



Carlisle and Hampton Hill Federation

Religious Education: EYFS Development Matters and Primary National Curriculum Progression Grid



EYFS Understanding the world– Our budding theologians will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Reception Autumn Term	Reception Spring Term	Reception Summer Term
Reception Progression – Knowledge Objectives/Skills:	Reception Progression – Knowledge Objectives/Skills:	Reception Progression – Knowledge Objectives/Skills:
<p><u>Autumn 1 - What makes us special?</u> Focussed religion(s): Christian</p> <ul style="list-style-type: none"> ● Talk about what makes us special. ● Name people who are special. ● Talk about special people in the community. ● Know why it is important to care for others. ● Know that Jesus is special to some people. <p><u>Autumn 2 - What are special times?</u> Focussed religion(s): Hindu, Christian</p> <ul style="list-style-type: none"> ● Identify times that are special. ● Identify that Diwali is a festival by learning about the story of Rama and Sita. ● Describe how some Hindu people celebrate Diwali. ● Investigate why many Christians celebrate Christmas by exploring the story of Jesus' birth. ● Discuss how some Christians celebrate Christmas by making links to the story. 	<p><u>Spring 1 Why are some places special?</u> Focussed religion(s): Christian, Muslim</p> <ul style="list-style-type: none"> ● Recognise that everyone has places that are special to them. ● Recognise special places in the local community. ● Investigate why some places are special to people in the community by going on a visit. ● Investigate why churches are special places to many Christian people. ● Explore why mosques are special places to many Muslim people. <p><u>Spring 2- What makes the world special?</u> Focussed religion(s): Christian , Muslim</p> <ul style="list-style-type: none"> ● Explore the local area and consider why it is special. ● Investigate where some people believe the world came from by listening to a creation story. ● Understand why it is important to care for the world by listening to a religious story. ● Identify ways of caring for the world. ● Explore the Easter story and make connections to new life. 	<p><u>Summer 1 - Why are some things special?</u> Focussed religion(s): Christian, Muslim, Hindu, Jewish</p> <ul style="list-style-type: none"> ● Discuss special things and what makes them important. ● Recognise that beads can be special to some people by exploring how they help when thinking about God. ● Understand that symbols have special meanings by investigating what they mean to different people. ● Recognise that books can be special for different reasons by discussing favourite books. ● Describe why candles are special to some people by identifying how they are used for different reasons. <p><u>Summer 2 - Why are some stories special?</u> Focussed religion(s): Christian, Hindu</p> <ul style="list-style-type: none"> ● Recognise that some people treat special books with care by finding out how different people look after them. ● Explore how stories can be special to people for different reasons by discussing their favourite story. ● Investigate why some stories are special by listening to a Christian story. ● Recognise that stories can teach people how to make good choices through discussion. ● Investigate why some stories are special by listening to and responding to a Hindu story.
Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Autumn 1: belief, believe, care, Christian, God, respect, special</p> <p>Autumn 2: Christmas, celebrate, Christian, Diwali, festival, Hindu, Jesus</p>	<p>Spring 1: Christian, Christian Bible, church, community, mosque, Muslim, respect, special, prayer,</p> <p>Spring 2: belief, believe, respect, care, Christian, creation, Easter, Jewish, Muslim</p>	<p>Summer 1: candle, Christian Bible, Diwali, festival, Hanukkah, prayer, Qur'an, special, symbol, respect</p> <p>Summer 2: care, Christian, Christian Bible, God, Hindu, Jesus, Muslim, Qur'an, special</p>

Enrichment Activities:	Enrichment Activities:	Enrichment Activities:



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Across KS1, our budding theologians should be taught to:

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Year 1 Autumn Term	Year 1 Spring Term	Year 1 Summer Term
Year 1 Progression – Knowledge Objectives/Skills:	Year 1 Progression – Knowledge Objectives/Skills:	Year 1 Progression – Knowledge Objectives/Skills:
<p><u>Autumn 1 - How did the world begin?</u> Focussed religion(s): Christian, Jewish, Hindu</p> <ul style="list-style-type: none"> ● Identify what creation means in relation to the natural world. ● Recognise that some people believe God created the world by listening to the Jewish and Christian creation stories. ● Recognise that there are different creation stories to explain how the world began. ● Express ideas about what a creator might be like based on creation stories. ● Know that many Humanists use science to understand how the world began. ● Explore and express ideas about how the world began. <p><u>Autumn 2 - What do some people believe God looks like?</u> <u>Extra - Why is Christmas important to many Christians?</u> Focussed religion(s): Christian, Hindu, Muslim</p> <ul style="list-style-type: none"> ● Express ideas about God. ● Explain how some Muslim people express their ideas about God. ● Recognise some of the different forms of God in the Hindu worldview. ● Recognise that many Christian people believe Jesus is the son of God and God on Earth. ● Identify how some religious worldviews refer to and represent God. ● Identify and explain some of the different names people use for God. ● Consider why Christmas is important to Christians by exploring the ways it is celebrated. 	<p><u>Spring 1 - What is God's job?</u> Focussed religion(s): Jewish, Zoroastrianist, Muslim, Hindu, Christian</p> <ul style="list-style-type: none"> ● Investigate different beliefs about God through exploring the 99 names of Allah. ● Identify what a Jewish story teaches about a special relationship with God. ● Describe what some people believe about God using Jewish scripture. ● Describe what some people believe about God using a Christian story. ● Describe what some Hindus believe about God's different forms and the Trimurti. ● Explore some Zoroastrian beliefs about God through their creation story. <p><u>Spring 2 - Why should we care for the world?</u> <u>Extra - Why is Easter special to many Christians?</u> Focussed religion(s): Jewish, Muslim, Hindu, Jain, Humanist</p> <ul style="list-style-type: none"> ● Explore who might own the world through a creation story. ● Investigate why some people believe God created humans last in the Jewish and Christian creation story. ● Explore the meaning of stewardship by analysing quotes. ● Investigate what some Muslims believe about caring for the world by exploring stories from Muhammad. ● Recognise why some people believe it is important to care for the world by exploring ahimsa. ● Understand the importance of taking care of the world from different worldviews. ● Explore why Easter is a special time for many Christians by learning about the Easter story. 	<p><u>Summer 1 - How do we know that new babies are special?</u> Focussed religion(s): Muslim, Hindu, Christian, Humanist</p> <ul style="list-style-type: none"> ● Think about why new babies are special by exploring beliefs about God as a creator. ● Explain why some Muslim people welcome a new baby with the Adhan. ● Explain how some Muslim people welcome a new baby by investigating Aqiqah. ● Describe how some Hindu people welcome a new baby by exploring Jatakarma. ● Explore how promises are made during Christian baptism ceremonies. ● Identify why names are sometimes an important part of baby welcoming ceremonies. <p><u>Summer 2 - Why should we care for others?</u> Focussed religion(s): Sikh, Christian, Jewish, Muslim, Humanist</p> <ul style="list-style-type: none"> ● Explore Christian teachings on caring through stories about Jesus. ● Identify how and why some people care for others by exploring the Sikh belief in Sewa. ● Investigate why many Muslims believe it is important to care for others by exploring Zakat. ● Investigate why some ways of caring take more effort and receive less thanks by exploring Tzedakah. ● Identify some Humanist beliefs about the importance of caring for others. ● Explore modern examples of how people use their skills to care for others.

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Autumn 1: belief, believe, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, idea, Jewish, proof, religion, respect, scripture, Torah, worldview</p> <p>Autumn 2: Allah, belief, believe, Brahman, Christian, Christian Bible, Christmas, creator, God, Hindu, idea, Jesus, Muslim, religion, respect, worldview</p>	<p>Spring 1: Allah, belief, believe, Brahman, Christian, Christian Bible, creator, God, Hindu, Jewish, miracle, Muslim, quote, Qur'an, religion, scripture, Trimurti, Zoroastrian</p> <p>Spring 2: belief, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, Humanist, important, Jewish, Muhammad, quote, religion, responsibility, scripture, Torah, worldview</p>	<p>Summer 1: Allah, belief, believe, blessing, Brahman, ceremony, Christian, community, creation, God, Hindu, Humanist, Jewish, Muslim, religion, Sikh, Trimurti, worldview</p> <p>Summer 2: Allah, Christian, creation, God, Humanist, Jesus, Jewish, miracle, Muslim, religion, responsibility, scripture, Sikh, Waheguru</p>
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:



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Across KS1, our budding theologians should be taught to:

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Year 2 Autumn Term	Year 2 Spring Term	Year 2 Summer Term
<p>Year 2 Progression – Knowledge Objectives/Skills:</p> <p>Autumn 1 - Why do we need to give thanks? Focussed religion(s): Hindu, Christian, Humanist</p> <ul style="list-style-type: none"> • Identify how and why some people say thank you by reflecting on personal experience. • Recognise how and why some people celebrate harvest by examining what they say and do. • Identify why some Hindus and Christians feel thankful to God by exploring stories. • Describe how and why some Hindus express gratitude to God by exploring puja. • Identify how some Hindus and Christians thank God by examining what they do. • Explore music to understand how some Christians thank God. <p>Autumn 2 - Why is light important to people? What can light mean at Christmas? Focussed religion(s): Christian, Hindu, Jewish</p> <ul style="list-style-type: none"> • Explore why light is used in special ways by thinking about light and darkness. • Explain why lights are important in the story of Rama and Sita. • Explore Diwali by comparing the different ways it is celebrated. • Explore how some Christians celebrate Advent. • Understand why candles are used during Hanukkah. • Discover how light is used to celebrate by exploring different festivals. • Explore ways Jesus’ birth is celebrated at Christmas using the symbol of light. 	<p>Year 2 Progression – Knowledge Objectives/Skills:</p> <p>Spring 1 How do we know some people feel a special connection to a god? Focussed religion(s): Sikh, Muslim, Christian, Jewish, Hindu</p> <ul style="list-style-type: none"> • Identify how the Christmas story shows that Jesus is special to some people. • Investigate why some people believe Guru Nanak was special by exploring a story. • Explore how some stories show beliefs about special people. • Understand that some people believe Krishna is special by exploring a Hindu story. • Recognise why Muhammad is special to many people by exploring a story. • Recognise why many Christians believe Jesus was a special adult by investigating a story. <p>Spring 2 What is a prophet? Why does Easter bring hope to many Christians? Focussed religion(s): Christian, Muslim, Jewish, Sikh</p> <ul style="list-style-type: none"> • Identify the characteristics of a prophet by exploring a story. • Investigate stories about people’s responses to being a prophet. • Explore the promises made to some prophets in stories and scriptures. • Investigate the role of Muhammad using stories and scripture. • Explore the role of Jesus in different worldviews using stories and scripture. • Explain the importance of Guru Nanak for many Sikhs by looking at key events and teachings. • Recognise that Easter celebrates Jesus coming back to life and express this through art. 	<p>Year 2 Progression – Knowledge Objectives/Skills:</p> <p>Summer 1 - How do some people talk to God? Focussed religion(s): Muslim, Jewish, Hindu</p> <ul style="list-style-type: none"> • Consider why some people might choose to talk to God. • Investigate ways some people pray. • Recognise how different people use their bodies to pray by exploring practices. • Understand why some people use special objects and clothing during prayer. • Explore Hindu prayer practices and the significance of special objects. • Explore where some prayers come from. <p>Summer 2 - Where do some people talk to God? Focussed religion(s): Hindu, Alevi, Muslim, Sikh</p> <ul style="list-style-type: none"> • Explore how Muslims pray both individually and in a mosque. • Describe and explain the features of an Orthodox Christian church. • Compare different Christian places of worship. • Explore the importance of the synagogue to some Jewish people by identifying features that help them pray. • Discuss why a gurdwara is a special place for some Sikh people by discovering the importance of its different features. • Find out why different places are important to people because of their beliefs.

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Autumn 1: Brahman, church, deity, disciples, express, festival, mandir, murti, prayer, puja, shrine, symbol/symbolise, temple, worship, value</p> <p>Autumn 2: Diwali, festival, Hanukkah, prayer, sacred, symbol, temple</p>	<p>Spring 1: avatar, chosen, deity, Guru, Old Testament, prophet</p> <p>Spring 2: Guru, messenger, prophet, Qur'an, value, wisdom</p>	<p>Summer 1: avatar, deity, mandar, mosque, murti, prayer, puja, Qur'an, shrine, synagogue, value</p> <p>Summer 2: Alevi, church, gurdwara, Guru Granth Sahib, mosque, place of worship, ritual, sacred, synagogue, worship</p>
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:



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Across KS2, our budding theologians should be taught to:

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Year 3 Autumn Term	Year 3 Spring Term	Year 3 Summer Term
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Year 3 Progression – Knowledge Objectives/Skills:	Year 3 Progression – Knowledge Objectives/Skills:	Year 3 Progression – Knowledge Objectives/Skills:
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Autumn 1 - What makes us human?
Focussed religion(s): Hindu, Christian, Buddhist, Humanist

- Understand what makes being human special by exploring Humanist beliefs.
- Consider what makes humans special by exploring beliefs about the soul.
- Describe what some people believe about being human through exploring personal responses.
- Explore the meaning of spirituality to different people.
- Explain how and why some Buddhists meditate.
- Present own and others' views to answer the enquiry question, 'What makes us human?'.

Autumn 2 - Where do our morals come from?
Extra: Why do many Christians think that Christmas is good news?
Focussed religion(s): Christian/Jewish, Buddhist, Muslim, Hindu, Humanist

- Explain what morals are by exploring Golden Rules from different worldviews.
- Evaluate the importance of religious guidance to some Christian and Jewish people.
- Identify how some people remember moral guidance by exploring artefacts.
- Describe how religious guidance can influence daily life in different worldviews.
- Explore beliefs by comparing religious and non-religious guidance.
- Express ideas and justify opinions about moral guidance by

Spring 1 - Is scripture central to religion?
Jewish, Muslim, Christian

- Explore some key Jewish beliefs about scripture by looking at religious practices, art and writings.
- Explore beliefs about scripture by looking at the Torah and the Chumash.
- Make connections between beliefs about the Qur'an and the Hadith and their use.
- Identify similarities and differences between Jewish and Christian scripture.
- Recognise the value of the Bible by exploring how and why some Christians use it.
- Reflect on learning about scripture and its importance in religion.

Spring 2 - What happens if we do wrong?
Extra - What can Easter teach about forgiveness?
Hindu, Muslim, Humanist, Christian, Jewish

- Investigate what happens when people do something wrong by exploring different perspectives.
- Describe Christian beliefs about sin and forgiveness through looking at stories from scripture.
- Compare Christian and Humanist beliefs about forgiveness through real life scenarios.
- Explore how some Jewish people seek God's forgiveness during Yom Kippur.
- Discuss how some Muslims seek forgiveness during Ramadan.
- Summarise what some Hindus believe about karma and how actions have consequences.

Summer 1 - Why is water symbolic?
Christian, Sikh, Muslim, Shinto

- Explore how water is important to life practically and symbolically.
- Explore the significance of water in rituals.
- Analyse the importance of water in some Christian, Jewish and Muslim stories.
- Investigate water's symbolism and role in Christian baptism.
- Explore the significance of water at the Hindu Kumbh Mela festival.
- Explore why water is considered precious by analysing quotes and actions.

Summer 2 - Why is fire used ceremonially?
Hindu/Sikh, Zoroastrianist

- Suggest some symbolic meanings of fire by exploring the Olympic flame ceremony.
- Explore the symbolism of fire in different Hindu ceremonies.
- Explore how fire can represent both destruction and renewal in some Hindu ceremonies.
- Explore the significance of fire in the Zoroastrian worldview.
- Consider how some candles are used to remember in the Jewish worldview.
- Explore the significance of fire in the Easter Vigil.

evaluating those from other worldviews. ● Explore why the birth of Jesus is considered good news by many Christians.		
Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
Autumn 1: Buddhist, connection, meditation, soul, source Autumn 2: Buddha, Buddhist, covenant, Five Pillars of Islam, guidance, Islam, morals, reasoning, Ten Commandments	Spring 1: faith, holy, inspired, New Testament, Tenak, Torah scroll Spring 2: eternal, forgiveness, guidance, impact, mercy, morals, salvation, sin, The Five Pillars of Islam	Summer 1: baptism, cleanse, holy, offering, Shinto Summer 2: cleanse, covenant, divine, eternal
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:
	Local vicar assembly	Church visit - has not happened for a few years



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Across KS2, our budding theologians should be taught to:

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Year 4 Autumn Term	Year 4 Spring Term	Year 4 Summer Term
Year 4 Progression – Knowledge Objectives/Skills:	Year 4 Progression – Knowledge Objectives/Skills:	Year 4 Progression – Knowledge Objectives/Skills:
<p><u>Autumn 1 - Are all religions equal?</u> Focussed religion(s): Bahá'í, Sikh, Hindu</p> <ul style="list-style-type: none"> ● Recognise that there are many connections between religious worldviews. ● Explain similarities and differences in how people understand God. ● Identify how some Sikh beliefs and practices reflect ideas about religious equality. ● Determine how Bahá'í teachings influence some practices. ● Express ideas about religious equality and harmony. <p><u>Autumn 2 - What makes some texts sacred?</u> <u>Extra - How is Christmas part of a bigger story?</u> Focussed religion(s): Sikh, Hindu, Buddhist</p> <ul style="list-style-type: none"> ● Recognise how ideas and beliefs can be communicated by looking at different art forms. ● Evaluate information about Buddhist, Hindu and Sikh scriptures. ● Make connections with beliefs about the origin of scripture and how it is used. ● Explain why some religions have multiple scriptures by exploring the Buddhist Canon. ● Evaluate the significance of religious scripture to some people. ● Describe the importance of scripture to some people. ● Analyse the importance of Christmas by exploring events in the Bible. 	<p><u>Spring 1 - Just how important are our beliefs?</u> Focussed religion(s): Sikh, Muslim, Jewish, Hindu, Christian</p> <ul style="list-style-type: none"> ● Make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies. ● Recognise the value of ceremonies of commitment to some religious and non-religious people. ● Reflect on whether commitment to beliefs can be shown through outward appearance. ● Investigate how commitment to beliefs can be demonstrated through diet by some people. ● Explore why some people sacrifice time or money for their beliefs. ● Describe what sacrifice can mean to some Sikh people. <p><u>Spring 2 - Who was Jesus really?</u> <u>Extra - How is Easter celebrated around the world?</u> Focussed religion(s): Christian, Jewish, Muslim</p> <ul style="list-style-type: none"> ● Explore who Jesus was and how he has been represented in different ways. ● Explore Jesus' significance to many of his followers using passages from the Bible. ● Consider how different people interpreted Jesus' parables using Bible passages. ● Identify the different names some Christians use for Jesus using images and Bible passages. ● Create deductions about Jesus by interpreting Bible stories. ● Explore what the Easter story might suggest about Jesus for many Christians. ● Explain the significance of community and beliefs by exploring Easter celebrations. 	<p><u>Summer 1 - Why is the Bible the best-selling book of all time?</u> Focussed religion(s): Christian</p> <ul style="list-style-type: none"> ● Know how the Christian Bible came to exist using historical enquiry. ● Explore beliefs about the Bible by investigating its contents. ● Evaluate the impact of people and events on the modern-day Christian Bible. ● Explain the importance of Bible interpretation to many Christians. ● Compare the use of the Christian Bible in different churches. ● Identify ways in which the Christian Bible is relevant to some people today. <p><u>Summer 2 - Does the language of scripture matter?</u> Focussed religion(s): Christian, Muslim, Jewish</p> <ul style="list-style-type: none"> ● Investigate the transition from oral tradition to written scripture in ancient civilisations. ● Understand the importance of religious and cultural languages by exploring Yiddish. ● Explore the importance of Classical Arabic in Muslim beliefs and practices. ● Consider why some Jewish and Muslim people learn the language of their scriptures. ● Understand the role of translations by exploring religious scripture. ● Investigate the use of art in some religious scripture.

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Autumn 1: Bahá'í, Bahá'ulláh, harmony, merciful, origin, unity</p> <p>Autumn 2: ancient, Baghavad Gita, Buddhist Canon, Dharma, origin, remembered, revealed, Vedas</p>	<p>Spring 1: articles of faith, commitment, fast, halal, hijab, Khalsa, kippah, kosher, Lent, Ramadan, sacrifice, tradition</p> <p>Spring 2: crucified, Easter, evidence, Gospels, impact, literal, origin, perspective, prophecy, resurrection, sacrifice, saviour, spiritual, viewpoint</p>	<p>Summer 1: artefact, culture, Gospels, impact, literal, perspective, prophecy, spiritual, translation</p> <p>Summer 2: culture, Hadith, tradition, translation</p>
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:
<p>Diwali workshop - not sure if relevant here</p>	<p>Local vicar assembly, Gurdwara visit - not sure if relevant here</p>	



