

Progression

WEST HOVE INFANT SCHOOL A family of friends



	Year R (People, Culture & Communities)		Year 1 Year 2	Year 3	Year 4	Year 5	Year 6	
	Nursery	Reception						
	By the end of Reception:		By the end of Year 2: Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.		By the end of Year 4: Children can identify and describe the core beliefs for a range of religions (Christianity and Islam), connecting them to texts, suggesting examples and meaning. Children can recognize and explain and range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will know about a range of religious leaders and tell stories about them. Children will know and understand about a range of religious texts, their structure and how they are treated. Children will be able to recall a range of religious stories. Children connect with and offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers and how they live, celebrate and worship. Children should be able to suggest answers to religious questions around religious beliefs and practices and be able to include their own ideas about what difference religion makes to a person's life.		• By the end of Year 6: Children can describe beliefs for a range of religions (Christianity, Islam, Humanism, Buddhism and Hinduism) using examples from texts. Children can explain and give meanings for core texts and beliefs, comparing different ideas. Children suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will use evidence and describe examples of ways in which people use texts/sources of authority to make sense of core beliefs (a difference to life). Children will be encouraged to reflect on the religions and views they study, developing their own insights.	
		Understand that some places are special to members of their community	Understand what Christians believe about God and Jesus	Describe the main beliefs of a religion	Understand what Christians believe about God. (Christmas and Easter RE, Bear Grylls, Martha Collison, TD Jakes, Charles Blondin)	Understand what Christians believe about God. (Christmas and Easter RE)	Understand what Christians believe about God. (Christmas and Easter RE)	Understand what Christians believe about God. (Christmas and Easter RE)
Beliefs, Teaching & Sources		Recognise that people have different beliefs and celebrate special times in different ways	Listen to and respond to stories from key religious texts such as the Torah, the Bible and the Qur'an.	Show an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.	Understand what Muslims believe about Allah and about Muhammad (PBUH) (Islam, The 5 Pillars and Pilgrimages - Hajj)		Understand what Muslims believe about Allah and about Muhammad (PBUH). (Islamic Art, Ummah, Grace and Ahimsa)	
			Understand what Jews believe about God and the Torah	Discuss and explore their own ideas and beliefs and understand the importance to respect the diversity within a community and the wider world.	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) (The Christmas Story, The Easter Story, Jesus Feeds 5000, The Lost Sheep, Jesus Calms a Storm, Abraham and Isaac)	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) (The Christmas Story, The Easter Story, Daniel in the Lion's Den, Islam - The Qur'an - (The Prophet and the Ants, The Crying Camel)	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) (The Christmas Story, The Easter Story)	Listen to and respond to stories and teachings about Old Testament Prophets, God and Jesus (The Christmas Story, The Easter Story)
			Listen to and respond to stories from the Torah		Describe the central teachings and concept of a religion (Christianity and Islam)	Describe the central teachings and concept of a religion (Christianity, Judaism and Islam)	Describe the central teachings or concepts of chosen religion (Christianity, Islam, Hinduism and Buddhism – karma and reincarnation)	Describe the central teachings or concepts of chosen religion (Humanism and Christianity)
					Describe stories and traditions about religious leaders: e.g. Jesus and Muhammad (PBUH)	Describe stories and traditions about religious	Describe stories and traditions about religious	Describe stories and traditions about religious

					leaders: e.g., God, Jesus, Muhammad (PBUH), Buddha, or Hindu deities (Jesus, Muhammed (PBUH), Guru Nanak - The Milk & The Jasmine Flower and the story of Duni Chand & the Silver Needle, Moses - The Jewish Story of Moses).	leaders: e.g., God, Jesus, Muhammad (PBUH), Buddha, or Hindu deities (Rama, Sita, Krishna, Ganesh, Jesus, God).	leaders: e.g., God, Jesus, Muhammad (PBUH), Buddha, or Hindu deities (Jesus, God).
