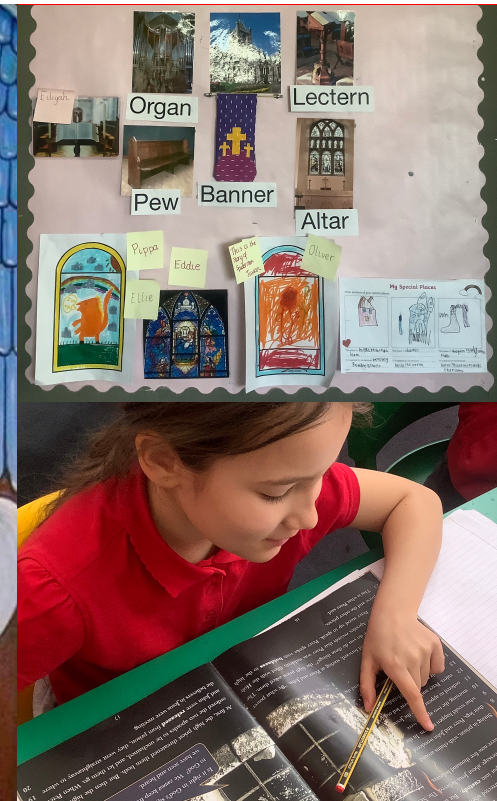
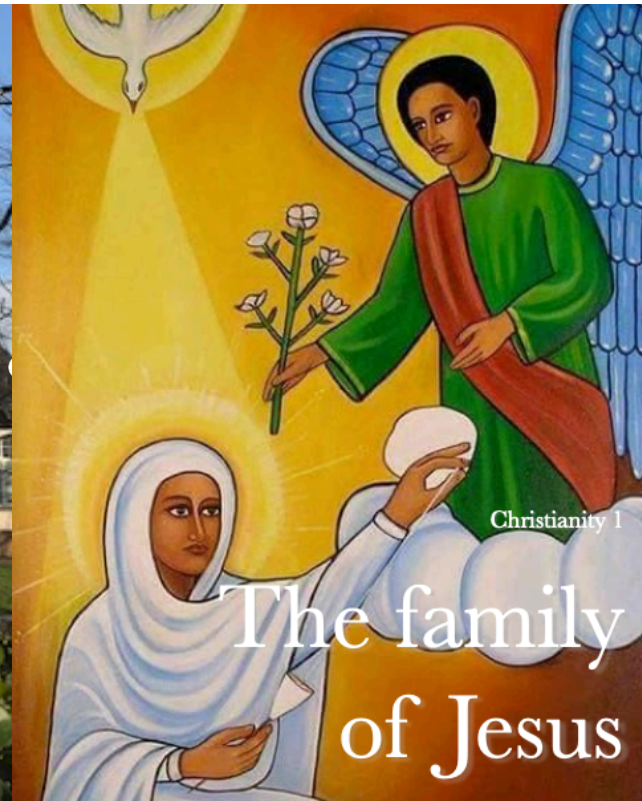


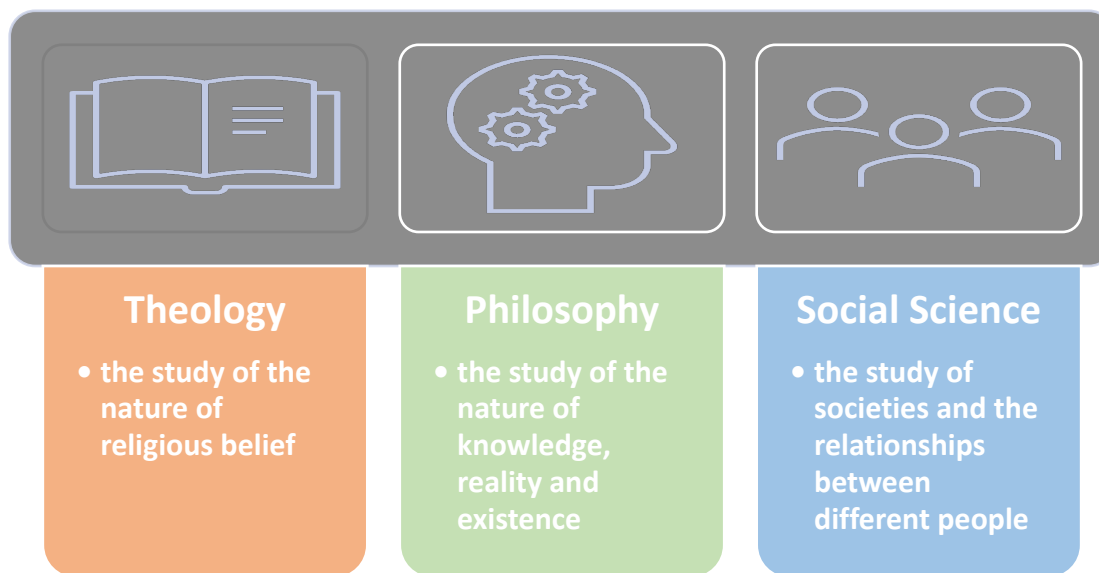
RE Curriculum Overview



"A caring community: Serious about learning."

