



# 5ST. ALDHELM'S VA CHURCH PRIMARY SCHOOL

*Learning together for Life in all its Fullness - John 10:10*



## RE Progression Map

### EYFS ELG Understanding the World UW: People, Culture and Communities (Sept 2021)

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

<p><b>Special me – Who are we and where do we belong? EYFS Autumn 1</b></p> <p><b>Stories to explore:</b> Lost Sheep (Stories Jesus told book), Feeding 5000, Unmerciful Servant (Unforgiving debtor)</p> <ul style="list-style-type: none"><li>• Can say what makes them who they are</li><li>• Can say who and what is important to them and other people</li><li>• Know that the bible is a special thing to Christian people</li><li>• Christians find out about what God is like and how he wants people to live from the Bible.</li><li>• Christians find out about what Jesus is like and how he wants them to live from the Bible.</li><li>• Can say where they and other people belong</li></ul>	<p><b>Which times are special? Hannukah using AWV exemplar and Christmas using UC Incarnation Why do Christians perform Nativity plays at Christmas? EYFS Autumn 2</b></p> <ul style="list-style-type: none"><li>• Name special times for them and other people</li><li>• Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants. (The Jewish Temple in this Bible story was in Jerusalem)</li><li>• Christians find out what Jesus is like and how he wants them to live from the Bible.</li></ul> <p>From UC Children will know that:</p> <ul style="list-style-type: none"><li>• Christians believe God came to Earth in human form as Jesus.</li><li>• Christians believe Jesus came to show that all people are precious and special to God.</li></ul>	<p><b>Which places are special?– Church building and Synagogue EYFS Spring 1</b></p> <ul style="list-style-type: none"><li>• Can name places that are special to them and other people and know that we must look after them</li><li>• Know that the Christian Holy book is called the Bible. Christians find out what God is like and how he wants people to live from the Bible</li><li>• Know that Baptism is a special time for Christians</li><li>• Understand how special the Torah is for Jews: The Torah is read every week in the synagogue.</li></ul>	<p><b>Which times are special? – Passover using AMV and Easter using UC Salvation Why do Christians put a cross in an Easter Garden? EYFS Spring 2</b></p> <ul style="list-style-type: none"><li>• Know that the Torah teaches Jews what God is like and how to live our lives.</li><li>• Recall stories from the Bible associated with Jesus' death and resurrection.</li></ul> <p>From UC Children will know that:</p> <ul style="list-style-type: none"><li>• Christians remember Jesus' last week at Easter.</li><li>• Jesus' name means 'He saves'.</li><li>• Christians believe Jesus came to show God's love.</li><li>• Christians try to show love to others.</li></ul>	<p><b>Why is the word God so important to Christians? UC God/Creation EYFS Summer 1</b></p> <p><b>Stories to explore:</b> Precious Pearl (Stories Jesus told book), Harvest, Creation (Genesis)</p> <p>Children will know that:</p> <ul style="list-style-type: none"><li>• The word God is a name.</li><li>• Christians believe God is the creator of the universe.</li><li>• Christians believe God made our wonderful world and so we should look after it.</li></ul>	<p><b>How did Jesus show love? EYFS Summer 2</b></p> <p><b>Stories to explore:</b> House on the Rock (Stories Jesus told book) Jesus heals a man with leprosy Mark 1:40 - 45.</p> <ul style="list-style-type: none"><li>• Christians find out about what Jesus is like and how he wants people to live from the Bible.</li></ul>
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## Christianity Key Belief: Salvation

EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<p><b>Which times are special? Easter using UC Salvation Why do Christians put a cross in an Easter Garden? EYFS Spring 2</b></p> <ul style="list-style-type: none"> <li>Christians remember Jesus' last week at Easter.</li> <li>Jesus' name means 'He saves'.</li> <li>Christians believe Jesus came to show God's love.</li> <li>Christians try to show love to others.</li> <li>Recall stories from the Bible associated with Jesus' death and resurrection.</li> </ul>	<p><b>Started within the Year 1 Spring Term UC Unit Why does Easter matter to Christians? Y1 focus on recall and sequence of story and new life. Built upon in Year 2 Spring Term unit with fuller understanding of Salvation as new life and forgiveness plus structure and significance of the bible.</b></p> <ul style="list-style-type: none"> <li>Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.</li> <li>Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. <b>Y1</b></li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.</li> <li>Understand that Christians believe that Jesus died so that people can be forgiven by God.</li> <li>Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. <b>Y1</b></li> </ul>	<p><b>Started within the Year 3 Spring Term UC Unit Why do Christians call the day Jesus died 'Good Friday'? Y3 focus on Saviour and forgiveness. Built upon in Year 4 Spring Term unit with fuller understanding of Salvation as forgiveness plus four claims and Zacchaeus</b></p> <p><b>See Mapping Document</b></p> <p><b>Key story Zacchaeus plus Prodigal Son</b></p> <ul style="list-style-type: none"> <li>Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'. <b>Y3</b></li> <li>Explain the Christian Salvation story and that it makes four main claims: – God created a perfect the world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity</li> <li>Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</li> <li>Recall the story of Jesus' death on the cross. Understand that Christians believe</li> </ul>	<p><b>Started within the Year 5 Spring Term UC Unit What did Jesus do to save human beings? Y5 focus on redemption and forgiveness. Built upon in Year 6 Spring Term unit What difference does the Resurrection make for Christians? with fuller understanding of redemption and forgiveness plus atonement and theories. Story to explore: Unmerciful Servant</b></p> <ul style="list-style-type: none"> <li>Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.</li> <li>Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone.</li> <li>Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven. <b>Y5</b></li> <li>Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays</li> </ul>

	<ul style="list-style-type: none"><li>• Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.</li></ul>	that because Jesus died, they can be forgiven by God. <b>Y3</b>	the price' which should have been paid by humanity'. (Galatians 3.13) <ul style="list-style-type: none"><li>• Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him. <b>Y5</b></li><li>• Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</li></ul>
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## Christianity Belief: God (God + Creation in UC)

EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<p><b>Why is the word God so important to Christians? UC God/Creation EYFS Summer 1</b>  <b>Stories to explore:</b> Precious Pearl (Stories Jesus told book), Harvest and Creation (Genesis)</p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<p><b>Covered within the Year 1 Autumn Term Unit What do Christians believe about God? Combination of AMV Exemplars and UC God + Creation. See AMV/UC Mapping Document.</b>  <b>Key Story: Creation (Genesis), plus Harvest, loving shepherd</b></p> <ul style="list-style-type: none"> <li>• Christians find out about what God is like and how he wants people to live from the Bible.</li> <li>• There is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six days of creation and describes what God did as the world was created. – The last thing that God created was humans.</li> <li>· Christians believe that God expects humans to care for His world because it belongs to God.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>	<p><b>Covered within the Year 3 Autumn Term Unit What do Christians believe about God and Incarnation? (two sets of belief statements)</b>  <b>Start with AMV God Exemplars which cover the Bible, Baptism and Church building then Incarnation with miracle stories from AMV plus UC. Combination of AMV Exemplars and UC God + Creation. See AMV/UC Mapping Document.</b>  <b>In UC Incarnation Unit What is the Trinity Year 4 also build on their understanding of the Trinity.</b></p> <ul style="list-style-type: none"> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.</li> <li>· Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity. <b>Y4</b></li> <li>• Recall what happens in both Infant Baptism and Believers’ Baptism. Water is used. The person baptising usually says “I baptise you in the name of the Father, and the son, and the Holy spirit.” The person is welcomed into the Christian Church.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul> <p><b>Y3 - Possible Cathedral and St Aldhelm’s Church visits for comparison, parts of building plus Holy Spirit</b></p>	<p><b>Covered within the Year 5 Autumn Term Unit What do Christians believe about God and Incarnation? Combination of AMV Exemplars and UC God (God is Holy and Compassionate). See AMV/UC Mapping Document.</b></p> <ul style="list-style-type: none"> <li>• Christians believe that “God is love” (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).</li> <li>• Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.</li> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</li> <li>· Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> <li>• Recognize that Christians use evidence to support their belief in God.</li> <li>• Understand God loves His creation, and everything is created in harmony.</li> <li>• Humans have a duty to care for God’s creation. They are the stewards of creation.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</li> </ul>

