trust in God. The rainbow is God's promise that he will never send a flood again. <p>Vocab: Jewish, Torah, Noah</p> <p>I know that the creation story is special to followers of the Jewish faith</p> <ul style="list-style-type: none"> I can tell you God created the world in 7 days and what he did on each day <p>Vocab: creation, Bible, Torah, Jews</p>	<p>I know the Torah is a special book for followers of the Jewish faith and I can tell you how it is treated.</p> <ul style="list-style-type: none"> I know it is a scroll, written in Hebrew and kept in the Ark in a Synagogue usually facing a special place called Jerusalem), it's handled carefully, clothes in embroidered fabric and read with a pointer (Yad) <p>I can describe some stories from Jewish scriptures</p> <ul style="list-style-type: none"> I can tell you the story of Esther and what it emphasises to Jewish people (The power of God, instructing we should use the blessings given by God to help others) <p>Vocab: Torah, scroll, Hebrew, synagogue, ark, Jerusalem, yad, Scriptures, Esther, blessing</p>	<p>I can describe how some stories from Jewish scriptures can be used to explain some of life's questions</p> <ul style="list-style-type: none"> I can tell you the story of Abraham and Isaac. I can say how this story exemplifies the Jewish beliefs of trust in God. I can see how this theme links to Noah's ark and the story of Esther which I have previously learnt. <p>I can suggest ideas about what I think the most important book in the world should say based on my knowledge of stories from world religions (e.g stories of trust, kindness, the 10 commandments)</p> <p>I can describe how I think it should be handled and why drawing together all my knowledge of holy books (e.g The Torah is read with a yad, the Bible is placed on a lectern to be read, hands are often washed before reading special books, link to the reading of the Guru Granth Sahib if this is visited on the second cycle)</p> <p>Vocab: Abraham and Isaac, respect, trust, theme</p>

Judaism

Qu 2: Why are some places special?

I can identify places that are special to me e.g my house, my grandparent's house, my family's caravan.

I know different people will have different special places and that is ok.

I understand that some places are special to members of the community

Vocab: special, place, different, same

I can recognise that some places are special and talk about my own special place

- I can say what my special place is and why. I know other people will have different special places e.g their home, holiday location or place of worship

I can recognise that a synagogue is special place for Jewish people

- I can name some things on the outside of the building that can tell you it is a synagogue - Star of David, menorah, Hebrew writing

Vocab: Hebrew, Star of David, menorah, synagogue, Jewish faith/Jew

I can recognise that a synagogue is special place for Jewish people

- I can name internal features of a synagogue - ark, eternal light, kippah, prayer shawl and bimah (the table where the Torah is read)

Vocab: synagogue, ark, eternal light, kippah, prayer shawl, bimah, Torah

I can use some religious vocabulary to describe artefacts connected with a synagogue

- I can name some internal features of a synagogue (covered in KS1) and explain what they are for e.g.
Yad - a handheld pointer used for reading the Torah
Torah - the first 5 books of the Jewish Bible written in Hebrew on a scroll
Ark - where the Torah is kept in the synagogue while it is not being read. It is usually a recess in the wall at the front of the Synagogue facing Jerusalem.
Eternal light - found in a lamp above the ark which represents the menorah of the Temple in Jerusalem.
Bimah - a raised platform where the Torah is read
Kippah- a cap worn by Jewish males to cover their head whilst in the synagogue
Tallit/Prayer shawl-used to create a sense of personal space where one can focus on saying prayers

Vocab: Torah, yad, ark, Jerusalem, eternal light, bimah, kippah, tallit, menorah, Torah, synagogue

I recognise that some people have special roles in the synagogue

- I know that a rabbi is a Jewish leader who leads the congregation in prayers and readings from the Torah and can say why this is an important role
- I can ask questions about what roles people have and what jobs they may do in the life of an individual synagogue (contact Nigel Grizzard - Jewish Heritage Faith Tutor from the Bradford Synagogue for Zoom interview or school visit)

I can tell you the differences and similarities between Reformed Synagogues and Orthodox Synagogues (after looking at images/videos and through discussion)

- I know that men and women are seated separately in orthodox synagogues but together in reformed synagogues
- I know that only men can be ordained as a rabbi in orthodox synagogues
- I know some prayers may be said in English not just Hebrew in a reformed synagogue
- I can respectfully share my thoughts and feelings about these differences

Vocab: reformed synagogue, orthodox synagogue, rabbi, Hebrew

I know that Jerusalem is a special place for Jews and I can say why

- I know where Jerusalem is
- I know Jews believe all of creation began here. It is the spiritual and ancestral home of Judaism.
- The ark of the covenant was believed to have been kept here
- The story of Abraham and Isaac happened here (see previous lesson)

Discussion point: Jerusalem is also a special place for Christians and Muslims. Can special places be shared?