Our Approach

We follow the Local Agreed Syllabus across the school, but use the **Haringey Opening Worlds Curriculum in KS2** as our main base. In EYFS pupils start from themselves and move to looking at the wider world through the **people, culture and communities** aspect of the **Understanding the World** strand of the EYFS framework. In EYFS we use an **interleaved approach** to ensure our pupils learning is stored in their long term memories and we use **solo taxonomy** to pitch learning at personalised starting points. We recognise that RE explores **big questions about life**, in order to find out what people believe and what difference this makes to how they live, so that pupils can **make sense of religion and worldviews**, and **reflect** on their own ideas and ways of living. Our **cyclical** curriculum focuses on the three aspects below and our pupils develop their knowledge and understanding through **key questions**, where they go on a quest to find the answers. Each time they revisit an aspect within a theme, it is with **increasing complexity** and **deeper reflection** to build on their **prior knowledge**. During the EYFS, children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. In KS1, children explore Christianity with links and comparisons to Islam, Hinduism and Judaism. As children move into KS2 they further build on this knowledge and also learn about Buddhism, Sikhism and Humanism. RE is taught as **an hour lesson each week** from Year 1 summer 2 to year 6 and as a block in EYFS and Y1 (up to summer 1). We record our pupils' learning in **pupil books from Y2-Y6** and on **Evidence Me in EYFS and Y1**. Each unit has its own **knowledge organiser**, which has the vocabulary children will learn to use and spell from Y1-Y6 and **memory mats** in EYFS. Our overviews contain all the vocabulary that will be used by the teacher within the unit.



Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of our 'big ideas' in RE outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding.

By the time a child reaches Y6 we expect them to:

1. Know that religion is the belief in and worship of a superhuman power or powers, especially a God or gods.
2. Name and outline the beliefs of the worlds principal religions as Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism.
3. Understand that peoples religious beliefs, values and traditions often form part of their approach to how they choose to live their lives.
4. Name a range of religious festivals such as Diwali, Christmas, Eid, Easter, Sukkot and explain how these are observed by those who celebrate them.
5. Develop the ability to make reasoned and informed judgements about religious issues with reference to the principal religions and world views represented locally, nationally and globally.
6. Know that humanism is an approach to life based on reason and our common humanity through recognising the importance of moral values.
7. Recognise that understanding about different beliefs and practices of different faiths enables them to understand different cultures and perspectives.
8. Name the significant religious figures Jesus, Prophet Muhammad, Budda, Moses, Abraham and the Gods Vishnu, Krishna Ganesha and Allah.

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Pre skills	<ul style="list-style-type: none"> * To talk about their own life experiences * To share their own experiences with others * To find out about the experiences of other children in the setting * To understand that everybody is different and have different traditions and beliefs * To learn to treat other people with respect * To use stories to learn about different beliefs
YR	
	<p>Christianity</p> <ul style="list-style-type: none"> * To understand how Christians celebrate Christmas * To understand that some Christmas celebrations are religious and some are not * To understand what church looks like at Christmas * To understand how Christians celebrate Easter * To understand that some Easter celebrations are religious and some are not * To understand what church looks like at Easter * To know the story of Jesus' birth * To take part in a performance of the Nativity * To understand that a wedding is a promise between 2 people (and God) * To know how Christians celebrate a wedding * To take part in an enactment of a wedding * To know that the bible is a special book for Christians * To hear stories from the bible <p>Other celebrations: Diwali & Eid</p> <ul style="list-style-type: none"> * To know that Diwali is the festival of light and is celebrated by Hindus * To know that diva lamps and Rangoli patterns are used in the celebration of Diwali and what puja is * To know that Eid is at the end of Ramadan and is celebrated by Muslims * To know that iftar is the breaking of fast * To find out about the experiences of a child celebrating these * To find out about visiting a religious building during these celebrations * To find out how families prepare for and celebrate these * To compare and contrast different religious celebrations

