

RE overview – 2 year cycle

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Which stories are special and why? What times are special and why? Southwell Minster Visit – Christmas Festival	What places are special and why? Which people are special and why?	Belonging: who are we and how do we belong? Our wonderful world: how can we care for living things and the earth?
Year 1/ 2 Cycle A	2.1 Leaders Christmas Workshop	2.2 Believing Synagogue visit	2.3 Belonging 2.4 Story
Year 1/ 2 Cycle B	1.1 Festivals and Celebrations Jewish workshop	1.2 Myself and caring for others Easter Workshop	1.3 Beliefs and teachings 1.4 Symbols in religious worship and practice Lincoln Cathedral – signs and symbols
Year 3 /4 Cycle A	3.1 Belief and questions Workshop	3.2 Religion, family and community	3.3 Worship and sacred places 3.4 Inspirational people from the past5. Mandir Visit
Year 3 /4 Cycle B	4.1 The Journey of life and death	4.2 Symbols and religious expression Lincoln Cathedral – Pilgrimage, A Christian Journey	4.3 Spiritual expression 4.4 Religion, family, community, worship, celebration, ways of living Hindu Workshop
Year 5/ 6 Cycle A	5.1 Inspirational people in today's world William Booth fact finding	5.2 Religions and the individual	5.3 Beliefs and questions 5.4 Beliefs in action in the world Islam Workshop
Year 5/ 6 Cycle B	6.4 Beliefs in action in the world Holocaust	6.2 Religion, worldviews, family and community Mosque Visit	6.3 Beliefs in actions in the world 6.1 Teachings, wisdom and authority



Dalestorth Primary and Nursery School Subject Progression Overview

Subject: Religious Education



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF1: Thinking about religions and belief						
<ul style="list-style-type: none"> • Listen to religious, spiritual and moral stories and other forms of religious expression <p>Know that people have different beliefs and traditions that effect their life.</p> <p>Answer and asks why questions about the text that has been read to them.</p> <p>Engages with nonfiction books and applies new vocabulary.</p>	<ul style="list-style-type: none"> • Recall features of religious, spiritual and moral stories and other forms of religious expression. • Recognise and name Christian beliefs and practices. 	<ul style="list-style-type: none"> • Retell religious, spiritual and moral stories, sources of wisdom or sacred texts they come from. • Identify how religion and belief is expressed in different ways and find out the meanings behind them. • Identify similarities and differences in features of religions and beliefs. Specific comparison of Judaism and Christianity. 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices. • Identify the impacts of beliefs and practices on people’s lives. • Identify similarities and differences between religions and beliefs. 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices. • Describe the impact of beliefs and practices on individuals, groups and communities. • Describe similarities and differences within and between religions and beliefs. 	<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems. • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. • Explain how and why differences in beliefs are expressed. 	<ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

Be a friend Knowing our friends can have different beliefs.			Listening to comments together in a group.	Thinking about feelings and others beliefs.
Be brave To ask questions.	To recall features.	To use religious features.	To ask questions about similarities and differences.	To question diversity.
Be honest By answering questions.		In expressing our feelings.	To accept the different beliefs, similarities and differences.	By explaining some challenges in different religions.
Be you Listening to the information about different beliefs.		Understanding the meanings of beliefs to you.	We celebrate our differences.	By explaining our own reasons for beliefs.
Be kind Respecting other beliefs.		To compare and accept different beliefs.	Being respectful of the beliefs of others.	By listening to questions and connections about different beliefs.

AF2: Enquiring, Investigating and interpreting

<ul style="list-style-type: none"> • Show interest in the world around them. • Ask questions about the world around them. 	<ul style="list-style-type: none"> • Identify what they find interesting and puzzling in life. • Recognise symbols and other forms of religious expression. 	<ul style="list-style-type: none"> • Recognise that some questions about life are difficult to answer. • Ask questions about their own and others' feelings and experiences. • Identify possible meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> • Investigate and connect features of religions and beliefs. • Ask significant questions about religions and beliefs. • Describe and suggest meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> • Gather, select, and organise ideas about religion and belief. • Suggest answers to some questions raised by the study of religions and beliefs. • Suggest meanings for a range of forms of religious expression, using 	<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of religions and beliefs. • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • Recognise and explain diversity 	<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. • Interpret religions and beliefs from different perspectives. • Interpret the significance and impact of different
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				appropriate vocabulary.	within. religious expression, using appropriate concepts.	forms of religious and spiritual expression.
Be a friend By helping each other in our world.	Helping our friends to understand symbols and expression.		By gathering ideas together.		By working together on our studies.	
Be brave Asking significant questions.	To ask puzzling questions.		Asking significant questions.		Suggesting answers to big questions.	
Be honest By showing interest in our world.	Being honest about own feelings.		About religious expression.		About our own viewpoint.	
Be you By enjoying our world.	Recognising life has difficult questions.		Using features of religious beliefs.		To interpret the impact of different religions.	
Be kind By looking after our environment.	Allowing others to express their feelings.		To respect the findings from religious studies.		To recognise and respect diversity.	
Beliefs and teachings (what people believe)						
Listen to religious stories and know there is a link between stories and festivals.	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of	Explain how some beliefs and teachings are shared by different religions and how they make a difference	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a