Vocab: Jerusalem, spiritual, ancestral, creation

				<p>Vocab: Rabbi, synagogue, prayers, congregation</p>	
--	--	--	--	---	--

Judaism	Qu3: How does faith contribute to community cohesion?	<p>I know I have responsibilities as part of my class e.g to make good choices, to look after the EYFS environment, to help others.</p> <p>I know I am a member of the school community not just my class.</p> <p>I can follow the rules and understand why they are important.</p> <p>Vocab: responsibilities, rules, environment, community, member</p> <p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG: Show sensitivity to their own and to others' needs</p>	<p>I can identify ways in which Jewish people show their belief in God at home</p> <ul style="list-style-type: none"> I can tell you what a Mezuzah is and where it can be seen in a Jewish home <p>Vocab: Mezzuzah, belief</p> <p>I can awareness that Jewish people have some religious rules which help them know how to behave</p> <ul style="list-style-type: none"> I know we all have rules to live by I know about the 10 commandments and name some of them. I know these are the rules Jewish people try to live by <p>Vocab: 10 commandments, rules, obey</p>	<p>I can describe the ways in which Jewish people show their belief in God using religious vocabulary.</p> <ul style="list-style-type: none"> I can tell you when Shabbat is (Friday evening until Saturday sunset) I can tell you the features of a Shabbat table (Kiddush cup, Shabbat candlesticks, Challah bread, Havdalah candle) <p>Vocab: Shabbat, kiddush cup, Shabbat, challah bread, Havdalah candle)</p> <p>I recognise the impact of being Jewish on some aspects of lifestyle</p> <ul style="list-style-type: none"> I can tell you that followers of the Jewish faith eat Kosher food I know that followers of the Jewish faith will not eat pork or shellfish and will not eat dairy and meat together. I know sperate utensils and food preparation areas are often used for diary and meat (Orthodox). <p>Vocab: kosher, non kosher</p>	<p>Using my knowledge of beliefs and values from different world religions and my own I can discuss the question 'Does my faith make me a better person?'</p> <p>e.g do the value and beliefs taught through sacred texts make people better members of a community, individuals and members of the global community?</p> <p>Do you have to be a member of a faith group to share these values/beliefs/behaviours?</p>
---------	---	---	--	---	--

Judaism	Qu 4: Why are some times special?	<p>I recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>Judaism Specific Knowledge</u></p> <ul style="list-style-type: none"> I know followers of the Jewish faith celebrate Hannukah (a festival of light) I can identify a menorah and say how many candles it has I can tell you something about the story behind Hanukkah <p>Vocab: Hanukkah, menorah, light</p>	<p>I know that we all celebrate special occasions and can recognise that there are some special times for Jews</p> <ul style="list-style-type: none"> I can tell you about a time that is special to me I can tell you about Tu B'Shevat (planting trees, celebrating gifts from the natural world and the meaning/importance of roots) <p>Vocab: Tu B'Shevat, celebration</p> <p>I know that we all celebrate special occasions and begin to recognise that there are some special times for Jews</p> <ul style="list-style-type: none"> I can tell you about Rosh Hashanah (why it is celebrated, the food eaten - apples and honey/round Challah bread, lighting candles, shofar) <p>Vocab: Rosh Hashana, challah bread, shofar</p>	<p>I can describe times which are special to Jews and how they are celebrated</p> <ul style="list-style-type: none"> I can tell you what happens during Sukkot and the features of a Sukkah (open air structure that has leaves/branches where you can see the sky, temporary structure, lulav/etrog/avarot/handassim) <p>Vocab: Sukkot, sukkah, lulav, etrog, avarot, handassim</p> <p>Describe times which are special to Jews and how they are celebrated</p> <ul style="list-style-type: none"> I can tell you about Purim and how Jewish people celebrate (sending gifts, Hamantaschen, dressing up, reading the book of Esther, giving to the poor) <p>Vocab: Purim, hamantaschen, heroine</p>	<p>I can explain the difference between religious celebrations (e.g Sukkot, Purim, Tu B'Shevat, Shabbat) and non-religious celebrations within my own life e.g birthdays, bonfire night</p> <p>I can explain the fundamental things that make celebrations special (e.g time with loved ones, sharing experiences, happiness, joy) I understand that these are a common factor of all religious celebrations regardless of a person's religious belief.</p> <p>Vocab: Sukkot, Puri, Tu B'Shevat, Shabbat, celebration</p>
---------	-----------------------------------	---	---	--	---

Judaism

Qu 5: What can be learnt from the lives of significant people of faith?