	<p>Religious buildings</p> <ul style="list-style-type: none"> * To understand that religious buildings are special to the people who belong to that religion * To look at the features of a church * To look at the features of a temple * To look at the features of a Mosque
<p>Vocab</p>	<p>bible, blessing, Christmas, church, Easter, God, Nativity, prayer, promise, vows, wedding</p> <p>diva, Diwali, festival, Hindu, puja, Rangoli, temple,</p> <p>Allah, Eid, fast, iftar, mosque, Muslim, Ramadan</p> <p>building, celebrate, difference, similarity, religious</p>
<p>CP</p>	<p>Continuous provision opportunities</p> <ul style="list-style-type: none"> * role play and small world opportunities linked to new learning * opportunities to look at photos and information about different religions and celebrations * opportunities to explore and respond to religious artifacts * books to explore on different religions, beliefs and celebrations * opportunities to draw, create, write and represent their ideas, thoughts and feelings about different religious ideas

Y1	Autumn to Summer 1	Summer 2
Knowledge & Skills	<p style="text-align: center;">How are babies welcomed to different families?</p> <ul style="list-style-type: none"> • Understand that the birth of a new baby is seen as a time of great joy and for rejoicing. • Know that baptism is a religious festival which marks the initiation into Christianity • Give an account of what happens at a traditional Christian infant baptism. • Name key Christian symbols from baptism-water, candle, blessing. • Know that that the Adhan is whispered into a new Muslim babies ear after birth. • Know that the Aqiqah ceremony is performed after the 7th day of a Muslim babies birth. <p style="text-align: center;">Christianity-Being a Christian in a Family</p> <ul style="list-style-type: none"> • Understand the practices you would find in a Christian family such as going to Church, reading the bible, prayer and grace before meal. • Talk about the fact that Christians believe in God and follow the example of Jesus. • Recognise some Christian symbols and images used to express ideas about God. • Talk about some simple ideas about Christian beliefs about God and Jesus . • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means . • Talk about issues of good and bad, right and wrong arising from the stories . • Ask some questions about believing in God and offer some ideas of their own <p style="text-align: center;">Christianity-Stories Jesus Told</p> <ul style="list-style-type: none"> • Begin to talk about different beliefs and practices using the correct vocabulary. • Begin to suggest meanings behind religious and moral stories. • Be familiar with key words and vocabulary related to Christianity • Know that Jesus was an historical person. • Know that Jesus is important to Christians who try to follow his teachings. • Know some stories he told such as the lost sheep, lost son or Good Samaritan. <p style="text-align: center;">Christianity-Special Places for Christians</p> <ul style="list-style-type: none"> • Know that the stories about Jesus connected with Lent are important for Christians. • Name the main features of a church. • Know what happens at a church and undertake a visit to a local church. • Explore stories connected with the church, such as its dedication, stained glass windows. • Experience meeting people who go to Church and who lead Church services-find out what they do. <p style="text-align: center;">Islam-Beliefs & Practices</p> <ul style="list-style-type: none"> • Know that Muhammad is a Prophet in Islam. • Know that Allah is the Muslim word for God. • Know that Muhammad is the final messenger from Allah. • Understand that the Qur'an is the special book that contains the teachings Muslim's follow and has 114 chapters • Know that Muslim's worship in a Mosque. • Know some stories about the Prophet Muhammad. 	<p style="text-align: center;">Hindu & Muslim Weddings</p> <ul style="list-style-type: none"> • Understand what happens in a Muslim and Hindu wedding. • Say some simple similarities and differences between Muslim and Hindu weddings. • Identify two ways people show they belong to each other when they get married. • Ask questions from looking at pictorial or video sources.

Vocabulary	Baptism, candle, holy water, Aqiqah, Adhan	Wedding, ceremony, Mandir, church, vow, Mandap, rituals, sacred
	Christianity, faith, God, Jesus, bible, worship, prayer, hymns, creation, blessing	
	Jesus, Christian, faith, God, story	
	Christian, church, worship, bible, sacred, congregation, hymns, symbols,	
	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.	
CP	<p>Continuous provision opportunities</p> <ul style="list-style-type: none"> * role play and small world opportunities linked to new learning * opportunities to look at photos and information about different religions and celebrations * opportunities to explore and respond to religious artifacts * books to explore on different religions, beliefs and celebrations * opportunities to draw, create, write and represent their ideas, thoughts and feelings about different religious ideas 	

