



RE knowledge and skills progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>CHRISTMAS Celebration Christmas Jesus Son of God New Testament Nativity Mary Joseph shepherds Wise men/Magi/Kings Innkeeper</p> <p>WHY IS THE BIBLE AN IMPORTANT BOOK FOR CHRISTIANS? Names from the accounts / narratives Old/New Testament Bible 'big story'</p> <p>WHY IS 'CHURCH' IMPORTANT TO CHRISTIANS? Church 'vocabulary': e.g. steeple; tower; lectern; pulpit; banner; font; stained glass; altar; communion table; pew; organ; bell; spire Christian vicar/priest Bible worship</p> <p>Y1 EASTER new life hope hot cross buns cross Good Friday Easter Sunday Easter egg Resurrection sign symbol happy/sad</p> <p>WHY DO JEWISH FAMILIES CELEBRATE SHABBAT? rest weekend family time Shabbat Shalom Challah work Havdalah Kippah Creation Spices</p> <p>HOW DOES A DREIDEL HELP JEWISH FAMILIES TO REMEMBER? Hanukkah Hanukiah tradition Miracle gelt latkes dreidel nun/gimel/hey/shin' 'a great miracle happened there' servant candle (shamash) everlasting light</p> <p>WHAT IS THE TORAH AND WHY IS IT IMPORTANT TO JEWS? respect holy Torah scroll value/valuable precious synagogue ark Kippah tallit everlasting light Yad Simchat</p> <p>WHAT ARE YOUR BIG QUESTIONS? Big question Wonder God Heaven Creation Natural world Creation stories Myths</p> <p>Aboriginal /Chinese /African/ Science/scientist Non-religious belief</p> <p>WHY SHOULD WE LOOK AFTER OUR WORLD? creator creation wonder Bible Torah Qur'an Psalm responsibility environment</p> <p>humanist / humanism non-religious people</p>	<p>Y2 CHRISTMAS symbol sign light Nativity angel star presents Wise Men Magi announced/Annunciation</p> <p>WHAT DO CHRISTIANS BELIEVE GOD IS LIKE?image Bible God Creator/created King/Kingdom Provider Christian Beliefs</p> <p>WHO IS JESUS? Bethlehem Nazareth Jerusalem disciple miracle human unique baptism/ baptised healing Son of God incarnation divine</p> <p>WHAT IS IMPORTANT FOR MUSLIM FAMILIES? Qur'an Muslims Islam messenger holy Arabic peace respect submission Prophet Allah madrassah</p> <p>WHO IS ALLAH, AND HOW DO MUSLIMS WORSHIP HIM? Allah Character/qualities Beautiful names respect worship Muslims Islam Arabic</p> <p>IS PRAYER IMPORTANT TO EVERYONE? Prayer Blessing Amen Assembly /Collective Worship Christians/Jews/Muslims Lord's Prayer Adhan</p> <p>EASTER Cross Crucifixion Easter Garden Sin Forgiveness (restoration) Tomb</p> <p>WHY DID JESUS TELL PARABLES? Jesus parable meaning truth love forgiveness Prodigal Son God Love</p> <p>WHY DO CHRISTIANS CALL JESUS 'SAVIOUR'? Jesus Saviour rescue rescuer Salvation Zachaeus</p> <p>WHAT DO CHRISTIANS BELIEVE GOD IS LIKE? image Bible God Creator/created King/Kingdom Provider Christian Beliefs</p>	<p>CHRISTMAS gold frankincense myrrh priest worth commercialisation mission salvation value</p> <p>Y3 EASTER Palm Sunday triumphal entry Maundy Thursday Passover sacrifice Last/Lord's Supper communion King trial crucifix cross, crucifixion Good Friday resurrection Saviour</p> <p>HOW DID JESUS CHANGE LIVES? disciples miracle encounter outcasts follower lepers Son of God Saviour</p> <p>WHY IS PRAYING IMPORTANT FOR CHRISTIANS? model Lord's Prayer Lord Father Heaven Hallowed/Holy Kingdom'daily bread' Forgiveness TemptationSin/evilAmen</p> <p>WHAT DOES IT MEAN TO BE A HINDU? Rangoli Diva Holi karma Rakhi Raksha Bandhan Diwali (Diwali) Rite of passage (samskara)</p> <p>WHAT ARE IMPORTANT TIMES FOR JEWS?Bar/Bat Mitzvah Pesach (Passover) Seder Commandments Yom Kippur (Day of Atonement) Sukkot Rosh Hashanah (New Year)Repentance/forgiveness</p> <p>WHY DO CHRISTIANS SHARE COMMUNION? bread reminding, remembering sharing wine symbol sacrifice atonement unity love service communion sacrament prayer new agreement forgiveness Passover</p> <p>HOW DID THE CHURCH BEGIN? Ascension Pentecost Apostles Whitsun Holy Spirit conversion persecution Early Church</p> <p>HOW DID IT ALL BEGIN? Creation Creator God Origins Stewardship Responsibility Interdependence Image Science Experiments Observation</p> <p>HOW CAN WE LIVE TOGETHER IN ONE WORLD? Community Fair Trade citizen world Global Global village religions fairness charity Sukkot Harvest</p> <p>WHAT WOULD JESUS DO? 'WWJD' – What Would Jesus Do?Charity Philanthropist Compassion Justice Mercy conscience</p> <p>IS CHRISTIAN WORSHIP THE SAME ALL AROUND THE WORLD? Culture/Context Denomination Worldwide Festival Ritual Symbol Represent Cross/crucifix Persecution Communion</p> <p>HOW IS GOD THREE – AND YET ONE? Trinity Three in One God the Father God the Son Jesus God the Holy Spirit Symbolism Imagery Equal Characteristic Purpose</p> <p>WHAT IS THE 'BUDDHIST WAY OF LIFE? Siddhartha Gautama Buddha enlightenment meditation shrine Nirvana Four Noble Truths Eightfold Path Wheel of Life rebirth</p>	<p>CHRISTMAS annunciation innocents massacre nativity symbolism belief icons halo salvation incarnation incarnate</p> <p>Y4 EASTER Lent Ash Wednesday Mardi Gras Shrove Tuesday pancakes Confession/forgiveness Temptation Sackcloth/ashes</p> <p>WHY DO CHRISTIANS CALL GOD 'FATHER'?Creator; father; mother & mother hen; Saviour; friend; shepherd; fortress; rock etc.holy; just/fair; loving; forgiving parable/Prodigal Son Loving Father Psalm'image' – used to portray God's character rather than the idea of an 'idol'</p> <p>HOW DO PEOPLE CELEBRATE NEW LIFE? New life naming godparent guide parents birth christening dedication baptism confirmation</p> <p>WHAT DO SIKHS VALUE? Sikhism Guru Guru Nanak Ji Guru Granth Sahib Jil Onkar (oneness of God)Naam Equality Gurdwara Khanda, Langar Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers) Khalsa (Sikh community) Vaisakhi (birthday of the khalsa) Amrit</p> <p>HOW DOES THE BIBLE REVEAL GOD'S