				Describe the laws that govern aspects of life in the religions being studied (Islam and Christianity)	Understand the study and treatment of the relevant sacred texts at home and in the place of worship (Christianity: The Bible, Islam: The Qur'an, Sikhism: Guru Granth Sahib and Judaism: The Torah).	Describe the laws that govern aspects of life in the religions being studied (Buddhism, Islam and Hinduism)	Describe the laws that govern aspects of life in the religions being studied (Humanism - the golden rule, key beliefs)
					Know and understand the structure of and teachings in the Bible. (Sacred Texts – The Bible)	Describe faith beliefs about the creation of the world (Christianity, Judaism, Islam, Buddhists, Hindus, Sikhs and science)	
						Know and understand what Hindus and Buddhists believe about the concept of God or deity. (Hindu Trimurti, God in Buddhism)	
Vocabulary	Special people, respect, understanding, listen, light, festival, celebration, Mary, Joseph, Advent, Christmas, gift, birth, Jesus, Nativity, manger, Parable, New Testament, Bible, stories, teach, Easter, cross, rise, new life, celebrate, creation, flood, good, evil, ark, peace, Commandments Moses, basket, Old Testament, rules	Christianity, belonging, group, parable, God, morals, club, community, Christian, Islam, Hebrew, faith, religion, celebration, special times, difference, respect, festivals, Christmas, Advent, Mary, Joseph, Jesus, Christian Jews, Judaism, Torah, Menorah Kippah Synagogue, Star of David, Shabbat, Home, Shelter, Rest, Days of rest, Rosh Hashanah, New Year, festival, celebrations, Church, Describe, Senses, Ancient, Modern,	Islam, five pillars, Muslims, mosque, salat, zakah, sawm, fasting, crescent moon, Shahadah, Christian, Jewish, Hannukah, Christmas, Parables, Jesus, Christianity, New Testament, prodigal, special, stories Christian, Jericho, shared stories, Easter, pancake day, testament, Old Testament, Bible, New Testament, Palm Sunday, Christian, Jewish, Hindu, Islam, creation, God, Allah, big bang, evolution, Joseph, technicolour,	Inspire, gospel, symbol, Easter resurrection, incarnation, salvation, spirituality, reflect, text, prayer, relationship, mediate, worship, submission, beliefs, ritual, reflect, shrine, puja tray, The Lord's Prayer, The First Surah of the Holy Qur'an, Guyatri Mantra, Christian, Jesus Christ, church, Holy Communion, worship, service, Holy Bible, Islam, Muslim, Allah, Five Pillars of Islam, prophets, Muhammed, Mecca, Hajj, The Qur'an, Ramadan, mosque, fast,	Sign, symbol, mandala, stain glass, a cross, a dove, ichthus, fish, paschal lamb, the Borromean rings, the horn, the bible, bread and wine, alpha, omega, Holy Communion, bread, wine, Passover, disciples, new agreement, Aum, Atman, Brahman, Khanda, wheel of dharma, Bible, Qur'an, Guru Granth Sahib, Torah, old testament, new testament, Sikhs,	Creation, Judeo-Christian, Old Testament, Genesis, Abrahamic Religions, Islamic, Brahma, Trimurti, Guru Granth Sahib, The Big Bang, Hindu, Vishnu, Tridevi, Brahman, mandir, puja, murtis, shrine, Shruti, Smriti, Vedas, Diwali, Ahimsa, Grace, Allah, parable, Mahatma Ghandi, Hinduism, Zakat, Hajj, 99 names, Qur'an, Mohammed, omniscient, omnipotent, deity, revelation, Mecca, Saudi	Beatitudes, commands, Christian, dilemma, morals, temptation, ten commandments, guidance, reason, conscience, segregation, Jews, Talmud, Siddur, civil rights campaigner, agnostic, theist, Muslims, Allah, God, Hindus, Sikhs, Waheguru, monotheistic, Ik Onar, Humanist, secular, atheist, worldview, ethical, rationally, BHA, architecture, chapel,