Y2	Autumn		Spring		Summer	
Knowledge & Skills	Showing Thanks-Harvest <ul style="list-style-type: none"> To know Harvest is a time when people reflect and on and appreciate the food they eat and some people give thanks. To know Harvest is celebrated in different ways by different faiths. Begin to use key words and vocabulary related to Christianity. Talk about the meanings behind different religious practices. Ask and respond to questions about what individuals and faith communities do. 	Christianity- Why is Christmas such an important time for so many people? <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means. Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Identify some ways Christians celebrate Christmas. Re-tell stories connected with Christmas and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers Suggest meanings for some symbols and actions used in religious celebrations, including Christmas. Identify some similarities and differences between the celebrations studied . 	Judaism-Beliefs & Practices <ul style="list-style-type: none"> Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation, but nowadays they live all over the world. Know that there are many important moments in a Jewish persons life-birth, coming of age, marriage and death. Know that the Torah is the holiest document for Jewish people. Know who Moses was. Understand that the Torah scrolls are made of special pieces of parchment and every word on them has to be perfect, so are usually written by a professional scribe. Know what the 10 commandments are. Understand that the stories in the Torah are known to Christians as the Old Testament. Know that Shabbat is the most important Jewish festival and it has been celebrated for thousands of years. 	Christianity-What Happened during Holy Week? <ul style="list-style-type: none"> Understand that Holy Week is the week between Palm Sunday and Easter. Know that it commemorates Jesus' last days and crucifixion. Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. Identify some ways Christians celebrate Easter. Extend pupils knowledge of the details of the Easter story. Develop pupils' understanding of the importance of Easter and the concept of salvation. 	Islam-How does being Muslim make a difference to a family? <ul style="list-style-type: none"> Know that the features of a Muslim family will involve the Mosque, Qur'an and daily prayers. Explain that the Qur'an was sent to Prophet Muhammad a a guide to humanity. Name key festivals for Muslims- Ramadhan and Eid ul Fitr, whilst explaining what happens. Know what the Hajj is and read some stories about Muslims experiences of the Hajj. Hear some stories from the Qur'an and explain that it tells Muslims what to do, therefore is a guide for them. 	Judaism-What happens at a Synagogue? <ul style="list-style-type: none"> Understand that the Jewish calendar is different to the secular calendar and the Jewish new year starts in Autumn. Locate all the important features of the synagogue- Mezuzah, Bimah, Eternal Light, Ark, Torah. Know that a Synagogue is a meeting place and a studying place. Know it is a place where Jewish people celebrate most of their Festivals. Recognise some Jewish symbols-Star of David, Menorah. Name ceremonial clothing such as the Kippah and Tallit, explaining their use. Know what the role of the Rabbi is. Know what the Maccabees revolt was.

<p>Vocab</p>	<p>Thanks, significance, harvest, necessity, produce, creation, festival, stewardship, Pongal, donate</p>	<p>Celebration, Christmas, prepare, Advent, wreath, bible, Prophet, Jesus, disciples, Magi</p>	<p>Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tanakh</p>	<p>Jesus, palm, symbolize, betray, sins, sacrifice, tomb, heaven, crucifixion</p>	<p>Muslim, Mecca, Jum'ah, The Five Pillars, Islam, Allah, Prophet, mosque, Eid, Qur'an</p>	<p>Synagogue, Mezuzah, Bimah, Torah, Eternal Light, Rabbi, Star of David, Menorah, Kippah, Tallit, Maccabees, covenant, Yad</p>
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Y3	Autumn		Spring		Summer	
Knowledge & Skills	<p>A Hindu Story</p> <ul style="list-style-type: none"> Know that Hinduism is older than any other living religion. Understand that its origins trace to the Indus Valley. Know that Vishnu is the god of Preservation Be able to retell the story of Rama and Sita. Know what the meaning of dharma is. Understand how the idea of ahimsa also means that most Hindus are vegetarian out for respect for all forms of life. Relate stories to examples of moral duty, loyalty and devotion. 	<p>More Hindu Stories</p> <ul style="list-style-type: none"> Understand that most Hindus believe in the supreme spirit Brahman who is unlimited, all knowing and the source of all life. Know that Vedas are religious texts originating from Ancient India. Sanskrit was a language. Understand there are four Vedas, each with four subdivisions. Understand that Krishna is a major deity in Hinduism as the god of protection, compassion, tenderness and love. Relate stories to examples of moral duty, loyalty and devotion. 	<p>Living Hindu Traditions</p> <ul style="list-style-type: none"> Understand that the images of deities are a visual representation of beliefs about God. Know what puja is as a worship ritual. Explain the different items used in puja (one murti, bell, diva, incense, water, container & red kum kum powder) and also the rituals performed. Understand the importance of a murti as a symbolic item. Understand that shrines can be set up at significant places and that Hindus visit Mandirs. Understand what Raksha Baan is as a festival in terms of its customs and meaning. 	<p>Judaism 1-Abraham, Issac & Jacob</p> <ul style="list-style-type: none"> Recall Jewish beliefs and practices. Understand that Abraham, Isaac and Jacob are considered the founders of faith. Explain the importance of this story in relation to the Jewish faith. Know that there are different groups of Jewish people, knowing the difference between traditional and progressive Judaism. 	<p>Judaism-Joseph, Moses & the Exodus</p> <ul style="list-style-type: none"> Know that the Torah scrolls consist of 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah. Know that Moses was a Hebrew Prophet. Be able to retell the story of Moses as detailed in the book of Exodus. Understand the figure of Moses across Judaism, Islam and Christianity. Know what the festival of Sukkot is and its importance to Jewish people. 	<p>Judaism 3-The Kings, the Temple & Living as a Jew</p> <ul style="list-style-type: none"> Know that the start of the Sabbath is marked with the lighting of two candles and a blessing. Know that Havdalah candles are lit to symbolise a liaison between Shabbat and the everyday. Know some difference in how Traditional/ Progressive Jews celebrate Shabbat. Understand the importance of Shalom. Know that Shabbat is day dedicated to God through celebrating his creations and respecting them.