				the religions making some comparisons between religions.	to the lives of individuals and communities.	wide range of appropriate language and vocabulary.
Be a friend Taking turns with each other to talk.			Thinking about other people's beliefs.			
Be brave To join in with discussions.		To retell stories.	By using connections of different beliefs.		By making comparisons in key beliefs.	
Be honest To answer questions and make enquiries.			About the importance of different beliefs.			
Be you To celebrate festivals.	To listen to others and respond to them.		Accurately using religious features.		By using appropriate language and vocab.	
Be kind By listening to the stories.			About respecting the key beliefs of others.			
Practices and lifestyles (what people do)						
Recognise and describe special times. Understand that people do not all celebrate the same festivals, but how we celebrate is similar. Know about places of worship	Recognise features of religious life and practice.	Identify some religious practices, and know that some are characteristic of more than one religion.	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.

and their importance. Show an interest in different occupations and ways of life.						
Be a friend By sharing special times.			We study religions together.		We explain religious practices together.	
Be brave Showing interest in different occupations.	Asking questions about different religious practices.		To investigate different religious practices and communities.			
Be honest By not hurting the feelings of others in their beliefs.			To accept different festivals.		About the lives of individuals studied.	
Be you By sharing different celebrations.	We celebrate our differences.		Sharing the different celebrations studied.		Accepting our different practices.	
Be kind By respecting places of worship.	By listening to the ideas of others.		To respect the study of religions.		To respect the different religions and communities.	
Expression and language (how people express themselves)						
Recognise some religious symbols and words.	Recognise some religious symbols and words.	Suggest meanings in religious symbols, language and stories.	Make links between religious symbols, language and stories and the beliefs or	Show, using technical terminology, how religious beliefs, ideas and feelings	Explain how some forms of religious expression are used differently	Compare the different ways in which people of faith communities express their faith.

Take an interest in and comment on unknown objects.			ideas that underlie them.	can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	by individuals and communities.	
Be a friend By sharing our ideas.			By making links together.		By sharing and comparing links together.	
Be brave To look at unknown objects.	To suggest meanings of religious language.		To use technical terms.		To use religious expressions.	
Be honest About knowing the different symbols.	In our understanding of religious symbols and language.		With links between religions.			
Be you By taking an interest in new things.	In using ideas from stories.		By expressing feelings in various ways.		By explaining yourself and feelings.	
Be kind By respecting religious words.		By respecting the stories and language used.	About the feelings of others.		By respecting how communities express their faith.	
Identity and experience (making sense of life)						
Identify some aspects of own experience and feelings, in	Identify aspects of own experience and feelings, in	Respond sensitively to the experiences and feelings of others,	Compare aspects of their own experiences and those of others, identifying what	Ask questions about the significant experiences of key figures from	Make informed responses to questions of identity and experience in the	Discuss and express their views on some fundamental questions of

religious material studied. Celebrates and comments on visual differences between themselves and their peers.	religious material studied.	including those with a faith.	influences their lives.	religions studied and suggest answers from own and others' experiences, including believers.	light of their learning.	identity, meaning, purpose and morality related to Christianity and other faiths.
Be a friend By celebrating the differences of our peers.	By studying together.		By comparing our ideas together.		By learning together.	
Be brave To use new experiences.			To talk about what influences your life.		To express our views.	
Be honest About our own feelings and experiences.					About the fundamental questions about faith.	
Be you By celebrating and being proud of yourself.			By asking your significant questions to enhance learning.		By showing your own ideas about the different faiths.	
Be kind To respect the feelings of others.			To respect the various religious figures.		To respect the different beliefs and faiths.	
Meaning and purpose (making sense of who we are)						
Identify things they find interesting or puzzling.	Identify things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, referring to the	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related

				teaching of religions studied.		to Christianity and other faiths.
Be a friend By working together on puzzling things.			By comparing ideas together.		By learning together.	
Be brave Asking questions.			To answer difficult questions.		To express our views.	
Be honest About any meanings we have studied.		The purpose of religious materials.	About puzzling aspects of life.		About the fundamental questions about faith.	
Be you By showing an interest in your studies.	By showing an interest of – I wonder why...		By making references to the teachings.		By showing your own ideas about the different faiths.	
Be kind By listening to others.			By showing respect to the ideas from others.		To respect the different beliefs and faiths.	
Values and commitments (making sense of right and wrong)						
Identify what is of value and concerns to themselves.	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to ref.
Be a friend Showing concern for others.			Finding links in different religions together.			