RESCUE PLAN? Old/New Testament Psalms Parable Versions salvation/rescue Israel/Jews Christians covenant/promise prophecy</p> <p>HOW CAN CHURCHES HELP US TO UNDERSTAND CHRISTIAN BELIEF? Altar/Communion TableFont/baptistery DenominationAnglican/Church of England Roman Catholic Baptist/Methodist Sacrament Holy Communion/Eucharist Priest/Vicar/Minister/Pastor/CurateBaptismDedication/Confirmation</p> <p>WHY DO CHRISTIANS WORSHIP JESUS CHRIST?Jesus Christ baptism Holy SpiritJohn the Baptist dove temptation, devil/donkey, hosanna, palm evidence king resurrection ascension Pentecost crucifixion crucifix Pharisees</p>	<p>CHRISTMAS Christingle Symbolism Sign Festival of light Light of the world Prophecy Isaiah Guiding light Simeon</p> <p>Y5 EASTER Gospels: Matthew, Mark, Luke & John narrative account similarities/ differences Josephus Tacitus Pliny</p> <p>ADAM, EVE, CHRISTMAS, EASTER: WHAT ARE THE CONNECTIONS? Old/New Testament Adam/Eve The Fall Disobedience Consequences Sin Prophecy Crucifixion Sacrifice Resurrection Salvation</p> <p>HOW DID JESUS' TEACHING CHALLENGE PEOPLE? parable meaning/interpretation Sermon on the Mount Sermon on the Plain Pharisees blessings/woes commandments/laws</p> <p>HOW DO PEOPLE EXPRESS THEIR BELIEFS THROUGH THE ARTS? Calligraphy symbol geometric design Ramayana icon iconography expression</p> <p>WHO DID JESUS SAY 'I AM'? Christ Emmanuel Lord Saviour Redeemer Messiah KingSon of God/Man Risen One Alpha & Omega AMs: Resurrection & the life; Bread of life; Good shepherd; True vine; Light of the world; The way, truth & life</p> <p>WHAT IS THE 'GOLDEN RULE'? Bible Sermon on the Mount Torah Proverb Qur'an Hadith Sunnah Sacred text Golden rule</p> <p>HOW DO THE PILLARS OF ISLAM HELP MUSLIMS LIVE A GOOD LIFE? Qur'an Muslims The Five Pillars (or duties) of Islam Shahadah (There is no God but Allah and Prayer (Salah and wudu) Almsgiving (Zakah) Pilgrimage (Hajj) Id-ul-Fitrid-ul-Adha Aqueqah Muhammad is his messenger) Fasting (Sawm) –Ramadan</p> <p>HOW CAN A MOSQUE HELP US TO UNDERSTAND THE MUSLIM FAITH? adhan muezzin mihrab ka'bah minbar Minaret rak'ah salah wudu submission, surrender calligraphy Arabic Tawhid Jumm'ah</p>	<p>CHRISTMAS Gospel – good news Matthew/Luke Bethlehem/Egypt/Nazareth/ Judah Magi Nativity Jewish Gentile prophecy fulfillment</p> <p>EASTER - Sacrifice Passover Atonement Gethsemane Sin Reconciliation</p> <p>WHAT IS 'WISDOM'?sage Bible Solomon proverb wisdom good judgement sensible perception discerning knowledge impact images apply evidence</p> <p>WHAT CAN WE LEARN ABOUT THE CHRISTIAN FAITH FROM THE CHRONICLES OF NARNIA? Allegorical Temptation Sin Betrayal Resurrection Forgiveness Hope</p> <p>WHAT HELPS HINDUS TO WORSHIP? Murti (image) Tri-murti: Brahma; Vishnu; ShivaArta (worship) Puja (prayers) Aum – the sound of the universeavatar – 'incarnation' (as human & animals)Krishna; Rama; Ganesh; Durga; LakshmiVedas / BhagavadGita/Mahabharata / Upanishads / Ramayana</p>
Reflection	<ul style="list-style-type: none"> Reflecting on the relationship of the chosen Bible 'characters' with God; of their own choices and actions; on why the Bible might be important to Christians Reflection: reflecting on Jewish beliefs and practices associated with Hanukkah Reflecting on feelings and experiences associated with celebrating Reflecting on The Ten Commandments & what Jews believe about them, and on the importance of rules Reflecting on Jewish beliefs and practices Reflecting on feelings and experiences of new life Reflecting on how a church 'feels'; on what makes a church Reflecting on big questions and beliefs about the world, recognising that some questions about life are difficult to answer Reflecting on what makes the world a place of wonder 	<ul style="list-style-type: none"> Reflecting on different images of God e.g. as contained within songs e.g. 'Our God is a great big God' / 'Wide, wide as the ocean'; on words to describe God; on good gifts they have been given by God Reflecting on personal relationships-with peers and adults; responses related to how Jesus performed miracles; how the events in Jesus' life show him as being human / God Reflecting on the puzzling aspects of the Christmas story Reflection: on concepts within the parables such as love, forgiveness etc. Reflecting on their own experiences of rescue and the reasons why Christians might call Jesus 'Saviour'; Reflecting on the Easter celebration and puzzling aspects of the story; on the concept of forgiveness and saying sorry Reflecting on people who are important to them and why Muhammad is important to Muslims; Reflecting on the importance of prayer for a Muslim and the meanings of different names that Muslims have for Allah Reflecting on why people might or might not pray Reflecting on big questions and beliefs about the world, recognising that some questions about life are difficult to answer 	<ul style="list-style-type: none"> Reflecting on why Jesus performed miracles, & considering questions such as: Can a miracle happen today? What was the impact of miracles on eyewitnesses? Reflecting on the ideas expressed within the Lord's Prayer Reflecting on experiences of gift-giving and on what might more accurately express the 'spirit' of Christmas Reflecting on the role of family life and values Reflecting on the importance of family life for Jewish communities; on repentance and reconciliation Reflecting on the value of having symbols and actions to remember a key belief Reflecting on the symbols and what they mean in relation to the Easter story Reflecting on feelings and experiences of the apostles Reflecting on the experience of being in a synagogue or how Jews feel about the shema / Torah 	<ul style="list-style-type: none"> Reflecting on questions such as 'What am I like?' and 'What do I think God is like?' Reflecting on the impact of beliefs and practices connected with birth & belonging Reflecting on the symbols and what they mean in relation to the Christmas story Reflecting on the ways in which we are a part of a global community and our responsibilities to others Reflecting on how and why Christians worship God / express belief in different ways. Reflecting on the feelings, experiences, beliefs and practices associated with Lent Reflecting on Sikh beliefs and their impact on Sikh communities Reflecting on texts from the Bible and their meaning for Christians today 	<ul style="list-style-type: none"> Reflecting on their own ideas of what a 'golden rule' is Reflecting on the things Jesus said about himself and their impact for Christians Reflecting on their own feelings about light and dark e.g. light and dark experiences; on those who are guiding lights or influences on lives Reflecting on feelings and how these can be expressed without words using different art forms Reflecting on the impact of Jesus' teachings on the people who heard them, and on what relevance they think the teaching has Reflecting on ultimate questions that are raised by the Easter narratives. Reflecting on beliefs and practices Reflecting on concepts such as submission or duty, and the challenges of living this way 	<ul style="list-style-type: none"> Reflecting on the ultimate questions about the origin, meaning and purpose of the world and mankind Reflecting on the imagery of the Trinity and the characteristics of each Person Reflecting on ultimate questions and Christian beliefs about Jesus; on different viewpoints revealing different elements of truth Reflecting on the beliefs and practices of Buddhists Reflecting on the meaning and significance of Jesus' names / birth / death for Christians Reflecting on experiences of temptation, betrayal, forgiveness and hope Reflecting on ultimate questions and beliefs about the death of Jesus Reflecting on the meaning of items in a shrine or the meaning of a Hindu story Reflecting on the practices of baptism and Communion, the beliefs they represent and the feelings of those involved

<p>Empathy</p>	<ul style="list-style-type: none"> •Empathising by acknowledging that the Bible is special to some people, even if it might not be special to them •Empathy: considering how it might feel to be a Jewish child and look forward to Hanukkah •Empathising with the emotions of people in the account of Jesus' birth •Empathising by identifying why the Torah might be special for a Jew •Empathising by considering how it might feel to be a Jewish child and look forward to Shabbat •Empathising: with the emotions of people within the Easter story and how Christians might feel about Easter •Empathising by considering the beliefs and values of others; demonstrating appropriate levels of respect; thinking how worship might feel for a Christian •Empathy: considering the thoughts, feelings, attitudes, beliefs and values of others •Empathising by developing their ability to wonder about their world and see things from different points of view 	<ul style="list-style-type: none"> •Empathising by discussing how we adapt our behaviour in different situations •Empathising by considering the thoughts / feelings of people who met Jesus before/after a miracle •Empathising with the feelings of those who witnessed the birth of Jesus •Empathy: identifying the feelings of the people in Jesus' parables. Consider how the parables may affect their behaviour •Empathising by considering how it feels to be rescued, and to be able to put themselves in the place of key people Jesus met; •Empathising by considering how people feel about 'broken' friendships or what Christians might feel about Easter •Empathising by considering the thoughts, feelings, beliefs, attitudes and values of Muslims •Empathising by thinking about what's important for Muslims •Empathising by showing respect for the thoughts and views of others 	<ul style="list-style-type: none"> •Empathising by considering the thoughts, feelings, experiences of those whose lives were changed after meeting Jesus •Empathising by suggesting how the ideas expressed in the prayer might help a Christian •Empathising by being able to say how different people feel about Christmas; consider what Jesus might think of Christmas •Empathising by showing understanding of Hindu family values / what it feels like to celebrate different festivals •Empathising by considering the thoughts, feelings, experiences, attitudes, beliefs and values of Jewish families and trying to see the world through 'Jewish' eyes •Empathising by relating to their own experiences of remembering / sharing special meals; suggesting what Christians might be thinking about during different parts of communion •Empathising by considering how the Apostles overcame fear •Empathising by considering how individuals may feel in the synagogue or the challenges of showing commitment to a faith 	<ul style="list-style-type: none"> •Empathising by consider questions such as 'What it is like to be a friend?' or 'What is it like to forgive and be forgiven?' •Empathy- consider the thoughts, feelings, experiences, attitudes, beliefs and values of others when talking about the different aspect studied •Empathising by considering the thoughts, feelings, experiences, attitudes, beliefs and values of others in different communities; see the world through the eyes of others, and see issues from their point of view •Empathising by considering the challenges faced by Christians who face persecution. •Empathising by considering the thoughts, feelings, experiences, attitudes, beliefs and values of others and identifying feelings such as forgiveness and sorrow •Empathising by considering how Sikhs view equality •Empathising by considering what it feels like to be rescued or helped & applying this idea to different stories 	<ul style="list-style-type: none"> •Empathising by trying to understand prayer as practised by Muslims •Empathising by considering how Christians view Jesus •Empathy: considering the thoughts and feelings of Simeon when he met the infant Jesus in the temple or the wise men as they followed the star; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow •Empathising by trying to identify with those who heard the teachings, and with Christians today. 	