<p>Vocab</p>	<p>Hinduism, Indus, Rama, epic, Ramayana, Sita, Lakshmana, prosperous, Vishnu, embodiment, manhood, decree, banish, companion, entranced, Hanuman, dharma, devotion</p>	<p>Manu, Matsya, Vedas, conch, precious, life-giving, chakra, lotus, mace, purity, infinity, Sanskrit, consuming, Mahabharata, Arjuna, exile, Krishna, avatars</p>	<p>Shrine, puja tray, sandalwood, incense, impure, Ganesha, aarti, supreme, murti, contentment, Parvati, Shiva, warlike, meditating, trident, renewal, Nepal, Teej</p>	<p>Jewish, Hebrew Bible, Abraham, Abram, inheritance, Promised Land, famine, deceived, covenant, Sarah, Isaac, dependable, Jacob, Esau, inherit, birthright</p>	<p>Descended, mauled, Israelites, adrift, bulrushes, Moses, exile, burning bush, plagues, slaughter, unleavened bread, lintels, angel of death, first born, Passover, Exodus, Red Sea, Mount Sinai, ten commandments, idolatry, tabernacle, cherubim, Ark of the Covenant, Sedar, Kiddush, Haggadah, Sedar plate, matzah, Hallel,</p>	<p>Sabbath, fortified, venomous, Jordan River, Torah, Levi, prosperous, Jericho, Samuel, Saul, plundered, David, Philistines, Goliath, sling, prevailed, alliance, atone, Yom Kippur, Judah, captivity, Esther, Haman, decree, Maccabees, menorah, Hanukkah, synagogue, Tanakh, Purim</p>
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Y4	Autumn		Spring		Summer	
Knowledge & Skills	Christianity 1-The Family of Jesus <ul style="list-style-type: none"> • Know the cycle of the Christian year. • Understand the meanings of the major festivals and how they are celebrated. • Name and identify important symbols. • Know the significance of the BC/AD dating system, while understanding it is not applicable to all faiths. • Identify key figures in the story of Jesus. 	Christianity 2-The Birth of Jesus <ul style="list-style-type: none"> • Understand the two Biblical narratives of the birth of Jesus and the different messages/theology that these convey. • Know and name key figures from the story of the birth of Jesus, through recalling from work done in previous classes and comparing different depictions/writings. • Reflect on why the birth of Jesus is so important for Christians. 	Christianity 3-The Life & Teaching of Jesus <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today. • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. • Explain the impact Jesus' example and teachings might have on Christians today. • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas. • Identify the two great commandments. • Know and recall some of Jesus' miracle stories. 	Christianity 4-Death & Resurrection of Jesus <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus). • Suggest some ideas about good ways to treat others, arising from their learning . • Make connections between some of Jesus' teachings and the way Christians live today . • Describe how Christians celebrate Holy Week and Easter Sunday. • Identify the most important parts of Easter for Christians and say why they are important. • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. 	Christianity 5-The Message that Jesus Spreads <ul style="list-style-type: none"> • Know that the bible is a library of books. • Understand that the different books all teach something about God and his relationship with mankind. • Know that there are four gospels giving good news about Jesus. • Explore the spread of Christianity through examining different sources. • Explain what an apostle is and how Christianity spread. • Understand what missionaries are and their role in the spread of Christianity. 	Islam 1-Ramadan <ul style="list-style-type: none"> • Know that Ramadan is the 9th month of the Islamic calendar. • It is regarded as one of the five pillars. • Know that during this month Muslims abstain from food and drink from sunrise to sunset. • Suhur is the name for the predawn meal and iftar is the nightly meal that breaks the fast. • Understand that its purpose is a time for spiritual reflection