Be brave By asking for help.	By knowing how to be sensitive around others.	By asking questions about right and wrong.	By making informed responses.
Be honest About ourselves.	About what is right and what is wrong.	About our values and our attitudes.	
Be you Being proud about our identity.		By understanding moral issues.	
Be kind By showing concern.	By respecting values.	By treating others how we would want to be treated.	



Key vocabulary and core concepts

This table shows how learning across the age groups develops the language in particular religions.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Curiosity + experience	Exploring and discovering		Knowing and understanding		Understanding and connecting	
General language or religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story.		Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.		Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place or worship, sacred text, devotion, prayer, worship, compassion.	
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.		Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy, Spirit God the Creator, Trinity, Heaven.		Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape.	
Judaism	Moses Torah Synagogue	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, Shabbat.		Jewish, Judaism, Moses, Exodus, Law-giver, Ten Commandments, Star of David, Passover/Pessach, Shabbat.		Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance.	

Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophet hood, Ummah, 5 pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct), Qur'an, Hadith, Mosque, Hajj.
Hindu			Hindu, mandir, murtis, gods and goddesses, Divali, Aim.	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods and goddesses, shrines, Mahatma.
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious.	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist.	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious.



Knowledge and Vocabulary



Knowledge	Key Vocabulary
Foundation Stage 2	
F1 Which stories are special and why? <ul style="list-style-type: none"> • Our favourite stories. • Some books have lots of stories in them. • A bible is a special book to Christians. This has many stories in it. • Many stories in the bible have a hidden meaning. 	Bible, special book, Christian, religion, believe, hidden meaning.
F2 Which people are special and why? <ul style="list-style-type: none"> • Miracles are amazing. • Christians believe Jesus made many miracles happen. 	Miracle, Christian, religion, believe.
F3 What places are special and why?	Special, Christian, church, special place.

<ul style="list-style-type: none"> • Our homes are special to us. • Christians meet in a special place called a church. 	
<p>F4 What times are special and why?</p> <ul style="list-style-type: none"> • Christian people say thank you for all that we have during harvest festival. • Christian people believe God made everything. • We welcome babies into the family in different ways. • Christian people baptise their babies to show they belong to the Christian community. • What happens at a birthday celebration? Christians celebrate Christmas as they believe it is when Jesus was born. • Jesus was born in a stable. • Christmas is Jesus' birthday. • Christians believe Jesus died on a cross and the came back to life. 	<p>Special, Christian, harvest festival, God, Baptise, belong, community, celebrate, Christmas, Easter.</p>
<p>F5 Belonging: Who are we and how do we belong?</p> <ul style="list-style-type: none"> • Who are our friends? • We make friends by helping each other, being kind and sharing. • Caring for others can make us feel wanted or part of a family. 	<p>Kindness, sharing, caring, belonging.</p>
<p>F6 Our wonderful world: how can we care for living things and the earth?</p> <ul style="list-style-type: none"> • How we show we care for things. • Talk about rules in their family. • Christian people believe in God. He sets rules like a Mummy and Daddy. • It is important to say sorry. 	<p>Care, God, believe, Christian, rules, sorry.</p>
<p>Year 1 & 2</p>	
<p>1.1 Celebrations and festivals (Christmas, Easter, Hanukkah, Pesach) <i>Key Question – Who celebrates what and why?</i></p> <ul style="list-style-type: none"> • A festival is a celebration where people may remember stories, have special food, give gifts and gather together. • Christian and Jewish people hold weekly celebrations. 	<p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.</p>

<ul style="list-style-type: none"> • Christians celebrate the Harvest Festival to give thanks God for all the good things he gives them. • Christians believe Christmas is celebrated to remember the birth of Jesus Christ. • Christmas is celebrated by people around the world, whether they are Christians or not. • Advent is when Christians prepare for Jesus' arrival. Advent traditions include wreaths, candles, calendars and making a crib scene • Hanukah is an important festival which Jewish people celebrate each year. 	
<p>1.2 Myself and Caring for others <i>Key Question – How do we show we care for others? Why does it matter?</i></p> <ul style="list-style-type: none"> • People are unique and belong in different ways. • Some people belong to different religions, others not at all. • Some religious stories talk about how we should behave. • Different religions may have different beliefs. • What happens when people are cheerful, honest, kind, thankful, fair or generous? • What happens when people are unkind, ungrateful, untruthful, unfair or mean? 	<p>Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p> <p>Kindness, generosity, sharing, goodness.</p>
<p>1.3 Beliefs and teachings <i>Key Question – What can we learn from them? How do religious stories make a difference to people's lives?</i></p> <ul style="list-style-type: none"> • The bible is a special book which is made up of the Old and New Testament. • The bible contains many stories about Jesus. • The New Testament teaches us about the life of Jesus. • A parable is a story with a moral. • Christians believe God came to earth to help people. • Many of the stories tell of Jesus' miracles. 	<p>Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God.</p> <p>Old Testament, New Testament, Bible.</p>
<p>1.4 Symbols in religious worship and practice <i>Key Question – In what ways are churches/synagogues important to believers?</i></p> <ul style="list-style-type: none"> • Bible is a special book used by Christians. • Christians believe the Bible tells them how they should live. 	<p>Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, bible, worship, holiness, sacred, God.</p>