I remember the rules without always needing an adult to remind me

I know I am a valuable individual who can make choices

I am beginning to make sense of my own life story and family history

I can talk about my family and community. I can name and describe people who are familiar to me

I show an interest in different occupations

I am developing positive attitudes about the differences between people

I can compare and contrast characters from stories, including figures from the past.

Vocab: rules, history, community, attitude, respect

ELG: Talk about the lives of the people around them and their roles in society

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: 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

I can identify people who teach and influence me (e.g parents, grandparents, older siblings, teachers, football coach) and I know that Jewish children are taught about the Jewish faith from older members of the faith, including their family in similar ways.

Vocab: influence, teach, faith

I can identify the rabbi as a person who teaches about Jewish laws and living

- I can tell you who a rabbi is and why they are important in the Jewish faith in simple ways.
- I can tell you simple laws children may learn from a rabbi and their Jewish family e.g. do not lie/care for others

Vocab: rabbi, laws, behaviour

I can describe the impact of Abraham on Jewish people

- I can describe the life of Abraham and his legacy
- I can tell you why Jewish people respect Abraham (he is considered the founder of the Jewish faith)

Vocab: Abraham, legacy, founder

I understand the importance of promises and life's hopes and dreams

- I can tell you about the covenant between Abraham and God (a promise that God would offer protection and land to Abraham and his descendants but they must follow the path of God)
- I make links between this and the promises I make to other people

Vocab: promises, Abraham

I can talk about inspirational people from the Jewish faith and the positive qualities they have e.g Anne Frank, Benjamin Disraeli, Sir Alan Sugar, Michael Marks.

Vocab: inspirational, leader, qualities,

I can describe what qualities make an inspirational leader

- I can identify people who I admire and respect
- I can identify what qualities I admire about them
- I can use my knowledge of religious (and other leaders) to talk about the qualities a good leader needs.

Vocab: leader, inspirational, qualities,

Judaism	Qu 6: How do I and others feel about life and the universe around us?	<p>I can express my feelings and consider the feelings of others I can think about the perspectives of others.</p> <p>I can understand some difficult situations e.g why I cannot have a turn straight away, why I to share</p> <p>I can talk with others to resolve conflict e.g asking for a turn, deciding to use a timer to monitor turn taking</p> <p>I understand the need to respect and care for the natural environment and all living things</p> <p>I know there are different countries in the world and can talk about the differences I have experienced or seen in photographs</p> <p>I can recognise similarities and differences between life in this country and other countries</p> <p>Vocab: feelings, others, respect, environment, care, country</p>	<p>I can identify difficult or puzzling questions that might arise from some Jewish stories</p> <ul style="list-style-type: none"> I can tell you about the story of Daniel in the Lion's Den. I can talk about how Daniel might have felt and the questions he might have asked. I can ask my own questions about this story related to my own experience. <p>Vocab: puzzling, Daniel, Lion's Den.</p> <p>I can respond sensitively to difficult or puzzling questions relating to their own experience and those of others</p> <ul style="list-style-type: none"> I can talk about experiences which are difficult in my own life e.g the death of a pet, grandparent and ask questions about them <p>Vocab: death, puzzling, difficult</p>	<p>I can identify questions that are difficult to answer which might arise from some stories in the Jewish sacred texts.</p> <ul style="list-style-type: none"> I can tell you the story of Adam and Eve and what this teaches Jewish people (make links back to promises) I can ask and answer questions about how this relates to life's questions e.g how should I behave? <p>Vocab: sacred, Adam and Eve, Eden, promises, sin,</p>	<p>I can relate lessons from sacred texts with modern contexts</p> <ul style="list-style-type: none"> I can tell you about the story of Joshua and the battle for Jericho and its messages to the followers of the Jewish faith (e.g Be strong, be courageous. Do not be afraid, do not be discourages, for the Lord your God will be with you wherever you go) (Linked to the story of Joshua) I know Palestine is often called 'The Holy Land' and is a sacred place in Judaism, Christianity and Islam. I can talk sensitively about the tensions in the modern state of Israel with Palestine and her neighbours relating this to the story of Joshua. I can ask questions and offer my own thoughts on questions such as 'Why there are always wars?' and 'Why do people want to claim the same land?' <p>Vocab: Joshua, Jericho, sacred, conflict, Palestine, Israel, Holy Land</p>
---------	---	---	--	--	---