		Christianity, Lectern, Alter, Font, Stain glass windows, Ornate, Cross, special, precious, bible, New Testament, Bible, Old Testament, miracle, Torah, Jewish, special, Yad, commandments, parables	dreamcoat, feelings, emotions, betrayals, pharaohs, slave, dreams, corn, family, dreams, meaning, future, forgiveness, empathy	pilgrimage, God, Son of God, symbol, Christianity, Christian, miracle, stained glass, church, Christingle, advent, nativity, midnight mass, carol, secular, star, wreath, Hannukah, Diwali, Tazaungdaing, Good Friday, crucifixion, crucifix, tomb, Easter garden, Eostre, passover	Sefer Torah, sacred, commandment, Mount Sinai, baptism, Christian, ceremony, sin, bar/bat mitzvah, Jewish, ritual, Hindus, Ashramas, Sannyasa, Samskaras, sacred thread ceremony, purify, Vedas, Upanayana, wedding ceremony, vow, marriage, pews, altar, font, mosque, prayer mat, qubba, mihrab, crescent moon and star, imam, gurdwara, Chanani, Nishan Sahib, langar, Chaur, Palki Sahib, bimah, siddur, Ark Torah Scrolls, eternal light, memorial boards, Christmas, advent, Christians, Jesus, Bethlehem, miracle, menorah, Hannukah, Good Friday, resurrection, crucifix, Judas Iscariot, Jerusalem, King of the Jews, the messiah, High Priest Caiaphas, passover, Garden of Gethsemane, Pontious Pilot, Golgotha, Simon of Cyrene, Mary Magdalene, sabbath, forgiveness, stations of the cross, Via De Delarosa	Arabia, Angel Gabriel, trinity, Christian Apostles Creed, Buddha, Mediate, Holy Week, crucifixion, resurrection, tomb, crucifix, king of the jews, the messiah, Pontious Pilot, Barabbas, Mary Magdelene, sacrifice, atonement, paradise, eternal, salvation, forgiveness, covenant, El Salvadorian, sin, centurion, incarnation, The Holy Spirit, secular, saviour, sacrifice	cathedral, charitable organisation, charity, church, gospels, Hajj, injustice, mosque, parable, poverty, sacred, scripture, Ummah, Zakat, Holy Week, crucifixion, resurrection, disciples, miracle, Judas Iscariot, the Messiah, High Priest Caiaphas, Pontious Pilot, Barabbas, betrayal, sacrifice, atonement, salvation, forgiveness, covenant, gospel, prophecy, money changers, Holy Trinity, burden, pagan winter festival, winter solstice, Yuletide, pagans, Eostre, Oak King, Holly King, wassailing,
Practices & Ways of Life	By the end of Reception:	By the end of Year 2: Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.		By the end of Year 4: Childre Christians celebrate Christme celebrate Hanukah and why Mamadan. Children will know ab passage in Christianity (bapte (Bar/Bat Mitzvah/marriage), ceremony/marriage) and why telebrate similarities and dispractices. Children raise importanswers about how far the bearight make a difference to Children make links between	as and Easter, why Jews Muslims celebrate Eid and out ceremonies and rites of ism/marriage), Judaism Hinduism (Sacred Thread hey are practiced. Children fferences between religious tant questions and suggest liefs and practices studied how they think and live.	By the end of Year 6: Children will understand why Christians celebrate Christmas and Easter and why Hindus celebrate Diwali. Children will know how light is celebrated in different religions. Children will know about ceremonies and rites of passage in Humanism and why they are practiced. Children will recognise similarities and differences between religious practices. Children make connections between the beliefs and practices studied, evaluating and explaining their importance to different people e.g., believers and atheists. Children reflect on and articulate lessons people might gain from the	

				practices studied and life in the some ideas of their own clearly. for the views they have and the Children talk about what they have their thinking. Children will expressions and visit a local	Children give good reasons ne connections they make. have learned and if changed blore worship in 4 different	beliefs/practices studied, including their own responses, recognising that others may think differently. Children consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. Children talk about what they have learned, how their thinking may have changed and why. Children will explore worship in Humanism and visit a local religious building.	
