

EYFS	RE
Vocabulary (T3)	Traditions, events, views, cultures, beliefs, values, Israel, Bethlehem, Jesus of Nazareth, The Bible, church
Vocabulary (T2)	behaviour, feelings, right, wrong, respect, relationships, celebrate, differences, similarities
Knowledge	⇒ The Christmas Nativity Story ⇒ Know what kindness is and why it is important. ⇒ Name religious artefacts ⇒ Know Christian place of worship. ⇒ Know Christians worship one God.
Equipment/resources	Non-fiction and Fiction books, poems, religious objects and practical activities, ICT resources (see Resources folder), church
Skills (End point)	• (Morals and Ethics) Listen to others talk, play cooperatively and share • (Routines and Practices) Explain how they celebrate special days (e.g. Christmas, birthdays) • (History and Tradition) Discuss the differences and similarities between their own and others traditions

Year 1	RE—Christianity & Islam
Vocabulary T3	, religious, moral, symbols, communities, praise, worship, mosque, Qur'an, Old and New Testament
Vocabulary T2	charity, individuals, identity, Festivals, traditions
Knowledge	⇒ Know why gifts are given during Christmas/Ramadan. ⇒ Christianity: The Easter story. The rebirth of Jesus / new life every March/April ⇒ Know different places of worship and understand that Christians and Muslims worship one God ⇒ Know the Holy Book for both Christians and Muslims. ⇒ Know the name of the religious symbols for Christianity and Islam. ⇒ Know the difference between “Big” Eid and “Little” Eid. ⇒ Name a religious festival for Christianity and Islam. ⇒ Know about religious clothing—what do they wear and why? ⇒ Know the importance of prayer. ⇒ Know what ‘forgiveness’ is and it’s importance.
Equipment/resources	Artefacts, moral stories, non-fiction books, Isearch engines, interactive stories religious visitors, trips to areas of interest.
Skills (End point)	• (Philosophy) Ask and answers questions about life and rebirth. • (Morals and Ethics) Reflect on own experiences and explore other ways to be a good Samaritan and help others. • (Routines and Practices) Identify and discuss differences and similarities of prayer. • (Perception and Interpretation) Reflect on and discuss questions and ideas. • (History and Tradition) Compare and contrast religious clothing.

Year 2	RE—Judaism & Hinduism
Vocabulary T3	Hinduism, Judaism, Star of David, mandir, shrine (murtis), Gods: Krishna, Ganesh, Hanuman, Lakshmi, India, sacred, Om or Aum, Diwali, Torah, prayer, rabbis, Hebrew, scripture, synagogue, , temple
Vocabulary T2	opinion, belonging, different, build, places, significance
Knowledge	⇒ Know the Jewish creation story. ⇒ Know the Jewish and Hindu places of worship. ⇒ Know the Jewish and Hindu holy books. ⇒ Know and name the religious symbols of Judaism and Hinduism. ⇒ Know why and how Hindus celebrate Diwali ⇒ Know some names of Hindu Gods and what they represent. ⇒ Know about rules and routines. ⇒ Know about religious clothing—what do they wear and why? ⇒ Know the commandments of Judaism and Hinduism.
Equipment/resources	Music, art, poetry, photos, visits and visitors, ICT resources, non-fiction books, stories, artefacts, videos, synagogues, temples
Skills (End point)	• (Philosophy) Discuss the meaning and significance of God/Gods. • (Morals and Ethics) Compare and contrast the commandments of different religions. • (Routines and Practices) Compare and contrast places of worship and symbolism. • (Perception and Interpretation) Discuss debatable topics. For example: why religions build places of worship when they believe God is everywhere. • (History and Tradition) Identify and discuss traditional celebrations/festivals.

Year 3	RE—Sikhism and Buddhism
Vocabulary T3	Sikhism, Buddhism, Gurdwaras, temple, monk, meditation, spiritual, , Buddha, philosophy, Guru, , customs
Vocabulary T2	Practices, faith, significant
Knowledge	⇒ Know why and how Sikhs and Buddhists celebrate their values and beliefs. ⇒ Know the places of worship for Buddhists and Sikhs. ⇒ Know and name the holy book for Sikhs and Buddhists. ⇒ Know and name the religious symbol of Sikhism and Buddhism. ⇒ Know the significant religious figures of Sikhism and Buddhism. ⇒ Know about rules and routines of Sikhs and Buddhists. ⇒ Know the religious clothing and why they wear it. ⇒ Know the importance of compassion and charity in each religion.
Equipment/resources	Music, art, poetry, photos, visits and visitors, ICT, temple, Gurdwara, artefacts, clothing, symbol,
Skills (End point)	• (Philosophy) Discuss and articulate the search/meaning of peace. • (Morals and Ethics) Articulate the importance of charity and how this is presented. • (Routines and Practices) Identify and compare rules and routines. • (Perception and Interpretation) Ask questions and give opinions regarding religious ideas, values and beliefs. • (History and Tradition) Identify and discuss significant religious figures.