Christianity	Qu 1: Why are some words special?	<p>I can identify my favourite stories, song or rhymes and say why I like them.</p> <p>I know my friends and family can have different favourites and that is ok.</p> <p>Vocab: special, different, same</p> <p><u>Christianity specific knowledge</u> I can tell you about the Christmas story (e.g who was there and what happened)</p>	<p>I know that the Bible is a special book for Christians and that it contains many stories about Jesus. I know not all Bibles look the same.</p> <p>I can listen and respond to stories about God from the Bible and I am beginning to understand the messages behind them</p> <ul style="list-style-type: none"> I know the story of Moses in the Bulrushes I know the story of David and Goliath <p>Vocab: Bible, Jesus, Christian, Moses, David and Goliath, message</p>	<p>I can explain where the Bible comes from</p> <ul style="list-style-type: none"> I know the Bible is a 'library' of different books written by different people which records God's intervention in human history. It is not all written by the same person It has different parts called The Old Testament and the New Testament which have different books within them. The Torah contains the first 5 books of the Old Testament (link to previous learning on Judaism). <p>I can suggest how a story from the Bible might be used to explain one of life's questions (e.g how should I behave?)</p> <ul style="list-style-type: none"> I can tell you the story of The Good Samaritan I can tell you the message it gives to followers of the Christian faith about how they should behave (care, respect, love thy neighbour) <p>Vocab: Bible, Samaritan, respect, neighbour, library, old testament, new testament, Torah, Jesus, God</p>	<p>I can explain the how the Bible came to be</p> <ul style="list-style-type: none"> I can create a timeline marking key dates and events in the history of the Bible e.g how Bibles were hand written, the impact of the printing press. <p>I know some artwork connected to the Bible</p> <ul style="list-style-type: none"> I can tell you about the Lindisfarne Gospels and illuminated letters <p>Vocab: Bible, timeline, Lindisfarne Gospels, illuminated letters</p>
--------------	-----------------------------------	---	--	---	---

Christianity	Qu 2: Why are some places special?	<p>I can identify places that are special to me e.g my house, my grandparent's house, my family's caravan.</p> <p>I know different people will have different special places and that is ok.</p> <p>I understand that some places are special to members of the community</p> <p>Vocab: special, place, different, same</p> <p><u>Christianity specific knowledge</u> I know there is The Gateway Church and St Mary's Church are two places of Christian worship near my school.</p>	<p>I know a church is a special place for Christians</p> <p>I know not all churches look the same and can identify some features I might see on the outside of a church.</p> <ul style="list-style-type: none"> • Stained glass windows • Oriel window (see Royston church) • Crosses • Crucifix • Bell tower <p>I can name some items in a church and say what they are used for.</p> <ul style="list-style-type: none"> • Cross/crucifix • Candles • Altar • Font • Lectern • Pew • Organ <p>Vocab: stained glass, oriel window, cross, crucifix, bell tower, altar, font. Lectern, pew, organ, church, pray, worship,</p>	<p>I can compare the internal and external features of two Christian places of worship e.g a Royston Church and the Royston Salvation Army.</p> <ul style="list-style-type: none"> • I can talk about the differences in age, style of altar, use of pictures/statues, candles, stained glass, pew, organ, lectern, uses of the building (e.g for playgroups/food bank/coffee mornings in the case of the Salvation Army building) <p>I know some reasons why members of the Christian faith may visit a place of worship e.g for worship (alone or for a service), celebrating together, to find support, a quiet place to think, to feel closer to God.</p> <p>Vocab: worship, church, altar, font, cross/crucifix, candle, stained glass, pew, organ, lectern</p>	<p>I know Jerusalem is a special place for Christians and why (make links back to previous learning on Palestine).</p> <ul style="list-style-type: none"> • I know that Jesus taught and healed people in Jerusalem • The last supper was held here before Jesus died on the cross • Jesus' crucifixion <p>Using my knowledge of all world religions I can explain what makes a place special to its followers. I know a special place is not just about a building, it is about the people who gather there and what they do.</p> <p>Vocab: Christians, Jerusalem, Jesus, last supper, crucifixion</p>
--------------	------------------------------------	---	--	---	--