<ul style="list-style-type: none"> •Empathising by identifying with the feelings of wonder for the natural world; listening respectfully to the views of others •Empathising by understanding what difference belief in the Trinity might make to a Christian •Empathising by considering the attitudes, beliefs and values of others, and seeing issues from their point of view •Empathising by considering the beliefs and values of Buddhists and seeing issues from their point of view •Empathising by presenting their point of view, whilst considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; identifying with feelings such as love, forgiveness and sorrow •Empathising by considering Edmund's thoughts/Aslan's feelings about Edmund's actions •Empathy: developing the ability to identify with feelings such as love and sorrow •Empathising by interviewing a Hindu who can talk about their experience of worship; considering how worship 'feels' for a Hindu •Empathising by demonstrating sensitivity to the differing views of others
<p>Investigation</p>	<ul style="list-style-type: none"> •Investigating by using different resources to gather 'evidence' e.g. Children's Bibles, or to try to locate a story in the Old/New Testament ; using visitors as a resource •Investigation: using artefacts / video / pictures / story to gather information about Hanukkah •Investigating by gathering information about the Nativity story from Christmas cards •Investigating artefacts, photographs and places to find out about the Torah •Investigating artefacts / photos to gather information about Shabbat or asking visitor(s) questions •Investigation: asking relevant questions about Easter and exploring different resources to find out some answers •Investigating by exploring a variety of sources e.g. use of ICT, books, photographs, artefacts, people •Investigating by asking questions about their own and other' feelings and experiences •Investigation: asking relevant questions; gathering information from the creation story 	<ul style="list-style-type: none"> •Investigating by identifying clues as they appear in the Christmas story Investigation: using the parables to explore what Jesus was teaching •Investigating stories / art from the life of Jesus to answer the question about why Christians call Jesus 'Saviour'; •Investigating the different parts of an Easter Garden and relating them to the Easter account •Investigating by using artefacts / photos to gather information about Muslim belief •Investigating the positions for prayer and finding out what each means •Investigating by gathering evidence about the ways in which people pray from photos or visitors 	<ul style="list-style-type: none"> •Investigating the ideas expressed within the prayer e.g. forgiveness / temptation •Investigating by asking questions, using different sources for evidence etc •Investigating by asking relevant questions about Jewish ways of life; knowing how to gather information from a variety of sources e.g. books, photos, stories, visitors, artefacts etc •Investigating by looking at words and prayers used during the service •Investigating by gathering information from a variety of sources, including art & Bible texts •Investigating by exploring Biblical accounts / maps; finding out what Christians believe about the Holy Spirit / Pentecost •Investigating by gathering evidence for beliefs represented by symbols and objects in the synagogue 	<ul style="list-style-type: none"> •Investigating artefacts / art / story / text to find out what Christians believe God is like; asking relevant questions about who God is; using what they know about Jesus to help them understand what Christians believe God is like •Investigation- ask relevant questions and knowing how to gather information from artefacts/ video / photos / cards •Investigating by gathering information from a variety of sources e.g. art, Bible etc. •Investigating by researching the key religious teachings about sharing resources; finding out how charities share the world's resources •Investigating Christian worship in other cultures or denominations and the artefacts from that context. •Investigating by asking relevant questions e.g. how might this help a Christian prepare for Easter?; by gathering information from a variety of sources e.g. books, photos, visitors etc. •Investigating by asking and answering questions about Sikhism and knowing how to gather information from a variety of sources •Investigating by researching into different Bible stories 	<ul style="list-style-type: none"> •Investigating what others believe to be the 'golden rule' •Investigating by asking questions to understand what Jesus meant, and what Christians believe about Jesus •Investigating the religious meaning of light at Christmas & comparing it with light as a theme in other faiths •Investigating different form of art from different cultures and beliefs •Investigating by exploring art / texts to find out different things