<p>Vocab</p>	<p>Judea, Herod, Messiah, anointing, foretold, Davidic line, Mary, Nazareth, Joseph, Old Testament, New Testament, Gospels, Christ, Elizabeth, Gabriel, Annunciation, Hail Mary,</p>	<p>Nativity, New Testament, Holy Bible, testament, decree, census, Bethlehem, Jesus, swaddling, manger, Virgin Mary, shepherds, pondered, wisemen, Magi, adored, gold/ frankincense/ myrrh, Holy Family, Incarnation, advent,</p>	<p>Jesus of Nazareth, John the Baptist, baptism, tempt, Sea of Galilee, Beatitudes, Lord's Prayer, Sermon on the Mount, leprosy, miracles, paralysed, Lazarus, resurrection, Samaritan, eternal life, parables, transfigured, transfiguration, good shepherd,</p>	<p>Palm Sunday, commemorated, Gentiles, Judas Iscariot, betray, Holy Communion, convey, Pilate, crown of thorns, mocked, crucified, Calvary, Mary Magdalene, Good Friday, crucifix, Resurrection, Easter Day, witness, haul, depiction,</p>	<p>Acts of Apostles, Ascension, cast lot, Day of Pentecost, perplexed, custody, prison cell, colonnade, persecuted, proclaiming, persecution, devote, appointed, Stephen, martyr, Damascus, persecuting, Paul, epistle, distinction, Council of Jerusalem, apostolic, missionary,, catacombs</p>	<p>Crescent, illuminates, suhoor, Jibril, Seal of Prophets, Qur'an, reverence, imam, zakat, Sawm, Hadith, deeds, compassion, muezzin, reflections, salah, Khatam. madrasa,</p>
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Y5	Autumn		Spring	Summer	
Knowledge & Skills	Islam 2-Stories of Prophets <ul style="list-style-type: none"> Build further understanding about the life of Prophet Muhammad. Make links to the Shada (declaration of faith). Know the major aspects of teachings of Prophet Muhammad-kindness, compassion, truthful, humanity and honesty. Understand how he was given the title of the "truthful". Know that the Qur'an is a divine book that was revealed to the Prophet on the Night of Power. 	Islam 3-Living Traditions <ul style="list-style-type: none"> Know the five pillars (Sunni) and the ten obligatory Islamic acts (Shia) of worship. Know that Muslims have a duty to pray at regular times and how they prepare themselves. Understand why and how people pray. Know that prayers can be offered at the mosque or at home. Know how a prayer helps Muslims and know the purpose of a prayer mat. 	Christianity 6-Living with Christian Traditions <ul style="list-style-type: none"> Understand that Jesus' teaching provide a foundation for Christian living in terms of moral decision making, public service and personal life in terms of baptism/confirmation etc. Read, listen and sing some Christian hymns/songs to discover what they tell us about beliefs. Understand how Jesus is portrayed in different ages and cultures, which sends different messages. Understand what Christians mean/experiences as the Holy Spirit in their lives. 	Buddhism 1-The Prince who became Buddha <ul style="list-style-type: none"> Know that Buddha means "one who is fully awake to the truth." Know that Buddha taught that possessions can't give us lasting happiness. Know that Buddha is not a deity. The stories of Buddha are known as the Jataka Tales. Retell the story and explain its significance. 	Buddhism 2- Stories & Teachings <ul style="list-style-type: none"> Know that the lotus flower and prayer wheel are key symbols. Know that Buddhists follow the noble eight fold path and try to show the qualities of the Buddha in their own lives. Understand what the four noble truths are. Know that Buddhists aspire to fearlessness, contentment, kindness and meditation. Know that the two key festivals are Wesak and Dharma Day. Be able to recall key Buddhism stories and their meanings to Buddhists. Discuss the similarities and differences of Buddhism compared to other major religions studied.
	Vocabulary Adam, prophetic, Kutub, Hawwa, Khalifa, Shaytun, haughty, Arafat, arrogance, wretched, astray, Nuh, taunted, Ibrahim, humiliated, barren, dismayed, steadfast, dedication, bride-price, firebrand, Dawud, Sulayman, penitent	Sidon, Phoenicians, renowned, legacy, distinguishes, prostrating, Sunni, Shia, Beirut, instability, solidarity, Lebanon, Saudi Arabia, wudu, intention, dua, serene, Five Pillars of Islam, shahada, hajj, obligation, Day of Judgement, Ten Obligatory Acts, ihram,	Bore witness, condescended, begotten, contemplate, rosary, interceding, patron saints, nin, reconciled, charred, capacity, luminous, spires, cruciform, resembles, sacrificial, Son of Man, destitute, pastor, sanctuary	Siddharta Gautama, sage, pruned, confines, writhing, convulsed, hollered, haggling, forgo, manifested, contorted, demonic, Mara, ego, awakened, bodhi tree, Gautama Buddha, lotus position, enlightenment, samsara, Tabeten, sangha, rickety	Forlorn, nirvana, expelled, Four Noble Truths, Eightfold Path, dharma wheel, karma, brigand, countenance, gloated, brandishing, donned, saffron, vihara, attained, petition, emulate, mudras, relinquished, Vesak Day, devotees, fleeting, stupa,