		Y4 Visitor Going deeper - interview a Christian about Incarnation & Holy Spirit.	
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## Christianity Belief: Incarnation

EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<p><b>Which times are special? Christmas using UC Incarnation Why do Christians perform Nativity plays at Christmas? EYFS Autumn 2</b></p> <ul style="list-style-type: none"> <li>Name special times for them and other people</li> <li>Christians find out what Jesus is like and how he wants them to live from the Bible.</li> </ul> <p>From UC Children will know that:</p> <ul style="list-style-type: none"> <li>Christians believe God came to Earth in human form as Jesus.</li> <li>Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>	<p><b>Mainly covered within Year 1 Unit What do Christians believe about Jesus? Started in Year 1 Autumn Term (Incarnation Christmas focus) and continued in Spring Term with other stories of Jesus. See AMV/UC Mapping Document.</b></p> <p><b>Key story: Incarnation plus Jesus' Baptism, Storm on the Lake and Healing Jairus' daughter</b></p> <p><b>Year 2 Autumn 2 Digger Deeper focus on revision, gap fillings and reflection of meaning of gifts, people and carols.</b></p> <ul style="list-style-type: none"> <li>Christians find out about what Jesus is like and how he wants people to live from the Bible.</li> <li>Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds - ordinary people – and the Magi.</li> <li>Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.</li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</li> </ul>	<p><b>Mainly covered within the Year 3 Autumn Term Unit What do Christians believe about God and Incarnation? (two sets of belief statements) Start with AMV God Exemplars which cover the Bible, Baptism and Church building then Incarnation UC unit What is the Trinity? (core) for Trinity (God belief) and Jesus' baptism then finish with miracle stories from AMV Incarnation.</b></p> <p><b>See AMV/UC Mapping Document.</b></p> <p><b>Key stories: Storm on the Lake and Healing Jairus' daughter plus Jesus' Baptism and Healing Paralysed Man</b></p> <ul style="list-style-type: none"> <li>Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus' daughter – that he had power over death (Luke 8. 40-56).</li> <li>Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.</li> </ul> <p><b>Y3 - Possible Cathedral and St Aldhelm's Church visits for comparison, parts of building plus Holy Spirit</b></p> <p><b>Y4 Visitor Going deeper - interview a Christian about Incarnation &amp; Holy Spirit.</b></p>	<p><b>Mainly covered within the Year 5 Autumn Term Unit What do Christians believe about God and Incarnation? (two sets of belief statements) Start with AMV and UC God Exemplars then Incarnation UC unit Was Jesus the Messiah? (core).</b></p> <p><b>See AMV/UC Mapping Document.</b></p> <ul style="list-style-type: none"> <li>Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)</li> <li>Understand that the two accounts are told from different viewpoints (Mary and Joseph's)</li> <li>Reflect on why there may be different accounts.</li> <li>The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.</li> <li>Some Christians understand this symbolically and others literally.</li> <li>The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help. <b>Y6</b></li> </ul>