<ul style="list-style-type: none"> • Cross – Christians often use a cross to show they belong. They believe Jesus died on a cross. • Church, is a special building where many Christian people worship God. Many other events happen in a church. • Light, represents the presence of God. • Water, represents life • Synagogue is a special building where Jewish people worship G-d. • Men and women sit separately in a synagogue. • In the synagogue everyone must wear a hat, apart from unmarried women. • Star – The Star of David is the Jewish symbol which shows they belong to the Jewish faith. • .A rabbi is a spiritual leader of a synagogue. • Torah is the Jewish is a scroll and is written in Hebrew. • The Torah is stored inside the Ark. 	<p>Religious artefact, yad, Kippah, Challah bread, mezuzah, tallit, Rabbi.</p>
<p>2.1 Leaders <i>Key Question – What makes some people inspiring to others? Moses and Saint Peter.</i></p> <ul style="list-style-type: none"> • A leader is someone who can inspire or motivate you. It is someone who others will listen to. • Christians believe Jesus was a leader. • Peter was a fisherman who became one of Jesus’ Apostles. He helped to spread the word of God after Jesus’ death. • Peter’s name means ‘rock’. • Jewish people believe Moses was a great leader. • Stories about Jewish leaders guide Jewish people to trust in G-d. • Stories about leaders guide Jewish and Christian people on how to live their lives. 	<p>Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p>
<p>2.2 Believing <i>Key Question – What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?</i></p> <ul style="list-style-type: none"> • Jewish people write G-d to avoid being disrespectful. • Jewish people believe God created the world. 	<p>Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, Shabbat, creation story, worship, holiness, sacred.</p>

<ul style="list-style-type: none"> • Jewish people rest on the 7th day known as Shabbat. • Shabbat starts each week on a Friday evening and ends on a Saturday evening. • Abraham is the father of the Jewish people. 	
<p>2.3 Belonging</p> <p><i>Key Question - What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</i></p> <ul style="list-style-type: none"> • Belonging means feeling included in a group. E.g. family, school, club • You belong in your family, each member has a role e.g. mum, dad, brother, aunty. • You may belong to other parts of the community e.g. clubs, school • Christian people often show they belong by having their baby christened. • People who believe in God belong to a religious family. They share the same beliefs of that religion. 	<p>Religion, Christian, church, symbol, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.</p> <p>Baptism, christening, community.</p>
<p>2.4 Story</p> <p><i>Key Question – How and why are some stories important in religions? What can we learn from these stories from the Torah and the Bible?</i></p> <ul style="list-style-type: none"> • Jewish stories can be found in the Torah, the old testament of the Bible and the Qur'an. • The stories of Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Noah and why they are important to Jewish people. These stories are also in the Christian bible. • The Bible is split into the Old Testament and New Testament. • The New Testament is made up of books called Gospels. • The Gospels tell us stories about Jesus meeting and being kind to people. • Christians believe Jesus performed miracles. • Many of the stories give guidance to Jewish and Christian people on how to live. 	<p>Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, Creator.</p>
<p>Year 3 & 4</p>	
<p>3.1 Beliefs and questions (Christmas, Easter, Pentecost and Harvest)</p> <p><i>Key Question – What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</i></p> <ul style="list-style-type: none"> • Christians believe God created the world in 7 days. 	<p>Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p> <p>Holy Spirit, Ascension, creation, trinity.</p>

<ul style="list-style-type: none"> • The challenges of commitment for a Christian person. • Easter is important to Christians as it is a time to remember the sacrifice of Gods son for forgiveness. • Ascension is the 40th day of Easter, Ascension is when Jesus went to heaven but Jesus promised the disciples they wouldn't be alone in spreading Gods word. • Pentecost is when God sends the Holy Spirit to help spread Gods word. The Holy Spirit is Gods power and love inside people. • Trinity means God as the Father, Son and Holy Spirit. 	
<p>3.2 Religion, family, and community: Prayer <i>Key Question – How do religious families and communities practice their faith? The example of prayer.</i></p> <ul style="list-style-type: none"> • Islam uses music for the call to prayer and the reciting of the Qur'an. • Muslims pray 5 times a day. They do this at set times and each time is separated by two hours. • Muslims wash themselves before Prayer. • Muslim can pray anywhere but they must face in the direction of Mecca while praying. • The Lord's Prayer is a Christian prayer which Jesus taught his disciples to say. • For religious believers, praying is a way of talking to god. People pray in different ways together, on their own, saying a known prayer, praying with their own words. • For Christian and Muslim people prayer can bring the community together at church or a mosque to remember leaders. 	<p>Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p>
<p>3.3 Worship and sacred places <i>Where and how and why do people worship?</i></p> <ul style="list-style-type: none"> • A mandir is a Hindu place of worship. Some mandirs are very tall, Hindus believe this brings them closer to Heaven. • In a mandir there are shrines and lots of murtis for different gods. Offerings of flowers are brought to the murtis. • Puja is a worship ritual which Hindus carry out. Hindus ring a bell at the start of Puja to tell the gods that they are there. 	<p>Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p> <p>Puja, artefacts, religious buildings.</p>