that Jesus taught about •Investigating by asking relevant questions about the evidence for Jesus' death & resurrection or life after death; knowing how to gather information from a variety of sources e.g. the four gospels •Investigating what may constitute evidence for justifying beliefs in religion •Investigating the features of a mosque 	<ul style="list-style-type: none"> •Investigating the beliefs and texts of a variety of religious and non-religious communities •Investigating by looking for evidence of the Trinity in art / Bible passages •Investigating by gathering information from a variety of sources e.g. Bible passages, art etc. •Investigating by asking relevant questions and knowing how to gather information from a variety of sources e.g. artefacts, stories •Investigating by knowing how to gather information from the Bible & other sources •Investigating by asking questions about Aslan & Jesus •Investigation: knowing how to gather information from a variety of sources e.g. Bible, art, knowledge of other Christian concepts and beliefs •Investigating by visiting a mandir or looking at a Hindu shrine and finding meaning in the items seen or stories heard. •Investigating by gathering information about baptism and communion from a range of resources

<p>Interpretation</p>	<ul style="list-style-type: none"> Interpreting language and images related to the narratives; suggesting what someone might learn from this narrative Interpretation: drawing meaning from Hanukkah artefacts and symbolism; interpreting religious language Interpreting any religious language in the story and drawing meaning from religious art (Christmas cards) Interpreting by suggesting meanings of the words in the Torah Interpreting by drawing meaning from Jewish artefacts and symbolism; interpreting religious language Interpreting the symbolism connected with Easter Interpreting the symbolism within the church Interpreting religious language Interpreting religious language; suggesting meanings of religious texts 	<ul style="list-style-type: none"> Interpreting different images of God from the Bible and suggesting how these images might help answer the question 'What is God like?' Interpreting by drawing meaning from the events of Jesus life; interpreting religious words and phrases e.g. 'Saviour'; answering 'why' questions; talking about religious art etc. Interpreting the possible meanings of those clues Interpretation: suggesting meanings of Jesus' parables Interpreting by drawing meaning from the events of Jesus life; interpreting religious words and phrases e.g. 'Saviour'; answering 'why' questions; talking about religious art etc. Interpreting the symbolism contained within an Easter Garden Interpreting by drawing meanings from artefacts and symbolism e.g. the way the Qur'an is treated Interpreting by suggesting meanings for the different prayer positions / wudu at the mosque Interpreting by drawing meaning from the language / symbolic action used in prayer 	<ul style="list-style-type: none"> Interpreting by suggesting possible meanings for what Jesus did Interpreting the ideas and language expressed within the Lord's Prayer Interpreting the symbolism of the gifts; the meaning and significance of Christmas for Christians Interpreting the meaning of a festival and the symbolism of its rites and artefacts Interpreting by drawing meaning from Jewish artefacts, symbolism and stories; interpreting religious language & suggesting meanings of religious texts Interpreting the symbols of the bread and wine and the idea of being "one body" and the words said during a communion service Interpreting by drawing meaning from works of art and suggesting meanings for symbols and forms of religious expression Interpreting the meaning of Bible texts; Christian symbols connected with the Holy Spirit Interpreting by describing symbolism linked to key features or artefacts within the synagogue; interpreting religious language within Jewish texts used 	<ul style="list-style-type: none"> Interpreting by drawing meaning about the nature of God from works of art, music, poetry, symbolism and religious text. Interpretation- draw meaning from artefacts, symbolism and religious language used during ceremonies Interpreting by drawing meaning from works of art from different cultures; suggesting meanings for symbols and forms of religious expression Interpreting by breaking down what it means to be a global citizen Interpreting the meaning of a piece of art from another cultural context. Interpreting by drawing meaning from artefacts and symbolism; interpreting religious language Interpreting the symbolism of the 5Ks and the Khanda Interpreting the meaning of different stories – for themselves or for Christians 	<ul style="list-style-type: none"> Interpreting the meaning of a 'golden rule' Interpreting the meaning of the 'I AM' statements Interpreting by drawing meaning from the symbolism in the Christingle or painting, 'Christ the Light of the World'; interpreting religious language such as 'bringing light to the world' or 'The Light of the World'. Interpreting by drawing meaning from works of art, music, drama, poetry and symbolism Interpreting the texts that they read Interpreting religious language and suggesting meanings of religious texts Interpreting the vocabulary of each pillar Interpreting the features / symbolism / artefacts associated with mosques & prayer 	<ul style="list-style-type: none"> Interpreting by suggesting meanings for creation stories and their purpose, exploring the difference between 'how' and 'why' Interpreting the symbolism used in each case Interpretation: interpreting religious language & suggesting meanings of religious texts Interpreting by drawing meaning from statues of Buddha and interpreting religious language Interpreting religious language; suggesting meanings of religious texts e.g. the names of Jesus from Isaiah Interpreting the meaning of the allegory Interpretation: drawing meaning from works of art and symbolism; interpreting religious language; suggesting meanings of religious texts Interpreting a story from a Hindu tradition Interpreting the symbolism involved in baptism and communion and drawing meaning from it