Begin to make sense of their own life-story and family's history	Recognise that people have different beliefs and celebrate special times in different ways	Recognise and respond to the importance of major festivals and celebrations of Christianity and Judaism.	Learn about and compare the different types of celebrations in Christianity, Judaism and other key religions.	Learn about and compare the different types of celebrations in Christianity and Islam (Easter, Christmas, Eid and Ramadan)	Learn about and compare the different types of celebrations in Christianity and Judaism (Easter, Christmas and Hannukah)	Learn about and compare the different types of celebrations in Christianity, Buddhism and Hinduism (Easter, Christmas, Diwali and Wesak)	Learn about and compare the different types of celebrations in Christianity, and Humanism (Easter, Christmas and Winter Solstice)
	Recognises and describes special times or events for family or friends.	Explore some of the key religious celebrations and festivals throughout the year, and the meaning behind them.	Explore and discuss some of the key religious festival sand celebrations throughout the year, making comparisons and links between these festivals and celebrations.	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (Christmas, Easter, Eid and Ramadan)	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (Christmas and Easter, Hannukah)	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (Christmas and Easter, Diwali and Wesak)	Explore and discuss some of the key religious festivals and celebrations throughout the year, making comparisons and links between these festivals (Christmas, Easter and Winter Solstice)
		Discuss key events and celebrations that are important in their own lives and shape them as individuals.	Observe when practices and rituals are featured in more than one religion or lifestyle.	Learn about ceremonies of rites of passage (coming of age and marriage) (<i>Pilgrimage and The 5 Pillars</i>)	Learn about ceremonies of rites of passage (coming of age and marriage) (baptism, weddings, Holy Communion, Sacred Thread and Bar/Bat Mitzvah)		Learn about ceremonies of rites of passage (coming of age and marriage) (Humanist weddings and funerals)
			Describe the main festivals of a religion	Understand worship, including prayer, at home and in the place of worship (Christianity, Islam)	Understand worship, including prayer, at home and in the place of worship (Christianity, Islam, Judaism and Sikhism)	Understand worship, including prayer, at home and in the place of worship (Christianity, Islam, Hinduism and Buddhism)	Understand worship, including prayer, at home and in the place of worship (Humanism)
				Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship (Mosque - plan	Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship (Synagogue -	Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship (Buddhist	Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of

Vo sehularu ((See above)		(See above)	(Sac above)	(See above)	(Sac above)	Church visit)	the children. Church - plan visit and make a key question from the children. (Is it better to express your beliefs through art, architecture or charity and generosity?)
Vocabulary ((See above)		(See above)	(See above)	(See above)	(See above)	(See above)	(See above)
	By the end of Reception:		By the end of Year 2: Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.		By the end of Year 4: children will know what symbols are important to Christians, Muslims, Jews and Sikhs and understand the importance of religious symbols. Children will make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Children will describe how people show their beliefs in how they worship and in the way they live. Children will Identify some differences in how people put their beliefs into practice.		By the end of Year 6, children: children will know what symbols are important to Christians, Muslims, Buddhists and Hindus and understand the importance of religious symbols. Children will make clear connections between what people believe and how they live, individually and in communities. Children will use evidence and examples to show how and why people put their beliefs into practice in different ways e.g., in different communities, denominations or cultures	
	Express their feelings and consider the feelings of others	Children talk about events in their own lives and the lives of family members.	Recognise some of the symbols associated with celebrations, signs and artefacts in a church and a synagogue.	Recognise, name and describe religious artefacts, places and practices;	Understand the meaning of symbols used in Christianity and Islam and what they represent within places and worship and celebration. (Christianity and Islam-Easter, Christmas and The Five Pillars of Islam)	Understand the meaning of symbols used in Christianity, Islam, Judaism and Sikhism, Buddhism and Hinduism and what they represent within places and worship and celebration. (Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism)	Understand the meaning of symbols used in Christianity, Buddhism, Islam and Hinduism and what they represent within places and worship and celebration (Christian symbols associated with Christmas and Easter, Islamic art, Hinduism and Buddhism)	Understand the meaning of symbols used in Christianity and Humanism and what they represent within places and worship and celebration (Christian symbols associated with Christmas and Easter, Humanist symbols)
		Think about the perspectives of others.	Name some religious symbols and discuss their importance. Begin to understand the meaning behind these symbols.	Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems. (Islam - Prayer mats and artifacts linked to Hajj Christian stained-glass windows; art and music linked to festivals in What does having faith mean for religious people? Easter and Christmas symbols and art)	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems (Stained glass windows, Easter and Christmas symbols and art)	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems. (Aum sign, Dharma Wheel, Islamic art works, Easter and Christmas symbols and art)	Understand the use of art, music and artefacts to explore the significance of symbols in world belief systems. (Mosque buildings, Islamic beliefs and values, Muslim calligraphy, painting and poetry, Christian art in worship, cathedrals, charities Easter and Christmas and winter solstice symbols and art, Relief, Muslim Aid and Christian Aid)

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				religious symbols, making				
				links between symbols used to represent				
				different religions.				