<ul style="list-style-type: none"> • For religious believers, the aim of worship is to show that god has more worth than anything or anyone else. Religious freedom is the right to choose what you believe and which religion to follow. • Worship can take many forms: singing, dancing, praying, helping others, meditating, giving - but religious believers believe that true worship comes from the heart. • Features of a religious building connect many religious beliefs, teachings, practices and ways of life. • Religious artefacts are treated with respect by believers. There are special rules about where they are stored of how they are treated. 	
<p>3.4 Inspirational people from the past <i>Key Question – What can we learn from inspiring people in sacred texts and in the history of religions?</i></p> <ul style="list-style-type: none"> • Christians follow the teachings of Jesus, the Son of God. • Jesus told parables, which were stories with a moral message. • Moses was the servant of God. After the Ten Plagues, Moses led the Exodus of the Israelites out of Egypt. • Pesach (Passover) is a festival that remembers the exodus of the Israelites from Egypt. • God gave Moses the Ten Commandments to serve as principles of moral behaviour for the human race. • Muslims follow the teachings of their holy prophet, Muhammed. • Muhammed is credited with setting the Black Stone in the current place in the wall of the Kaaba. • The lives of religious people in Jewish, Christian and Muslim stories describe challenges they faced. • Christians believe Jesus was God come down to earth. • Many believers of different faiths can find today's society challenging when they want to do something different to which their holy teachings tell them to do. • Moses, Jesus, Muhammad are all inspirational people to faith believers. 	<p>Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspirational, role-model, commitment, Values.</p>

4.1 The journey of life and death

Key Question – Why do some people think life is like a journey? Where do we go? What do different people think about life after death?

- In some Hindu families, just after the birth of a child, the sacred syllable aum is written on the baby's tongue with honey. The name of God in a form the family holds dear, e.g. Krishna, may be whispered into the child's ear.
- In some Hindu families, 40 days after birth, the baby is taken to the community mandir for a naming ceremony. The father offers ghee-soaked wood on the fire. After announcing the baby's name, the priest pours holy water onto the baby's head and puts a few drops of amrit on the baby's tongue.
- In some Hindu communities, relatives wash the body after death and clothe it in white garments. They may put a few drops of water from the River Ganges into the mouth of the deceased to help purify them.
- At the moment of birth, many Muslims speak the words of the Adhan (the call to prayer) in the ear of the baby so that the call to serve Allah is present from the start of the child's life.
- On the seventh day after birth, the child's head is shaved. This is called Aqiqah and is performed as part of the naming ceremony. The baby is often named after one of the prophets or one of the great men or women of early Islam. At the Aqiqah ceremony the parents give thanks to Allah for the gift of the baby. The shaving of the head symbolises the cleansing of the baby from impurities and the start of its life afresh in the presence of Allah. The baby is given a taste of honey to reflect the sweetness of the Qur'an.
- Baptism has been a symbolic way of joining the Church from the very start of Christianity. Water is used in baptism, and is a symbol of washing away sin and the start of a new life.
- During the baptism service godparents are sometimes given a lighted candle to represent the light of Jesus that has come into the baby's life.
- In India, relatives may carry the deceased person on a stretcher to the funeral pyre that is near a river before the next sunrise or sunset and traditionally, the eldest son lights the funeral pyre. In the UK, many Hindu families have the body cremated as soon as reasonably possible at a crematorium.

Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.

Aum, Krishna, mandir, ghee, amrit, adhan, Allah, aqiqah, Christening, symbolic, purify, cremated, reincarnation, burial, Akhirah.

<ul style="list-style-type: none"> • During the funeral ceremony, the priest and the mourners may recite verses from scripture and mantra. Most Hindus would say they are grieving for the person they knew, not the atman, which they believe will be reincarnated. • Islam teaches that there is life after death, and this is known as Akhirah. In Islam, it is Allah who decides when a person dies and most Muslims believe that when they die, they will stay in their graves until the Day of Judgement. Those who have performed more good deeds than bad will enter Jannah, or Paradise. • When a Christian dies, it is seen as the end of his/her life on earth. A funeral is held for friends and family to grieve for the person who has died and give thanks for their life. Prayers are recited and hymns are sung. • Although there are differences in the ways that different religions mark the key moments of life and death, there are many similarities too. 	
<p>4.2 Symbols and religious expression <i>Key Question – How do people express their religious and spiritual ideas on pilgrimages?</i></p> <ul style="list-style-type: none"> • A pilgrimage is a sacred journey, undertaken for a spiritual purpose. Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun. Pilgrimage is a search for meaning, purpose, values or truth. • The pilgrimage to Varanasi in India is an important spiritual journey for Hindus. • Mecca (Makkah) is an important spiritual destination for Muslims. This pilgrimage is known as Haj and is one of the Five Pillars of Islam. • Pilgrimages to Lourdes, Iona and ‘The Holy Land’ are an important spiritual journey for Christians. 	<p>Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p> <p>Sacred, holy land, haj, sacred.</p>
<p>4.3 Spiritual expression <i>Key Question – What can we learn?</i></p> <ul style="list-style-type: none"> • Religious music is a way of bringing a religious community together. It makes worshippers feel closer to each other and to God. • Christians sing hymns in church and there are special hymns for religious festivals, such as carols to celebrate Christmas. • Spiritual music has meanings. 	<p>Religion, Christian, spiritual, worship, devotion, belief, self-expression.</p> <p>Hymn, community, carol.</p>