## Christianity Belief: Agape (selfless, sacrificial, unconditional love) (Gospel in UC)

EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<p><b>How did Jesus show love?</b>  <b>Jesus EYFS Summer 2</b>  <b>Stories to explore:</b> House on the Rock (Stories Jesus told book) Jesus heals a man with leprosy Mark 1:40 - 45.</p> <ul style="list-style-type: none"> <li>Christians find out about what Jesus is like and how he wants people to live from the Bible.</li> </ul>	<p><b>Covered within Year 2 Autumn Term unit</b>  <b>What do Christians believe about love?</b>  <b>And Spring UC Gospel</b> <b>What is the Good News Jesus bring</b>  <b>Key Story: Parable of Unmerciful Servant</b> plus Good Samaritan, Healing ten lepers and Matthew the tax collector (UC Gospel)</p> <ul style="list-style-type: none"> <li>Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</li> <li>Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.</li> <li>Reflect on the implications of this story for Christians and for themselves today.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'</li> </ul> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p>	<p><b>Covered within Year 4 Summer Term unit</b>  <b>What do Christians believe about God and Agape? Combination of AMV Unit and UC Gospel</b> <b>What kind of world did Jesus want?</b>  <b>Key Story: Good Samaritan</b> plus Rich Fool, Widow's Gift and Feeding 4000.</p> <ul style="list-style-type: none"> <li>Christians try to be like Jesus and obey his teachings in the things that they think and do.</li> <li>Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.</li> <li>Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</li> <li>Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.</li> </ul>	<p><b>Covered within Year 6 Summer Term unit</b>  <b>What do Christians believe about God and Agape? Combination of AMV Units and UC Gospel</b> <b>What would Jesus do?</b>  <b>Key Story: Beatitudes (bee –at) Sermon on the Mount</b> plus Wise and Foolish Builder, Healing of the Centurion's Servant, Lost Son, Parable of the Talents</p> <ul style="list-style-type: none"> <li>Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 &amp; 43-46).</li> <li>Give examples of what Christians are doing today to live out these beliefs.</li> <li>Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?</li> </ul> <p>Visitor – How does the church give love?</p>

	<p>Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<ul style="list-style-type: none"> <li>• How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</li> <li>• Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.</li> </ul>	
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<b>Judaism Key Belief: God and the Covenant</b>			
<b>EYFS</b>	<b>End of Key Stage 1</b>	<b>End of Lower Key Stage 2</b>	<b>End of Upper Key Stage 2</b>
<p><b>Covered in Which times are special? Hannukah using AWV exemplar EYFS Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants. (The Jewish Temple in this Bible story was in Jerusalem)</li> </ul>	<p><b>Covered in Year 1 Summer Term unit What do Jewish people believe about God and the Covenant</b> includes the festival Sukkot, Bar and Bat Mitzvah (which marks the start of when they can hold the Torah), Creation, Jonah, King David, King Solomon</p> <ul style="list-style-type: none"> <li>• Know that Jews believe in one God who created the universe. <ul style="list-style-type: none"> <li>○ Know basic elements of the story found in Genesis:</li> <li>○ God made the world from nothing</li> <li>○ God Makes everything in the world, including plants and animals</li> <li>○ Man is the last to be made</li> <li>○ Man is made last and is given responsibility to care for the world God has created</li> </ul> </li> </ul>	<p><b>Covered in Year 3 Spring Term combined unit What do Jewish people believe about God, the Covenant and the Torah (two sets of beliefs)</b> includes Abraham, Moses plague and Red Sea and Passover.</p> <ul style="list-style-type: none"> <li>• God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.</li> <li>• Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to</li> </ul>	<p><b>Covered in Year 5 Spring Term combined unit What do Jewish people believe about God, the Covenant and the Torah (two sets of beliefs)</b> includes Abraham, Bar/Bat Mitzvah, Shabbat in home, Kosher, Rosh Hashanah, Yom Kippur.</p> <ul style="list-style-type: none"> <li>• Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.</li> <li>• Know that Abraham is called one of the fathers of Judaism</li> <li>• Know the story of Abraham who Jews believe was the first person to believe in one God:</li> </ul>