Christianity	Qu3: How does faith contribute to community cohesion?	<p>I know I have responsibilities as part of my class e.g to make good choices, to look after the EYFS environment, to help others.</p> <p>I know I am a member of the school community not just my class.</p> <p>I can follow the rules and understand why they are important.</p> <p>Vocab: responsibilities, rules, environment, community, member</p>	<p>I show awareness of how the teachings of Jesus influence the ways in which Christians live</p> <ul style="list-style-type: none"> I can tell you about the story of Jairus's daughter. I know that this story tells Christians that nothing is too hard for Jesus to heal. I can tell you about the story of Jesus feeds the 5000 and how the story encourages Christians to help others despite how little they may have themselves. <p>I can identify some Christian values which influence how Christians live their lives e.g caring for others, co-operating, loving and being loved, forgiving and being forgiving, telling the truth, keeping promises, being honest, loving the sad and unpopular</p> <p>Vocab: Jarius's daughter, influence, value, honesty,</p>	<p>I can describe the impact on some of Jesus's teaching on Christians today and how I can apply this to my own life and behaviour</p> <ul style="list-style-type: none"> I can tell you about the story Jesus told called The Parable of the Lost Son. I understand that this teaches Christians about the importance of forgiveness. I can tell you about the story Jesus told called 'The Parable of the Two Builders'. I understand that it teaches Christians the importance of building their life in obedience to the teachings of Jesus. <p>Vocab: Parable, forgiveness, obedience</p>	<p>I can describe how Christianity reaches beyond home and Christian places of worship into the community e.g. charity work, running food banks, toddler playgroups, coffee mornings, friends for older residents who may be lonely, Scouts, Guides, Girl's Brigade</p> <p>Using what I know about religious work in the community (across all religions) I can explain what would make the perfect community. e.g I can design my own community centre explaining what I could offer for residents of the community of all ages and walks of life to enrich their lives and promote better community cohesion.</p> <p>Vocab: community, cohesion</p>
--------------	---	---	--	--	---

Christianity	Qu 4: Why are some times special?	<p>I recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>Christianity specific knowledge</u> I know Christmas is a Christian festival that celebrates the birth of Jesus</p> <p>I can talk about my own experiences of special times and the celebrations I have with my family.</p>	<p>I recognise that some times of the year are special to Christians and can suggest the meaning of some festivals and family customs associated with them.</p> <ul style="list-style-type: none"> - Christmas: I know this is a celebration of Jesus's birth and can tell you the nativity story. I know some people go to church and celebrate with their families. - Harvest: I can tell you this is a time to give thanks to God and that many Christians visit church or take part in a harvest festival. <p>I can identify with some of the feelings Christians have at these times through responding to my own experiences of special times.</p> <ul style="list-style-type: none"> - I can talk about my own special times and draw/write about these. I can tell you how I feel during these special times <p>Vocab: Christian, Christmas, nativity, Jesus, Harvest, thanks, celebration, festival</p>	<p>I am developing my knowledge of major Christian festivals</p> <ul style="list-style-type: none"> - I can tell you about the nativity cycle: Advent, Christmas and Epiphany and how Christians may celebrate this in church, at home and in the community. <p>I know there is a pattern to the church's year and can identify major Christian festivals and when they happen</p> <ul style="list-style-type: none"> - Harvest, Advent, Christmas, Epiphany, Easter - <p>Vocab: Advent, Epiphany, nativity</p>	<p>I know about Easter and can sequence the events of Holy Week</p> <ul style="list-style-type: none"> - I know Lent is the preparation for Easter Holy Week - I know about Shrove Tuesday, Maundy Thursday, Good Friday, Easter Day, Ascension Day, I can tell you how Christians may prepare for/celebrate these events at home and in church. - I can link Good Friday to the story of The Last Supper <p>Vocab: Holy Week, Easter, Lent, Shrove Tuesday, Maundy Thursday, Good Friday, Ascension Day, The Last Supper</p>
--------------	-----------------------------------	---	---	--	--

Christianity				
Qu 5: What can be learnt from the lives of significant people of faith?				
<p>I remember the rules without always needing an adult to remind me</p> <p>I know I am a valuable individual who can make choices</p> <p>I am beginning to make sense of my own life story and family history</p> <p>I can talk about my family and community. I can name and describe people who are familiar to me</p> <p>I show an interest in different occupations</p> <p>I am developing positive attitudes about the differences between people</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>Vocab: rules, history, community, attitude, respect</p>	<p>I recognise that Christians learn from special people at Christian places of worship</p> <ul style="list-style-type: none">- I know vicars, priests and bishops are special people in the Christian faith. I can tell you what they might look like and their role in helping their community <p>Vocab: vicar, priest, bishop, mitre, cassock, collar, pectoral cross</p>	<p>I can describe the impact of key figures in Christianity</p> <ul style="list-style-type: none">- I can tell you about the work of Reverend James Hudson Taylor-I can tell you about the life and work of Doctor Thomas Barnardo and the impact James Hudson Taylor had on his life. <p>Vocab: charity, impact,</p>	<p>I can describe the impact of key figures in Christianity</p> <ul style="list-style-type: none">- I can tell you about the life and work of William Wilberforce and the impact he had on the abolition of slavery- I can tell you about the life and work of Martin Luther King and the impact he had on equality- I can make links between these key figures in Christianity and good leadership today. <p>Vocab: slavery, abolition, civil rights, segregation, vote</p>	