<p>Evaluation</p>	<ul style="list-style-type: none"> Evaluating by comparing their own and other people's ideas about big questions Evaluation: suggesting how people have spoiled the world Evaluating by comparing their own and other people's ideas about big questions 	<ul style="list-style-type: none"> Evaluating why Christians call Jesus 'Saviour' 	<ul style="list-style-type: none"> Evaluating by considering how this prayer might help Christians – or themselves? Evaluating by considering the ways in which Christmas may have lost its true meaning Evaluating what difference a belief in karma might have on a Hindu's life or which elements of a festival are 'traditions' or 'religious' Evaluating by considering how taking communion might influence how Christians live their lives Evaluating by identifying what influences and inspires them / Christians and why; considering reasons why Good Friday is called 'Good' Evaluating by considering the 'mission' of the Church & the impact of the Holy Spirit then / now Evaluating by considering the values and challenges of different people worshipping in different ways 	<ul style="list-style-type: none"> Evaluating by identifying what influences and inspires them and why Evaluating how to act to become a global citizen Evaluating by suggesting which music or art might be the most conducive to worship. Evaluating by considering how the three duties of a Sikh might impact their lives Evaluating by considering what a opinions Christian might have about rescue and salvation 	<ul style="list-style-type: none"> Evaluating how someone's belief of a 'golden rule' would affect their life Evaluating by making judgements about which of Jesus' names might be most important Evaluating how effective the artist has been in showing their feelings and beliefs Evaluating by considering the relevance of Jesus' teachings for those who heard them, and Christians, & others, today Evaluating issues of religious significance e.g. Are the similarities and differences within the Gospel accounts important? Evaluating how each pillar affects a Muslim's life Evaluating what might help Muslims to pray, or whether it's better to worship as a community 	<ul style="list-style-type: none"> Evaluating through debating views about creation with reference to evidence and argument Evaluating issues of religious significance e.g. Are the similarities and differences within Matthew and Luke's account important? Evaluating by debating issues of religious significance within Buddhism Evaluating the challenges of Christian belief in the idea of salvation with reference to sources they've explored Evaluating why ordinary people do bad things Evaluation: debating issues of religious significance with reference to evidence and argument e.g. in conscience alley Evaluating the importance of different expressions of worship for a Hindu Evaluating by describing the impact of the practices of baptism and communion on Christians and their Church community
<p>Analysis</p>			<ul style="list-style-type: none"> Analysing the similarities and differences between Hinduism and other religions studied Analysing the links between the Jewish Passover and the Last Supper Analysing the distinction between the features of the early Church and the Church today Analysing what a synagogue reveals about Jewish beliefs; how Christian & Jewish beliefs differ 	<ul style="list-style-type: none"> Analysis – distinguishing the differences between religious and non-religious groups Analysing how fair the world is and what can be done to improve it Analysing the similarities and differences between features of worship in differing cultural contexts Analysing the Sikh and other views on equality Analysing the similarities and differences between Biblical texts or stories 	<ul style="list-style-type: none"> Analysing the similarities and differences of the Golden Rule in different contexts / people's beliefs Analysing by explaining how Jesus' names relate to other aspects of his life and ministry Analysing the use of art in Islamic and Christian traditions to express beliefs about God Analysing the different features of Jesus' teachings e.g. parables / 'sermons' / commandments Analysing the similarities between the Gospel accounts; distinguishing between opinion and fact Analysing the differences between different religions Analysing the differences between prayer practices in different religions & commenting on connections / differences 	<ul style="list-style-type: none"> Analysing the similarities and differences between creation stories from different religions and people with non-religious world views Analysing the importance of belief in the Three Persons of God for Christians Analysing the differences between the two gospel accounts Analysing by distinguishing between opinion and fact Analysing the death & resurrection of Jesus linked to Aslan Analysing the similarities and differences between Hindu worship and another faith worship Analysing by identifying the differences between Christian denominations