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Across KS2, our budding theologians should be taught to:

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Year 5 Autumn Term	Year 5 Spring Term	Year 5 Summer Term
<p>Year 5 Progression – Knowledge Objectives/Skills:</p>	<p>Year 5 Progression – Knowledge Objectives/Skills:</p>	<p>Year 5 Progression – Knowledge Objectives/Skills:</p>
<p><u>Autumn 1 - Why doesn't Christianity always look the same?</u> Focussed religion(s): Christian, Muslim, Sikh</p> <ul style="list-style-type: none"> ● Investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church. ● Explore the impact of historical figures on the development of Christian beliefs and practices. ● Find out how Christianity has changed over time by learning about how different groups (denominations) have formed. ● Explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit. ● Compare how Christians show their beliefs by looking at how different denominations practise. ● Investigate how religions can change by exploring how Christianity continues to develop in the world today. <p><u>Autumn 2 - Why do people have to stand up for what they believe in?</u> <u>Extra: Why do some people use different names for Jesus?</u> Focussed religion(s): Christian</p> <ul style="list-style-type: none"> ● Recognise the importance of religious freedom by interpreting news reports. ● Consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. ● Explain why Bandi Chhor Divas is celebrated by many Sikhs. ● Consider how the meaning of festivals can differ by exploring the origin of Bonfire Night. ● Explore why people stand up for their beliefs using a variety of modern-day scenarios. ● Explain how and why people stand up for what they believe in. ● Explore Christian beliefs about the Incarnation through the Nativity story. 	<p><u>Spring 1 - What happens when we die? (Part 1)</u> Focussed religion(s): Jewish, Christian, Muslim, Humanist</p> <ul style="list-style-type: none"> ● Recognise the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. ● Explore some Jewish beliefs about death through the concept of purgatory. ● Explore Muslim beliefs about the afterlife by investigating sources. ● Explain what funerals can mean in different worldviews. ● Explore the role of forgiveness for some people in different worldviews. ● Recognise the significance of Dia de los Muertos for some Catholic people. <p><u>Spring 2 - What happens when we die? (Part 2)</u> <u>Extra - What might the Easter story suggest about life after death?</u> Focussed religion(s): Hindu, Buddhist, Sikh</p> <ul style="list-style-type: none"> ● Explain some Dharmic beliefs about the soul. ● Recognise beliefs about samsara and reincarnation in some Dharmic religions. ● Recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara by exploring varnas. ● Describe how certain practices and traditions may help a Sikh person cope with the death of someone. ● Express ideas about enlightenment based on Buddhist beliefs. ● Express ideas about enlightenment based on Buddhist beliefs. ● Compare Jesus' resurrection and beliefs about eternal life by exploring Bible passages. 	<p><u>Summer 1 - Who should get to be in charge?</u> Focussed religion(s): Muslim, Sikh, Christian</p> <ul style="list-style-type: none"> ● Explore the creation of laws and teachings within communities. ● Recognise why there are different ideas about succession in the Muslim worldview. ● Explore how some religious laws are created in the Muslim worldview. ● Understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. ● Explore leadership qualities through monarchs and religious leaders. ● Explain how the Guru Granth Sahib can be a guiding, living leader in the Sikh worldview. <p><u>Summer 2 - Why are some places in the world significant to believers?</u> Focussed religion(s): Christian, Jewish, Buddhist, Muslim, Sikh and Hindu</p> <ul style="list-style-type: none"> ● Consider whether height can make a place significant by exploring mountains. ● Identify the importance of Jerusalem to some Jewish, Christian and Muslim people. ● Identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib. ● Investigate the significance of the River Ganges for religious and non-religious people. ● Find out about beliefs by investigating relics. ● Evaluate who should have access to significant places.