Vocabulary	(See above)		(See above)		(See above)	(See above)	(See above)	(See above)
Vocabulary	By the end of Reception: Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Develop their sense of Understand that some		lives of some people. The	Children look at how an anys an important role in the y make links to expressing what is important to them. Identify things that are important in their lives Ask questions about the	(See above) By the end of Year 4: Children will Christian and a Muslim (worship, for today. Children make simple links be concepts studied and how peo communities. Children describe how they worship and how they ling differences in how people put Recognise identity and belonging as attributes which may change and develop over time. Talk about what it means	aith and community) in Britain petween stories, teachings and ple live, individually and in w people show their beliefs in ve. Children can identify some	be a Hindu and a Buddhist (w in Britain today. Children ma what people believe and hov communities. Using evidence how and why people put t	(See above) en will know what it means to vorship, faith and community) ake clear connections between with they live, individually and in and examples, children show their beliefs into practice in tocommunities, denominations litures. Recognise identity and belonging as attributes which may change and develop over time. Talk about what it
Diversity & Belonging	responsibility and membership of a community See themselves as a valuable individual.	places are special to members of their community. Know some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)	importance of families and faith communities and relationships with others. Talk about who I am and how I belong to school, family and religious and non-religious clubs.	Understand that there are similarities and differences between people	to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.	means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.	means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.	means to be part of a faith community in Brighton and Hove and the UK, exploring the benefits and challenges of being part of a faith community.
			Recognise the importance of respecting different people's opinions and beliefs.	Recognise worship as an expression of common belief in religion. Compare and respect the differences and similarities between faith communities and religious events.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.	Recognise the symbolism associated with clothes in world faiths in relation to identify and belonging and discussion related to prejudice and visible differences in relation to religious dress.
					Know about the teachings of family life and care for others in the world faiths studied (Islam and Christianity)	Know about the teachings of family life and care for others in the world faiths studied (Christianity – marriage, baptism and death)	Know about the teachings of family life and care for others in the world faiths studied (Christianity Islam – Ahmisa, Grace and Ummah, Buddhism – being a vegetarian, caring for the environment)	Know about the teachings of family life and care for others in the world faiths studied (Humanism - the golden rule. Muslim Relief, Muslim Aid and Christian Aid)
Vocabulary	(See above)	1	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)
Meaning, Purpose & Truth	By the end of Reception:		By the end of Year 2:		By the end of Year 4: children will know about Christian rites of passage (Christening, Baptism, Holy Communion, Confirmation and Marriage), Jewish Bar/Bat Mitzvahs and Muslim rites of passage		By the end of Year 6: children will ask philosophical questions about the meaning of life and creation. Children will understand different beliefs about how the world was created and how we got here (Christian	

					(Pilgrir	(Pilgrimage)		creation story, Jewish creation story, Muslim creation story, Hindu and Buddhist beliefs about life and death)	
			Listen and respond to key religious stories. Discuss the meaning behind these stories and remember the key events.	Learn the name of important religious stories.	Explore religious beliefs about life and death (Christianity – Easter and Christmas, Islam)	Explore religious beliefs about life and death (Christianity – Easter and Christmas, baptism and death)	Explore religious beliefs about life and death (Christianity – Easter and Christmas, Hinduism (karma and reincarnation) and Buddhism)	Explore religious beliefs about life and death (Christianity – Easter and Christmas and Humanism)	
				retell religious stories and suggest meanings in the story	Know about the teachings about charitable giving and work in the world faiths studied and positive impacts on Communities. (Islam – The 5 Pillars of Islam)	Know about the teachings about charitable giving and work in the world faiths studied and positive impacts on Communities. (Christianity – Holland Road Baptist Chruch at Christmas time) Local faith group charity works in the community-our local religious community.	Have philosophical discussions about the ultimate Questions (Creation stories – ultimate questions about life and the creation of the Earth)	Know about the teachings about charitable giving and work in the world faiths studied and positive impacts on Communities (Muslim Relief, Muslim Aid and Christian Aid)	
				Listen and respond to parables and shared stories, discussing the meaning behind these stories and the important message that hey deliver.	Identify a reflection on rites of passage providing meaning, purpose and truth for individuals and communities (Islamic Hajj and pilgrimage in other faiths and Christianity)	Identify a reflection on rites of passage providing meaning, purpose and truth for individuals and communities (Christianity – Baptism, marriage, Holy Communion, Judaism – Bat/Bar Mitzvah, marriage, Hinduism - Sacred Thread Ceremony, marriage)			
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Vocabulary Values &	(See above) By the end of Reception:		(See above) By the end of Year 2: Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.		(See above) By the end of Year 4: children study religious parables about Jesus to understand about right and wrong. Children learn about a range of religious leaders and how and why they inspire others. Children suggest answers to questions, including their own ideas, about the differences religions make to life. Through a visit to a local religious building, children find out about the role and vocation of the local faith leaders.		from the 10 commandme charities in other religions. reflections and views to reli developing insights. Throu building, children find out a the local fa	en look at what we can learn ents. They look at laws and Children connect their own gions and beliefs they study, gh a visit to a local religious bout the role and vocation of eith leaders.	