<p>Synthesis</p>	<ul style="list-style-type: none"> •Synthesising by making links between Bible passages and what a Christian might learn from it or believe about it •Synthesis: linking the symbols and traditions of Hanukkah with the story of Judah Maccabee / things that are important to Jewish families / Jewish beliefs •Synthesising by linking the way the Torah is treated with Jewish beliefs about the Torah •Synthesising by linking the symbols and practices of Shabbat with Jewish beliefs •Synthesising by connecting the features of a church with Christian belief or worship practices •Synthesis: linking stories to beliefs about creation and the natural world 	<ul style="list-style-type: none"> •Synthesising by making links between the images and Christian beliefs about God •Synthesising by linking the events of Jesus' life with what Christians believe about him •Synthesising by linking the clues with Christian beliefs about Jesus •Synthesis: connecting meanings of different parables e.g. the 'Lost' parables •Synthesising by linking the events of Jesus' life with what Christians believe about him being 'Saviour' •Synthesising by linking the parts of the Easter Garden with what Christians believe •Synthesising by linking Islamic art with Muslim beliefs 	<ul style="list-style-type: none"> •Synthesising by linking the miracles of Jesus with what Christians believe about him •Synthesising by making links between the words of the prayer and Christian belief •Synthesising by making links between aspects of their learning e.g. elements of the story with the concept of giving; their choice of alternative gift, and what Christians believe about why Jesus came; linking aspects of Jesus' life with what Christians believe about him •Synthesising by making links between Hindu belief and Hindu practices •Synthesising by linking the importance of the home / festivals / commandments / rituals with Jewish beliefs; connecting different aspects of Judaism together e.g. Shabbat, creation & the Ten Commandments •Synthesising by making links with the Passover meal, or links between Christian beliefs and practices •Synthesising by making links between the Last Supper and Passover, or the events with Christian beliefs about Jesus •Synthesising by creating their own symbol for Pentecost; making links between the story of Pentecost and what Christians believe about the Holy Spirit •Synthesising by linking beliefs with actions and objects observed in the synagogue 	<ul style="list-style-type: none"> •Synthesising by linking artefacts / art / story with Christian beliefs about the nature of God •Synthesis – investigate and connect the different aspects of new life ceremonies •Synthesising by linking symbolism with Christian belief about Jesus •Synthesising by linking features of people's beliefs with actions •Synthesising by finding common features of Christian belief expressed in worship. •Synthesising by linking the story of Jesus in the desert with the practices of Lent; linking the practices of Lent with Christian belief •Synthesising by linking Sikh core beliefs to their practices •Synthesising by making significant connections between different Bible stories; choosing elements to be represented in their 'Rescue' artwork or narrative of the 'big story' 	<ul style="list-style-type: none"> •Synthesising by connecting and comparing the 'golden rules' and noticing similarities or differences •Synthesising by connecting what Jesus said about himself to life for Christians today; •Synthesising by connecting light as a theme across religions or linking ideas from the life of Jesus •Synthesising their knowledge of art techniques and religions or belief systems •Synthesising by linking different elements together e.g. texts with beliefs / Christian ways of life or by linking Jesus' teachings to Jewish commandments •Synthesising by linking significant features of religion together e.g. the same events in different accounts or how this reveals what Christians believe about the person of Jesus •Synthesising by linking significant features of a religion together, connecting learning across units •Synthesising by making links between features / artefacts / prayer positions, and Muslim beliefs 	<ul style="list-style-type: none"> •Synthesising by making connections between texts, belief & actions, or beliefs about God in other religions •Synthesising by linking significant features of religion together e.g. the Gospel accounts with their intended audience •Synthesising by linking significant features of Buddhism together •Synthesising by making links between Adam, Eve, Christmas and Easter and seeing the 'bigger picture' of Christian belief •Synthesising by examining what difference Jesus' resurrection makes to Christian belief •Synthesis: linking the concept of sacrifice with Christian belief; connecting Jesus' death with what he taught •Synthesising by comparing the Christian view of God as Trinity with the Hindu view of representations of Brahman. •Synthesising by making links between practice and beliefs about baptism and /or communion