<p>4.4 Religion, family, community, worship, celebration, ways of living</p> <p><i>Key Question – How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</i></p> <ul style="list-style-type: none"> • Holi is a festival celebrated by Hindus. It is a festival of colour and marks the beginning of spring with bonfires and lots of singing and dancing. Old rubbish is burnt to mark a fresh start and colour is thrown on people. • Diwali is the ‘festival of light’ and is celebrated in late autumn by Hindus. Diwali celebrates good’s victory over evil with lots of lights around homes. Fireworks, presents, new clothes are used to celebrate. • Hindu temples always have an orange flag outside them. • Many gods are worshipped in Hinduism. Each Hindu god is said to be a different part of the supreme God ‘Brahman’. • Hindus believe that God can be seen in a person or an animal. They believe that God is in everybody. • Hindus believe in karma which refers to the law that every action has an equal reaction either immediately or at some point in the future. • Dharma is the spiritual law for human beings. It is the way of goodness, truth and duty. A child’s dharma is to be a good student. A parent’s dharma is to raise and support their family. Each age brings a new responsibility. • Aum is the name given to the Hindu symbol. It is the sound heard in deepest meditation and is said to be the name most suited for God. • Hinduism has no founder, single teacher nor any prophets. Hinduism is not a Single religion. 	<p>Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>
<p>Year 5 & 6</p>	
<p>5.1 Inspirational people in today’s world</p> <p><i>Key Question – What can we learn from great leaders and inspiring examples in today’s world?</i></p> <ul style="list-style-type: none"> • A leader is a person whose actions, wisdom or spiritual beliefs inspire others. • Great leaders are usually people who have faced challenge during their lives and prove their commitment by the way they live or have lived. 	<p>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspirational, vision, symbol, community, commitment, values.</p>

<ul style="list-style-type: none"> • Key leaders can be sources of wisdom for religious believers. • William Booth of Sneinton was the founder of the Salvation Army. • Mother Teresa founded the Missionaries of Charity. She received a number of honours, including the 1962 Ramon Magsaysay Peace Prize and 1979 Nobel Peace Prize. Mother Teresa was canonised on 4 September 2016, and the anniversary of her death (5 September) is her feast day • Gandhi, was one of the greatest political and social leaders in the 20th century. He was an Indian lawyer who employed non-violent resistance to lead the successful campaign for India's independence from British Rule. He inspired movements for civil rights and freedom across the world. • Dr Martin Luther King was a black American Christian minister and activist. Martin Luther King was a great believer in peaceful protests. His protests used non-violent tactics, even when the protesters themselves were met with violence from the police. In 1963 Martin gave a speech called "I have a Dream" at a famous rally. It became one of the most famous speeches in history and focuses on Martin's dream of a society where black people and white people live together in harmony. He was assassinated in 1968. • Dr Hany El Banna is the co-founder of Islamic Relief, the largest Western based international Muslim relief, promoting understanding between Global Cultures and Faiths within the UK. • Desmond Tutu, Pandurang Shastri Athavali, Nelson Mandela are other great leaders known for their beliefs, wisdom and inspiration. 	<p>Compassion, devotion, respect, faith, sacrifice, selflessness, charity, missionary, civil rights, freedom.</p>
<p>5.2 What matters to Christians? <i>Key Question – What is expected of a person in following a religion or belief?</i></p> <ul style="list-style-type: none"> • Many Christians are devoted and committed to their religion. • Christmas is a celebration of Jesus Christ's birthday and many Christians attend a special midnight church service called Midnight Mass. • Many Christians attend church on Christmas day. • Bread and wine are important parts of Christianity as it represents the body and the blood of Christ. 	<p>Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p> <p>Forgiveness, devotion, Jesus Christ – the son of God.</p>