Year 4	RE—Islam and Hinduism
Vocabulary T3	Radicalisation, Hajj, Five Pillars of Islam, sacrifice, Prophet Mohammed
Vocabulary T2	Significance, meaning, commitment, faith, diverse, views, discussion, articulate, validity
Knowledge	⇒ Know why some religions fast. ⇒ Know what a pilgrimage is. ⇒ Know the significance of the symbol of 'light'. ⇒ Know and understanding the meaning of radicalisation and extremists. ⇒ Explore ideas of life after death. ⇒ Know important figures within Islam and Hinduism. ⇒ Know practices and routines. ⇒ Know the Five Pillars of Islam. ⇒ Know the different concepts of sacrifice. ⇒ Know the importance of the Prophet Mohammed. ⇒ Know how stories, prayers and song contribute to how people understand themselves and their relationships.
Equipment/resources	stories, artefacts, visits and visitors art,
Skills (End point)	• (Philosophy) Ask and discuss questions regarding life, death and life after death. • (Morals and Ethics) Make comparisons and connections across religions, regarding the foundations of religious lives. • (Routines and Practices) Discuss and describe prayer and the role of God/Gods in religion. • (Perception and Interpretation) Discuss world views of different religions, articulating the validity of sources, which represent these views. • (History and Tradition) Discuss how religions have evolved over time.

Year 5	RE—Sikhism and Christianity
Vocabulary T2	Incarnation, salvation, faith, theology
Vocabulary T3	Purpose, miracles, opinion, thoughts, tradition
Knowledge	⇒ Know some of the stories of the miracles of Jesus ⇒ Know different branches of religions e.g. Catholocism, Church of England etc. ⇒ Explore and know the variances amongst different religions e.g. views on marriage, life after death etc. ⇒ Know religious views and beliefs around the role of God. ⇒ Know practices and routines. ⇒ Know the values of each of the religions and how these compare to other religions around the world. ⇒ Know what ‘faith’ means to various religions. ⇒ Know what incarnation is. ⇒ Know what salvation is. ⇒ Know Jesus’ religious, political and cultural influence. ⇒ Know how stories, prayers and song contribute to how people understand themselves and their relationships. ⇒ Know how religion and beliefs contribute to the local community.
Equipment/resources	stories, artefacts, visits and visitors art, bibles
Skills (End point)	• (Philosophy) Enquire about and discuss the theologies of religions. • (Morals and Ethics) Articulate and justify how religion and beliefs contribute to the local community. • (Routines and Practices) Identify and compare the importance of prayer and the Arts in religion. • (Perception and Interpretation) Contribute to ethical debates, using sources to support thoughts and opinions. For example: Should you celebrate Christmas if you do not believe in God? • (History and Tradition) Identifv. discuss and challenge traditional variances e.g. marriage.

Year 6	RE—Judaism and Islam
Vocabulary T3	Prejudice, secular, religious, spiritual, anti-Semitism, morality
Vocabulary T2	Citizenship, teaching, views, discuss, research, representations
Knowledge	⇒ Know what Jewish people endured during a time of heightened anti-Semitism. ⇒ Know religious views on morality. ⇒ Know of potential challenges in our modern world, that different religions may face. ⇒ Know of religious teachings. ⇒ Know key religious leaders and the challenges they have faced. ⇒ Know what ‘faith’ means to various religions. ⇒ Know what ‘to give’ means to various religions.
Equipment/resources	stories, artefacts, visits and visitors art,
Skills (End point)	• (Philosophy) Contribute to, challenge and discuss debatable topics. For example: Should non-Muslims be allowed on Hajj? • (Morals and Ethics) Compare, contrast and challenge religious views on morality. • (Routines and Practices) Compare and contrast the practices and values of the holy books and sacred objects. • (Perception and Interpretation) Discuss and debate historical/present day world views/representations of religions. • (History and Tradition) Articulate and explain the challenge different religions and religious leaders have faced throughout history to modern day.