Y6	Autumn		Spring		Summer	
Knowledge & Skills	Sikhism-The Teaching of the Gurus <ul style="list-style-type: none"> Understand that the 10 Sikh Gurus were the first 10 leaders of Sikhism. Know that Guru Nanak was the founder of Sikhism Know what the 5 k's are-kesh, kara, kanga, kaccha and kirpan Understand that the first scripture is known as the Guru Granth Sahib. Explain how the above is respected as the Living Guru. Understand how Sikhs meditate and serve in Gurdwaras. Talk about the core beliefs of Sikhs. 	Sikhism-Living Sikh Traditions Opening Worlds rollout 2024-25 Summer 2 2025-26 Autumn 2 <ul style="list-style-type: none"> Understand how Sikhs worship and describe some key beliefs/traditions. Know where Sikhs worship and identify features of a Gurdwara. Know that the sacred name of God is Waheguru. Know what the Guru Granth Sahib is and the unique script it is written in. Explain how Sikhs show Guru Granth Sahib respect through reverence. Know what Parshad is. Describe how Sikhs perform Kirtan. Retell/summarise other Guru's stories and teachings. Understand the behaviours and qualities Sikhs believe the Guru's had. Discuss key aspects of Sikh history contained within stories/painting in reference to the Gurus' behaviour. Explain how Sikhs show devotion. Know why the Punjab is a special place Recall the 5 k's and describe each of them. 	How the World Came into Being Opening Worlds rollout 2024-25 Autumn 1 2025-2026 Reason and Revelation Spring 2 <ul style="list-style-type: none"> Understand that different religions have different creation stories. Compare and contrast the different stories. Explore how Islamic artwork often reflects Muslim views on creation. Know that science has its own explanations for creation. Understand what atheism is and what someone who is an atheist believes. Express own views on how the world was created 	Care and Respect <ul style="list-style-type: none"> Understand and compare ideas of we should treat and look after people around us. Explain what humanism is. Explain that humanists have one golden rule of "treat other people as you'd want to be treated in their situation. Discuss the different religions represented in Peterborough. Explore the main "Golden Rule" of each of the main religions. Define what care and respect mean in peoples daily lives. Describe ways in which people show care and respect. 	Humanism-Stories which point to truth Opening Worlds rollout 2024-25 Summer 1 2025-26 Spring 1 <ul style="list-style-type: none"> Know who Aesop was and describe some key points of his life. Explain that Aesop's fables were about people, animals and nature and that these are non religious. Know the names of some famous poets (Homer), philosopher/thinkers (Sophocles, Socrates, Plato, Aristotle) and leaders (Alexander the Great). Understand that Aesop's stories taught moral lessons, which is called a fable. Explain the concept of resonance. Retell/summarise a range of Aesop's fables- The shepherd boy who cried wolf, The north wind & the sun, The dove and the Ant, The hare and the tortoise, The fox and the stalk, The dog in the manger, Be able to explain the morals contained within the fables and how people relate these to their daily lives. Reflect on own character traits and how they are represented. Explain how fables were used to teach how to treat others. Reflect on what the moral lesson of the fable is encouraging or warning about. 	Reason and Revelation Opening Worlds rollout 2024-25 Summer 2 2025-2026 Reason and Revelation Spring 2 <ul style="list-style-type: none"> Understand where knowledge came from in the Hellenistic world Know differences in revelations of Jews and Christians Know that historical figures used questioning, mathematics and reason to understand the world Explore philosophers thoughts in ancient times: Aristotle and Plato Understand the mix of thought in the Ancient City of Alexandria of epics, astronomy, philosophy and mathematics Understand what different religions tend to believe about the creation of the universe Know what a theist and an atheist believes (David Hume reasoning) Understand where knowledge comes from Explain the period of "The Enlightenment" in Europe Understand the philosopher Kant's ideas on innate morality Understand utilitarianism (John Stuart Mill) and what makes human action useful Reflect on a humanist worldview