Christianity	Qu 6: How do I and others feel about life and the universe around us?	<p>I can express my feelings and consider the feelings of others I can think about the perspectives of others.</p> <p>I can understand some difficult situations e.g why I cannot have a turn straight away, why I to share</p> <p>I can talk with others to resolve conflict e.g asking for a turn, deciding to use a timer to monitor turn taking</p> <p>I understand the need to respect and care for the natural environment and all living things</p> <p>I know there are different countries in the world and can talk about the differences I have experienced or seen in photographs</p> <p>I can recognise similarities and differences between life in this country and other countries</p> <p>Vocab: feelings, others, respect, environment, care, country</p>	<p>I know that Jews and Christians both believe in the story of creation and recognise some Christian beliefs about God arise from this story: God is the creator, God protects living things, God is all powerful.</p> <p>I can suggest what this story might teach Christians about caring for the environment and each other (respect, equality, the natural world is special.)</p> <ul style="list-style-type: none"> - I can make links to my own life and suggest simple ways I could look after the environment and those who live in it <p>I can ask any questions I might have about the wonder of the natural world</p> <p>Vocab: difficult, creation, responsibility, belief, Christian, respect, equality</p>	<p>Using my understanding of The Creation Story I can discuss the human race's responsibility towards our planet.</p> <ul style="list-style-type: none"> - I can discuss the effects of global warming on our planet - I can give my opinion of whether or not humans should help to prevent it - I can suggest what a Christian response would be to this question - I can make suggestions about ways to look after the environment <p>I can identify some questions in life that may be difficult to answer e.g Does God exist? Why do bad things happen to good people? Stories to Make You Think by Heather Butler p188 Waiting for Fred.</p> <ul style="list-style-type: none"> - I can suggest some answers to these questions based on my own experiences and beliefs - I can suggest some answers a Christian might give to these questions <p>Vocab: global warming, environment, responsibility, opinion/fact,</p>	<p>I understand the role of story and metaphor in explaining difficult questions</p> <p>Stories to Make You Think by Heather Butler We're all different: Racial Issues and Respect for other people p124</p> <ul style="list-style-type: none"> - Using the story as a starting point, I can discuss the difficult issue of racism. - I can tell you what Christians believe about race and respect for others and evidence this with key teachings from the Bible (The Good Samaritan, 1 Samuel 16:7, Galatians 3:28) - I can tell you how I (and others) can show respect for all people regardless of their differences. <p>Life and Death: The Death of a Pet p70</p> <ul style="list-style-type: none"> - I can talk about my own experiences of life, death and loss - I can tell you what Christians believe about life and death linking this to key teachings from The Bible e.g John 3:16, Ecclesiastes 3:1-2, 4, The story of Lazarus John 11:1-44)
--------------	---	---	--	---	---