<ul style="list-style-type: none"> • Christians try and follow the teachings of Jesus to love your enemies. • The Christian community helps people to live a good life, and Christians' use of ideas such as Trinity, forgiveness or inspiration. • Christians celebrate Easter to remember Jesus' death and sacrifices and his rising on Easter Sunday. 	
<p>5.3 Beliefs and questions</p> <p><i>Key Question – How do people's beliefs about God, the world and others have impact on their lives?</i></p> <ul style="list-style-type: none"> • The Five Pillars of Islam are: <ul style="list-style-type: none"> – Profession of Faith (shahada). – Prayer (salat). – Alms (zakat). – Fasting (sawm). – Pilgrimage (hajj). • Muhammad is the Messenger of God and is central to Islam. • Muslim people say 'Peace be upon him' when saying Muhammad's name. It is a sign of great respect and honour. Muslims say or write this phrase to get Allah's blessings for prophet/messenger, and in turn, get blessings for themselves. • Muslims pray 5 times a day every day and must face The Kaaba. • The Kaaba is a building in the centre of Mecca. • Each prayer has a name, these are: <ul style="list-style-type: none"> – Fajr, the dawn prayer. – Dhur, The early afternoon prayer. – Asr, the late afternoon prayer. – Maghrib, the sunset prayer. – Isha'a, the night prayer. • Hindus are taught about harmlessness (ahimsa) on what they eat and how they treat animals. • The term 'God' is different in each religion. 	<p>5 Pillars, Prophet, Allah, Iman (faith) akhlaq (character or moral conduct), murtis, Brahman, gods and goddesses, ahimsa, atheist, agnostic.</p> <p>Devotion, dedication, pilgrimage, Kaaba, Mecca, respect, honour, forgiveness.</p>

<ul style="list-style-type: none"> • Each religion as a different text and they all have a different way of sharing it. 	
<p>5.4 Beliefs in action in the world</p> <p><i>Key Question – How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</i></p> <ul style="list-style-type: none"> • Different religions adorn their places of worship with a variety of art and architecture. These places create space for individual's spiritual lives. • Christianity, Buddhism, Judaism, and Islam are places for communal worship and participation. • God' is portrayed in different ways, some with human or animal likenesses, then others without form. • Muslims use geometric shapes in their mosques, not the human form. • There are variety religious charities - such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) that express spiritual ideas. 	<p>Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, Karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.</p> <p>Architecture, representation, religious buildings, church, temple, mosque, mandir, synagogue.</p>
<p>6.1 Teachings, wisdom and authority</p> <p><i>Key Question – What can we learn by reflecting on words of wisdom from religions and world views? What do sacred texts and other sources say about God, the world and human life?</i></p> <ul style="list-style-type: none"> • Religious people use sacred texts for private study, memorization and for guidance. <ul style="list-style-type: none"> – Christians use the bible. – Muslims use the Qur'an or Hadith. – Jewish people use the Torah. • Many sacred texts are often best sellers. • Many of the texts teach similar things. • Christians believe about love from the bible e.g. 1 Corinthians. • The Qur'an consists of 114 chapters these are called Surahs. The Qur'an instructs Muslims how to behave and sets out what is right and wrong. • The Shema is regarded as the most important prayer in Judaism. This is because it reminds them of the key principle of the faith. It says Jewish people should follow his instructions 	<p>Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Torah, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.</p>

<p>and allow this love to be seen. Many Jewish people will say the Shema every morning and evening.</p> <ul style="list-style-type: none"> • Stillness and silence help us to learn and reflect. • Religious moral codes can help everyone live well. 	
<p>6.2 Religion, worldviews, family and community <i>Key Question – What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</i></p> <ul style="list-style-type: none"> • Many Christian, Jewish and Muslim people attend weekly worship. • As one of the five pillars of Islam, all eligible Muslims must donate at least 2.5% of their wealth to the poor. • Nottinghamshire is a diverse community. • Nottinghamshire is mainly Christian. • Different areas of Nottinghamshire have different faiths at the heart of the community. • There were no mosques, mandirs or Gudwaras in Nottinghamshire in 1960. • Nottinghamshire now has many religious buildings. • Each religion has their own religious building but they serve the same purpose to worship collectively. • Census statistics develop an understanding of the population and the religion they follow. • It is important to respect and value others identity and faith. 	<p>Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality.</p> <p>Empathy, census, church, Mosque, Mandir, temple, statics, diversity.</p>
<p>6.3 Beliefs in action in the world <i>Key Question – How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p> <ul style="list-style-type: none"> • Many religions support a range of charities. • Charities serve a range of purposes: people, animals, the environment both locally, within the UK and globally • Christian Aid is a charity based in the UK and Ireland. It is a Christian charity that helps the world's poorest people. • Islamic Relief is one Muslim charity that provides humanitarian relief and development programmes around the world 	<p>Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p> <p>Poverty, Christian Aid, generosity, wealth, Zakat, relief.</p>