<p>Vocab</p>	<p>Imminent, shroud, Nanak, Guru Nanak, revere, trance, Punjabi, profound, dredged, bristled, chapatis, hospitality, Ji, naïve, devout, langar, heed, ik oncar, rendered, extinguished, amrit, invocation, Khalsa</p>	<p>Relishes, Waheguru, Sikhi, Gudwara, parshad, morsel, Mogul Empire, Amritsar, Lahora, summons, waiver, Gura Hargobind, Simran, Sevea, implored, tassels, qesh, kara, solace, kanga, sheath, kirpan, kachera, compiled,</p>	<p>Purpose, environment, creation, impact, steward, Genesis, scripture, climate change, local, global, peace, harmony, acceptance, tolerance, respect, citizenship</p>	<p>Care, respect, humanism, golden rules</p>	<p>Aesop, derives from, fables, resonate, illiterate, undigested, witty, sojourn, sacrilege, stymied, conceded, drenched, flailing, torrent, capered, scouring, phenomena, fundamental, brag, divine revelation, welfare, humanism.</p>	<p>The ancients, Sirius, Hypatia, Hellenistic, bestowed, emanated, eclectic, theistic, repository, cosmos, ex nihilo, replica, David Hume, atheist, scepticism, agnostic, the Enlightenment, Kant, morality, innate, posited, evoked, John Stuart Mill, utilitarianism, worldview,</p>
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Our Working Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs	Know that a belief is a firm thought that something is true and that some people have beliefs.	Know that different people can have different beliefs and that some have none.	Know that peoples lives can be shaped by their beliefs and world views.	Know that there are different types of belief (individual, family, community and world).	Know that there are a range of beliefs and teachings and that these arise from different religions and communities.	Know that there are set of behaviours which can be followed by a person or persons practicing a religion or belief.	Know that there are similar and different beliefs held by denominations and dimensions within religions and diverse communities which can
Religion and world views	Know stories about religion and be able to talk about them. <i>Understanding the world</i> – talk about similarities and differences between themselves and others To know about their own cultures and beliefs and begin to explore others	Know stories about religion and be able to discuss what they tell us.	Know stories about religion and explain what they mean and how they relate to festivities. E.g. from the Bible/Torah/Qur'an	Know stories and parables about religion and compare two parables and 2/3 wise sayings from the Bible/Torah / Qur'an and what they mean.	Know stories and parables about religion and compare at least two parables and 2/3 wise sayings from the Bible/ Torah /Qur'an and what they mean and the idea of wisdom.	Know stories/ parables about religion and consider a range of ideas about what they mean. Be able to explain the impact of religious and/or spiritual experiences of some people and give explanations.	Know stories/ parables about religion and consider a range of ideas about what they mean. Be able to explain the impact of religious and/or spiritual experiences of some people and give explanations of different

<p>Ritual and Worship</p>	<p>Know that there are some special times and events in the calendar and people celebrate these in different ways.</p>	<p>Know that there are different buildings and places that are special.</p> <p>Know that prayer can be used in worship.</p>	<p>Know that there are sacred texts and other sources which are important in religions and that these can be used for worship and prayer.</p>	<p>Know that there are similar and different symbols for religious families, what they represent and know that they can be used in acts of worship and prayer.</p>	<p>Know that there are similar and different rituals, and acts of worship and prayer, for religious families and communities.</p>	<p>Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance.</p>	<p>Know that the similar and different practices of rituals, acts of worship and prayer have significance and can impact on the daily lives of religious families and diverse</p>
<p>Viewpoints, Fairness and Justice, and Key Questions</p>	<p>Know that people have similar and different viewpoints about caring for others and living things.</p> <p><i>Communication and language – listen to, enjoy, respond and ask questions to stories and poems from different</i></p>	<p>Know that people have similar and different viewpoints about living in the world and caring for the earth.</p>	<p>Know that there are similar and different viewpoints, and questions about what can be seen as right and wrong.</p>	<p>Know that there are similar and different viewpoints in responding to questions about: belonging, meaning, purpose, truth, just and fair.</p>	<p>Know that there are similar and different viewpoints, and questions about the ways in which diverse communities respond to choices about justice and fairness.</p> <p>Know that these choices determine the ways that they can live together .</p>	<p>Know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.</p>	<p>Know that there are similar and different viewpoints, and challenging questions.</p> <p>Know that communities can live together through shared values, mutual respect, the understanding of justice and agreed responsibilities.</p>