Islam	Qu 1: Why are some words special?	<p>I can identify my favourite stories, song or rhymes and say why I like them.</p> <p>I know my friends and family can have different favourites and that is ok.</p> <p>Vocab: special, different, same</p> <p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>I know the Qur'an is special to Muslims</p> <ul style="list-style-type: none"> - I know some ways it differs from a Bible (e.g. different language, direction of reading, how to handle it) <p>I know how the Qur'an should be handled and how to show respect for it</p> <ul style="list-style-type: none"> - Touch it with clean hands - Keep it on a high shelf with nothing on top - Do not place it on the floor - Wrap up the book before putting it away - Do not leave it out or on display <p>Vocab: Qur'an, respect</p>	<p>I know that Allah is the Islamic name for God in the Arabic language.</p> <ul style="list-style-type: none"> - I know some of the 99 names of Allah and their meanings <p>I know Allah is the 'one God' the creator/provider who sends humankind guidance through the words of the Qur'an.</p> <ul style="list-style-type: none"> - I can name the 5 pillars of Islam and what they mean for Muslims (Shahadah: declaration of faith, Salah: prayers, Zakah: giving, Sawm: fasting, Hajj: pilgrimage to Makkah) - I can consider the impact of the 5 pillars: what would happen if everyone did these things? <p>Vocab: pillars of Islam, Allah, Arabic, Shahadah, Salah, Zakah, Sawm, Hajj, Makkah)</p>	<p>I know that many faiths have prophets who deliver teachings and messages from God.</p> <ul style="list-style-type: none"> - I can name some Prophets of the Jewish and Christian faiths who are also seen as Prophets in the Islamic faith. E.g Moses, Abraham, Noah - I know that Jesus is accepted as a prophet in the Islamic faith - I know Muslims accept teachings from prophets in the Jewish Torah and Christian Gospels and believe Muhammad (pbuh) was the final prophet sent to finalise the teachings of the Qu'ran. <p>Vocab: prophet, teachings</p>
Islam	Qu2: Why are some places special?	<p>I can identify places that are special to me e.g my house, my grandparent's house, my family's caravan.</p> <p>I know different people will have different special places and that is ok.</p> <p>I understand that some places are special to members of the community</p> <p>Vocab: special, place, different, same</p>	<p>I know a Mosque is a special place for Muslims</p> <ul style="list-style-type: none"> - I can tell you some features you might find at a Mosque (e.g dome, minarets, prayer hall, mihrab, minbar, ablutions area (washing area), prayer mat, crescent moon/star) - I can talk about some basic rules for visiting a Mosque (e.g women/girls cover their heads, take off shoes, wash, sit on the floor and face the mihrab to pray, be quiet) <p>I know that Muslims pray 5 times a day (salah) at different times. I know these prayers have different names and can name some (Fajr, Dhuhr, Asr, Maghrib, Isha)</p> <p>Vocab: dome, minaret, prayer hallm mihrab, minbar, ablutions area, prayer mat, crescent moon, Mosque, salah Fajr, Dhuhr, Asr, Maghrib, Isha</p>	<p>I understand that home is a special place for Muslim worship and can tell you how Muslims prepare for prayers in a Mosque and at home (e.g. washing)</p> <p>I know that the Ka'bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka'bah (cube)</p> <ul style="list-style-type: none"> - I know what the Ka'bah is/what it looks like and can find it on a world map. <p>Vocab: Mosque, prayer mat, Ka'bah, Makkah (Mecca), salah</p>	<p>Using my knowledge of the 5 pillars of Islam I can tell you about the journey involved in Hajj and understand the significance it has for Muslims.</p> <p>I know Hajj can be an annual trip or a trip of a lifetime.</p> <p>I can describe how it might feel to be part of a great pilgrimage and how this affects how a Muslim might behave.</p> <p>Vocab: Hajj, Makkah, pilgrimage, jamarat, Mount Afafat, Safa, Marwah, irham</p>

Islam	Qu3: How does faith contribute to community cohesion?	<p>I know I have responsibilities as part of my class e.g to make good choices, to look after the EYFS environment, to help others.</p> <p>I know I am a member of the school community not just my class.</p> <p>I can follow the rules and understand why they are important.</p> <p>Vocab: responsibilities, rules, environment, community, member</p>	<p>I can identify simple ways in which members of Muslim families show their respect for each other e.g good manners, respect, kindness to guests, prayers, gathering at the Mosque on Fridays</p> <p>I can identify some ways in which the members of Muslim faith express responsibility for their community</p> <ul style="list-style-type: none"> - Looking after the elderly - Some families live with older relatives in an extended family to look after them - I can say how this is different/the same as my family <p>Vocab: community, manners, respect, kindness, Mosque, elderly</p>	<p>I understand that Britain is a society of many religions and Barnsley is a region where many Muslims live</p> <ul style="list-style-type: none"> - I know Barnsley has one small Mosque looked after by Imam Aziz. <p>I can describe some good things and some hard things for Muslims living in Barnsley.</p> <ul style="list-style-type: none"> - I can make links between experiences of being bullied, feeling like an outsider and how members of a religious minority may feel <p>Vocab: society, Muslim, minority,</p>	<p>I know Zakah is one of the 5 pillars of Islam. I can describe the work of charitable organisations such as Muslim Aid who benefit from charitable donations.</p> <p>I understand and can talk about some of the contributions of Islamic society to global society. What have been Islam's gifts to the world? e.g in mathematics, medicine, astronomy and architecture.</p> <p>Vocab: Muslim Aid, charity, impact, global society</p>
Islam	Qu4: Why are some times special?	<p>I recognise that people have different beliefs and celebrate special times in different ways</p> <p>I can talk about my own experiences of special times and the celebrations I have with my family.</p>	<p>I know that Ramadan and Eid ul Fitr are special times for Muslims.</p> <ul style="list-style-type: none"> - I know able Muslim adults fast during the month of Ramadan - I know Eid ul Fitr is a celebration at the end of Ramadan and can say what happens <p>I know that weddings are a big celebration in Muslim culture</p> <ul style="list-style-type: none"> - I can say why weddings are important - I can talk about what might happen at a Muslim wedding (dress/food/ceremony/guests) - I can make links to weddings I have been to and talk about similarities and differences <p>Vocab: Ramadan, Eid ul Fitr, Muslim, fast, wedding, celebration, ceremony</p>	<p>I understand the fourth pillar of Islam</p> <ul style="list-style-type: none"> - I know that fasting in Ramadan is an important duty for Muslims and that it can affect all areas of daily life (sleep, physical activity, intellectual performance) <p>I understand that Muslim's obedience to Allah is expressed by observing Ramadan</p> <ul style="list-style-type: none"> - I can discuss why the Muslim community might find Ramadan a good time (not just a hard time) <p>Vocab: pillar, Ramadan fasting, obedience</p>	<p>I know Sawn is the fourth pillar of Islam. Drawing on my knowledge of Ramadan I can ask questions about my own life and the value of self-discipline, obedience, abstinence and remembrance.</p> <ul style="list-style-type: none"> - I can identify areas of my life where self-discipline plays an important role - I can make links between Muslim practice and my own life <p>Vocab: self discipline, obedience, abstinence, remembrance</p>