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Autumn 1: crucifixion, denomination, devotion, Holy Spirit, Interpretation, Orthodox, parable, personal, pilgrim, significant, stereotype, The Trinity</p> <p>Autumn 2: atheist, Bandi Chhor Divas, denomination, devotion, discrimination, interpretation, liberation, prejudice, religious, tolerance</p>	<p>Spring 1: Abrahamic, interpretation, portrayal, Yom Kippur</p> <p>Spring 2: Dharmic, Eightfold Path, enlightenment, Four Noble Truths, karma, liberation, moksha, mukti, nirvana, portrayal, stereotype, reincarnation, suggest</p>	<p>Summer 1: devotion, discrimination, interpretation, prejudice, succession, ummah</p> <p>Summer 2: Abrahamic, parable, pilgrimage, religious, significant, suggest</p>
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:
	Local vicar assembly	Synagogue visit - not sure if relevant here



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Year 6 Autumn Term	Year 6 Spring Term	Year 6 Summer Term
<p>Year 6 Progression – Knowledge Objectives/Skills:</p>	<p>Year 6 Progression – Knowledge Objectives/Skills:</p>	<p>Year 6 Progression – Knowledge Objectives/Skills:</p>
<p><u>Autumn 1 - Why does religion look different around the world? (Part 1)</u> Focussed religion(s): Jewish, Muslim, Christian</p> <ul style="list-style-type: none"> Identify the similarities and differences between some Abrahamic religions. Identify why some mitzvot have been adapted. Explain reasons why traditions can vary within a religion. Recognise how some religious practices are influenced by both culture and scripture. Discuss reasons why someone may choose to cover their hair. <p><u>Autumn 2 - Why does religion look different around the world? (Part 2)</u> Extra - Who celebrates Christmas? Focussed religion(s): Hindu, Sikh, Buddhist, Jain</p> <ul style="list-style-type: none"> Explore how places can influence the worship of different Hindu deities. Explore how some people maintain their Hindu identity in the UK. Reflect on what it means to be part of the Sikh community by exploring different personal experiences. Analyse and understand festivals of light from different worldviews. Compare how Buddhist teachings influence daily life for a monk and lay Buddhist. Make links and comparisons between different meditative practices performed by some Buddhists. Consider why and how some people celebrate Christmas. 	<p><u>Spring 1 - Why is it better to be there in person?</u> Focussed religion(s): Muslim, Jewish, Christian, Humanist</p> <ul style="list-style-type: none"> Explore the factors that can shape someone’s experience of a religious or non-religious event. Understand the significance of places for some Jewish and non-Jewish people. Evaluate the rules around attending significant places. Consider the challenges that many Muslims may face when travelling to Makkah. Understand the significance of attending a non-religious event as a Humanist. Explore the concept of pilgrimage and its relevance in the UK. <p><u>Spring 2 - Why is there suffering? (Part 1)</u> Extra - Why might some people take part in Easter traditions? Focussed religion(s): Jewish, Christian, Zoroastrianist, Buddhist</p> <ul style="list-style-type: none"> Explain some causes of suffering by exploring scripture and experience. Understand the concept of free will through exploring scripture. Investigate beliefs about human wrongdoing through religious perspectives. Explore beliefs about suffering and goodness through scripture and personal responses. Explore different beliefs about God’s role in suffering. Examine how teachings about Jesus affect some Christian responses to suffering. Discuss the impact of different Easter traditions by exploring Holy Week. 	<p><u>Summer 1 - Why is there suffering? (Part 2)</u> Focussed religion(s): Shinto, Buddhist, Sikh Humanist</p> <ul style="list-style-type: none"> Consider how people’s beliefs influence their response to suffering. Interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami. Explore how the Four Noble Truths can help some Buddhists respond to suffering. Recognise how the belief in Hukam can help some people in difficult times. Discuss how some Shinto followers believe suffering can be prevented. Recognise how responses to suffering vary using stories, beliefs and practices. <p><u>Summer 2 - What place does religion have in our world today?</u> Focussed religion(s): Multiple worldviews</p> <ul style="list-style-type: none"> Express a personal worldview through art. Interpret the religious make-up of the UK by examining census data. Compare the use of places of worship locally and elsewhere in the UK. Investigate the spread of religion across the world using maps and data. Discuss the importance of freedom of religion and belief by analysing different scenarios. Explain the importance of learning about religions and worldviews through real-life examples.

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Autumn 1: liberal, mitzvot, Orthodox, Shabbat, tabernacle</p> <p>Autumn 2: diversity, Jain</p>	<p>Spring 1: Hajj, secular</p> <p>Spring 2: contradictory, Fall, free will, suffering, temptation</p>	<p>Summer 1: Hukam, personal, reflect, respond</p> <p>Summer 2: census, diversity, protected characteristics, secular</p>
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:
	<p>Local vicar assembly</p>	