Commitments	of view and to debate	Articulate their ideas and thoughts in well-formed sentences.	Talk about and explain my own ideas of right and wrong.	Look at how values affect a community and individuals	Know and understand what are values and what is the relationship between values, beliefs and actions (What does it mean to be a Muslim? What does it	Know and understand what are values and what is the relationship between values, beliefs and actions (Rites of Passage)	Know and understand what are values and what is the relationship between values, beliefs and actions (Islam – Ahmisa, Grace and Ummah)	Know and understand what are values and what is the relationship between values, beliefs and actions (What does it mean to be a humanist? What matters	

				mean to be a Christian?)			most to humanists and Christians?)
		Understand what Christian and Jewish people believe about ideas of right and wrong.	Explain how actions can affect other people	Retell stories about key people from the religious texts studied and how they inspire believers today (Jesus – Jesus Calms a Storm, The Lost Sheep and The Feeding of the 5000)	Retell stories about key people from the religious texts studied and how they inspire believers today (Jesus, Moses – The Kewish story of Moses, Guru Nanak - The Milk & The Jasmine Flower and the story of Duni Chand & the Silver Needle)	Retell stories about key people from the religious texts studied and how they inspire believers today (Jesus, Budda, Rama and Sita (Diwali), Ahmisa, Grace and Ummah, Brahma the Creator, Vishnu the Preserver, and Shiva the Destroyer, Prophet Muhammed PBUH and the revelation of the Qur'an)	Retell stories about key people from the religious texts studied and how they inspire believers today (Jesus, Humanism - Mary Wollstonecraft, George Eliot, Marie Curie, Margaret Knight, Jim Al-Khalili, Alice Roberts, Jawaharlal Nehru, Richard Dawkins, Bertrand Russell, Albert Einstein and Sam Harris)
			Understand that they have their own choices to make and begin to understand the concept of morals.	Retell stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others (Jesus and stories about how he inspires others; Hajj – Story of Zamzam water; Isaac and Abraham)	Retell stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others.(Moses, Dalia lama, Guru Nanak, Christian church leader, Mata Amritanamdamayi)	Retell stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others (Jesus, Buddhism – Buddha, The Dalai Lama. Hinduism – Mahatma Gandhi)	Retell stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others (Jesus. Humanism - Mary Wollstonecraft, George Eliot, Marie Curie, Margaret Knight, Jim Al-Khalili, Alice Roberts, Jawaharlal Nehru, Richard Dawkins, Bertrand Russell, Albert Einstein and Sam Harris
				Understand the role and vocation of the leaders of local faith communities (Mosque - plan visit and make a key question from the children. Church visit)	Understand the role and vocation of the leaders of local faith communities (Synagogue - plan visit and make a key question from the children. Church visit)	Understand the role and vocation of the leaders of local faith communities (Buddhist Centre - plan visit and make a key question from the children. Church visit)	Understand the role and vocation of the leaders of local faith communities (Humanist guest speaker - plan visit and make a key question from the children. Church visit - plan visit and make a key question from the children.
Vocabulary	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)	(See above)