Islam	Qu 5: What can be learnt from significant people of faith?	<p>I remember the rules without always needing an adult to remind me</p> <p>I know I am a valuable individual who can make choices</p> <p>I am beginning to make sense of my own life story and family history</p> <p>I can talk about my family and community. I can name and describe people who are familiar to me</p> <p>I show an interest in different occupations</p> <p>I am developing positive attitudes about the differences between people</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>Vocab: rules, history, community, attitude, respect</p>	<p>I know that Muhammad (pbuh) is a special person for Muslims</p> <ul style="list-style-type: none"> - I know what Muslim people believe he is Allah's messenger and the bearer of truth to Muslims. - He was chosen because by Allah he was kind, honest and he cared about people - He taught people the Qur'an and that there is only one God who create everything - I know why Muslim people don't make pictures of Muhammad (pbuh) - I know why pbuh is said after his name <p>Vocab: Muhammad, pbuh, Qu'ran, Allah</p>	<p>I know that Muhammad (pbuh) was Allah's final messenger and the founder of the Muslim faith</p> <ul style="list-style-type: none"> - I can tell you the story of how Muhammad (pbuh) received Allah's message - I can tell you why this story matters so much for Muslims - I can tell you some key moments in The Prophet Muhammad's life (pbuh) <p>Vocab: founder, revelation</p>	<p>Using my knowledge of first revelation of the Holy Qu'ran and the Prophet Muhammad (pbuh) I can suggest answers to questions such as:</p> <ul style="list-style-type: none"> • Why do so many people follow the way of The Prophet Muhammad (pbuh)? Why do Muslims see Allah as the one who 'shows humanity the straight path?' • Can people today can ever 'hear God's word' or 'receive a message from an angel?' • Where do I find guidance in my life? • What traditions /stories/teachings have impacted on me? <p>Vocab: revelation, guidance</p>
-------	--	--	---	---	--

Islam

Qu 6: How do I and others feel about life and the universe around us?

I can express my feelings and consider the feelings of others
I can think about the perspectives of others.

I can understand some difficult situations e.g why I cannot have a turn straight away, why I to share

I can talk with others to resolve conflict e.g asking for a turn, deciding to use a timer to monitor turn taking

I understand the need to respect and care for the natural environment and all living things

I know there are different countries in the world and can talk about the differences I have experienced or seen in photographs

I can recognise similarities and differences between life in this country and other countries

Vocab: feelings, others, respect, environment, care, country

I can identify the role of a Muslim in protecting creation.

- I can tell you how the Prophet Muhamad (pbuh) cared for living things, honoured animals and how he encouraged others to do the same
- I can tell you Muslims believe Allah created the world and it is their job to protect it

I can explore the question 'what is the magic of life?'

- I can discuss what I think is wonderful about the world e.g flowers growing in the spring, waves to play in at the seaside, fruit/veg we can grow and eat.
- I can talk about what I find amazing about the world and why we should protect it.
- I can link my ideas and feelings about the world to how a follower of the Muslim faith might feel.

Vocab: Muhammad, creation,

I know followers of the Muslim faith view life as sacred and one of the greatest gifts from Allah which should be appreciated and protected.

- I can tell you what Muslims believe about hurting other people
- I can tell you what they believe about hurting animals
- I can tell you what Muslims believe about looking after the environment
- I know Muslims believe Allah gives and takes away life

I can link these ideas to my own ideas about how I should behave towards other people, animals and the planet.

Vocab: sacred

Drawing on my knowledge of life and death I can explore the question 'What happens when we die? from a Muslim perspective.

- I can tell you that followers of the Muslim faith believe in an afterlife and that this encourages them to take responsibility for their actions
- I can tell you followers of the Muslim faith believe in a day of judgement and what will happen on this day.

I can tell you my own thoughts about what I think happens when we die and respectfully discuss these with others.

Vocab: afterlife, judgement,