<ul style="list-style-type: none"> • Zakat means giving charity to the poor. A Muslim is expected to give zakat as long as they are able. • Ummah is the importance of community to Muslims. 	
<p>6.4 Beliefs in action in the world</p> <p><i>Key Question – What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</i></p> <ul style="list-style-type: none"> • Before World War 2 Jewish people lived in varied communities across Europe with diverse cultures and ways of life. • In the 1930s the Nazis isolated Jewish people in the German society by spreading stereotypes, myths and lies that ignored the diversity of Jewish life. They portrayed Jewish people as different and a dangerous group of people. • Hitler and the Nazi Party rose to power in Germany in the early 1930s. Hitler was elected chancellor in 1933. • The persecution of Jewish people started in 1933 because of their religious beliefs. • Kindertransport is the name given to the rescue efforts by various countries to transport thousands of refugee Jewish children to safety. This started in 1938. • Many people who were not Jewish helped Jewish people to safety and escape persecution. • Beth Shalom is the UK's only Holocaust centre and it is here in Nottinghamshire. Beth Shalom means 'House of Peace'. 	<p>Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p> <p>Chancellor, concentration camp, discrimination, Holocaust, tolerance, resistance, Kindertransport, ghetto, secular.</p>

Talk and write like a thinker	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Opinion	<p>I think I feel Everyone should I agree/disagree with ...because The best thing about ... is ...</p>	<p>I think I believe I prefer I feel I agree with ... because ... I disagree with ... because ... Everyone should ... I know that ... The best thing about ... is ... In my opinion ..</p>	<p>In my opinion That is a good point but ... On the one hand ... but on the other I think that ... because ... That's an interesting point but ... I am in two minds about this issue because ... I want to go back to what ... said.</p>	To agree		<p>Most will agree that... I agree with those who suggest that... Interesting point! I think that... I believe ... because ... A sensible idea would be to... The fact is that ... Surely, you would agree that ... Naturally, I feel that ... I have to concede that ...</p>	
					To disagree		
					<p>I would argue that... While that may be true, but ... Interesting point! However, I believe... That is probably so, but... Many claim that ... but... Despite the opinion that ..., I feel... I understand your point, but we should consider...</p>		
					To make exceptions		
					<p>There are exceptions to the rule... One exception is... That may be true, but... In reality, however,... But the fact of the matter is... Let's not forget... While many suggest X, others say Y</p>		
					To ask for explanations		

				<p>Can you explain why... Do you mean to say that... Could you help me understand more about... Could you elaborate on... Does this mean... Could you give me more information on...</p>
Generalise	We think that ...	Many/most/some people think that	<p>I have come to the conclusion that ... After considering all of the information, ... To conclude, I think ... because ... In my experience ... As a rule ... Many/most/some people think that (but I/you/they think ...) ... makes me think of ... Now I am wondering ...</p>	<p>Conventional thinking holds that... Generally speaking,... As a rule, ... By and large, ... In my experience... It is common knowledge... Many assume that ... is true... The reality is that ... The present situation is ...</p>
				To make connections
				<p>What you said reminds me of... Your ideas are related to... X is similar to Y because... Based on what we know about X, I think... The two ideas are related in that they...</p>
Explain & clarify	<p>Could you help me understand about ... ? You/he/she thinks that ...</p>	<p>What you mean is... Could you repeat that please? So you think that Can you explain what you mean? Could you help me understand more about ...?</p>	<p>Can you explain why ... Do you mean to say that ...? Does this mean that ... ? What I mean to say is ... What I'm trying to say is ... So your idea is ... I'd like to add something</p>	<p>Can you explain why... Do you mean to say that... Could you help me understand more about... Could you elaborate on... Does this mean... Could you give me more information on... What I'm trying to say is... In other words... To put it differently... I would like to rephrase that in... Simply put, ... What I mean to say is... Just to make it clearer,... What you mean is... If I understand you, you're saying that... If I'm hearing you correctly...</p>

				So, you think (that)... So your idea is... Could you re-phrase that please?
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Oracy Objectives in R.E. Subject Progression

Foundation Stage	Use simple sentences to express thoughts about stories and festivals Listen and respond to others' ideas respectfully Begin to ask questions about beliefs and experiences Use role-play to explore religious characters and events
Key Stage 1	Retell religious stories with clarity and expression Use key vocabulary when discussing beliefs and practices Ask and answer questions about religious symbols and celebrations Participate in group discussions, taking turns and listening actively
Lower Key Stage 2	Explain the meaning behind religious practices and symbols Compare beliefs using structured sentence stems (e.g., 'I think... because...') Present ideas clearly in paired or group discussions Use appropriate vocabulary to describe religious experiences
Upper Key Stage 2	Debate moral and philosophical questions using respectful language Justify opinions with evidence from religious texts or teachings Use formal language structures for agreement/disagreement (e.g., 'I agree with... because...') Present findings from RE enquiries confidently to peers
Cross-Curricular Oracy Skills	Listening: Active listening during storytelling, visits, and discussions Speaking: Clear articulation of beliefs, questions, and reflections Reasoning: Making connections between ideas and expressing viewpoints Presenting: Sharing learning through presentations, role-play, or assemblies