<p>Application</p>	<ul style="list-style-type: none"> •Applying by making the association between a Jewish person and their community life •Application: realising that beliefs about creation affect the way someone treats the world 		<ul style="list-style-type: none"> •Applying by considering what it means to trust and follow others, and the challenges of doing this. •Applying by considering what impact praying this prayer might have for Christians •Applying & Expressing by translating ideas into practical actions •Applying by explaining how Hindu beliefs influence the lives of individuals and communities •Applying by making the association between the Jewish faith and ways of life for individuals, families, and communities •Applying by explaining how the events of Pentecost changed the Apostles, the early Church & the 'world' 	<ul style="list-style-type: none"> •Application – describing the impact that the different ceremonies might have on individuals, groups & communities •Applying by sharing their own ideas about fairness and sharing with how they live •Applying by considering the impact of persecution for individuals / communities •Applying by making the association between Lent and an individual's lifestyle, and the impact on their church / local community •Applying by examining how the Khalsa works in the wider community •Applying by describing how the 'big story' of the Bible changes Christians' lives 	<ul style="list-style-type: none"> •Applying by using their understanding to discuss current world events •Applying by using symbolism as a way to express a concept •Applying by trying out some of the techniques they have seen to create their own art •Applying by explaining the impact of Jesus' teachings on people at the time / the Early Church / Christians today •Applying by making connections between individual beliefs for Muslims and the expression of belief within a Muslim community •Applying by making connections between individual beliefs for Muslims and the expression of belief within a Muslim community 	<ul style="list-style-type: none"> •Applying by considering how people's beliefs affect their life choices •Applying by considering the consequences of peoples' actions •Applying by reasoning how Christians' beliefs underpin their lives •Application: suggesting how the concepts of sacrifice, atonement or reconciliation might change the way a Christian lives •Applying by considering the impact of beliefs about Brahman on Hindu worship & daily life •Applying by making connections between practices and the beliefs of a community
<p>Expression</p>	<ul style="list-style-type: none"> •Expressing by explaining Shabbat as a Jewish practice, or how it might help Jewish families feel closer to God •Expressing their understanding through art and design or by creating models 	<ul style="list-style-type: none"> •Expressing by creating images of God through a range of media •Expressing their ideas about symbolism and comparing their ideas with the ideas of others •Expressing their views about Easter •Expressing by explaining Muslim rituals and practices associated with the Qur'an; demonstrating Muslim beliefs through their Qur'an cover design •Expressing by explaining how the prayer positions might help Muslims to focus on Allah •Expressing their concept of prayer and comparing it with others' views 	<ul style="list-style-type: none"> Expressing by translating ideas into practical actions •Expressing religious views by responding to religious questions through Art •Expressing by creating their own 'still-life' of before / after Pentecost; word collections; 'mission' statements •Expressing their thinking through written work and drama, as well as through discussion of topical events •Expressing by using art materials / poetry to create a response to the words / meaning of the Lord's Prayer; explaining the themes that are reflected in other pupils' work •Expressing by creating a rakhi / dance / poster to show understanding of Hindu beliefs •Expressing concepts, rituals and practices e.g. symbolism at a Jewish wedding, why Jews fast at Yom Kippur or eat under a sukkah •Expressing by showing their understanding of love and forgiveness reflected in the communion service; using their creativity to write prayers / design items to enhance communion 	<ul style="list-style-type: none"> •Expression – explaining concepts, rituals and practice •Expressing their own ideas and thoughts in a variety of ways •Expressing by or gathering their findings into a presentation / piece of art. •Expressing by explaining rituals and practices associated with Lent and how they might help a Christian prepare for Easter •Expressing by creating a personal symbol to represent equality in the wider community •Expressing by responding to the Bible through a variety of media 	<ul style="list-style-type: none"> •Expressing their thinking through written work and drama, as well as through discussion of topical events •Expressing understanding of the statements through art, or writing, or ranking activities •Expressing religious concepts and practices in relation to the symbolism of light •Expressing their own ideas about a religious belief through a chosen art form •Expressing by 'arguing' their own point of view, and expressing their own reflections in their 'How-to-be-attitudes' •Expressing their findings in a poster, leaflet or piece of writing •Expressing their findings in a poster, or annotated photos; demonstrating their understanding of 'submission' through posture; designing an Islamic garden 	<ul style="list-style-type: none"> •Expressing through creative art and discussion •Expressing their ideas about the Trinity through artwork, explanations & poetry •Expressing religious views; translating their ideas into a response to the themes in the Gospels •Expressing by explaining the key concepts, rituals and practices of Buddhism e.g. how meditation helps a Buddhist •Expressing by explaining concepts e.g. sin / sacrifice / salvation; expressing religious views (theirs and others); explaining the links between Christmas & Easter •Expressing by creating music, drama and/or dance that reflects creation or other aspects of the stories •Expression: explaining the concept of sacrifice, atonement or reconciliation through their chosen medium •Expressing by creating a dance / worship artefact / presentation about Hindu worship •Expressing their findings in a presentation