	<ul style="list-style-type: none"> <li>• Know that the Jewish name for God is Adonai which mean ‘Lord’. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.</li> <li>• Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> <li>• Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.</li> <li>• Raise and suggest answers to relevant questions in response to the story of creation.</li> <li>· Attempt to support their answers using reasons and/or information.</li> </ul>	<p>receive from God the 10 commandments and other commandments which were the rules Jews had to live by.</p> <ul style="list-style-type: none"> <li>• Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.</li> <li>• Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.</li> <li>• Understand that Jews believe there is one God who should be placed above all else.</li> <li>• The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.</li> <li>• Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Abraham was rich and lived in Ur; the people worshipped many gods</li> <li>○ God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land</li> <li>○ but Sara is barren</li> <li>○ with no scriptures or traditions, he puts his faith in God</li> </ul> <ul style="list-style-type: none"> <li>• Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.</li> <li>• Know that Yom Kippur is the holiest day in the Jewish calendar. <ul style="list-style-type: none"> <li>○ This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”.</li> </ul> </li> <li>• Understand how Jews celebrate the Shabbat and why it is considered the most important festival: <ul style="list-style-type: none"> <li>○ Timing of Shabbat, no work, but study, rest and leisure</li> <li>○ Time to celebrate belief in one God as creator</li> </ul> </li> </ul>
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<b>Judaism Belief: Torah</b>			
<b>EYFS</b>	<b>End of Key Stage 1</b>	<b>End of Lower Key Stage 2</b>	<b>End of Upper Key Stage 2</b>
<p><b>Which times are special? Passover using AMV EYFS Spring 2</b></p> <ul style="list-style-type: none"> <li>● Know that the Torah teaches Jews what God is like and how to live our lives.</li> </ul>	<p><b>Covered in Year 2 Summer Term unit What do Jewish people believe about Torah</b>  <b>Includes Simchat Torah, Shabbat, Synagogue, Torah Scroll, Jewish homes and Weddings</b></p> <ul style="list-style-type: none"> <li>● Know that the Torah means ‘teaching’ is the most important part of Jewish scriptures.</li> <li>● Know that it contains the first 5 books of the Hebrew Bible.</li> <li>● It teaches Jews what God is like and how they should live their lives.</li> <li>● One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe</li> </ul>	<p><b>Covered in Year 3 Spring Term combined unit What do Jewish people believe about God, the Covenant and the Torah (two sets of belief) includes the Synagogue, Torah and Jewish home.</b></p> <ul style="list-style-type: none"> <li>● On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.</li> <li>● The reading of the Torah is central to the service: during the service there will be readings from the Torah.</li> <li>● In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: <ul style="list-style-type: none"> <li>○ Never touched by human hands- a special pointer is used</li> </ul> </li> </ul>	<p><b>Covered in Year 5 Spring Term combined unit What do Jewish people believe about God, the Covenant and the Torah (two sets of beliefs) includes Scriptures, Simchat Torah, Mezzuzah, Lavaya and Shiva</b></p> <ul style="list-style-type: none"> <li>● Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi’ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing.</li> <li>● Know that the Torah is the most important because it tells Jews what God is like and how they should live.</li> <li>● Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says</li> </ul>

	<p>that bringing the family together once a week when no one works is important.</p> <ul style="list-style-type: none"> <li>• Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</li> <li>• Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>	<ul style="list-style-type: none"> <li>○ Each scroll has a mantle (cover)</li> <li>○ Once they have been used, they are returned to the Ark</li> <li>○ There is an ever-burning lamp outside the Ark to show God is always present</li> </ul> <ul style="list-style-type: none"> <li>• Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</li> <li>• Know the Torah is written in Hebrew.</li> <li>· Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<p>“Hear O Israel, the Lord our God, the Lord is one ...”</p> <ul style="list-style-type: none"> <li>• Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.</li> <li>• Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.</li> <li>• Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
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### Islam **Key** Belief: Islam (submission to the will of Allah)

EYFS and End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
	<p><b>Covered in Year 3 Summer Term combined unit What do Muslim people believe about Islam and Iman? (two sets of beliefs) includes Salat (prayer), Shahadah (declaration of faith)</b></p> <ul style="list-style-type: none"> <li>• Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.</li> <li>• Identify the two main beliefs of Islam as: <ul style="list-style-type: none"> <li>○ the belief in only one God, and</li> <li>○ the belief that Muhammad is the Messenger of God</li> </ul> </li> </ul>	<p><b>Covered in Year 5 Summer Term combined unit What do Muslim people believe about Islam and Iman? (two sets of beliefs) includes Ramadan, Bilal, Sawn (fasting during Ramadan), Zakat (giving) Hadith</b></p> <ul style="list-style-type: none"> <li>• Understand that the Qur’an is the original and most basic source of God’s Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur’an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur’an.</li> <li>• Know that humans have the role of Khalifah, trustees of Allah’s creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: <ul style="list-style-type: none"> <li>○ Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path</li> <li>○ The sujud position (prostration) reflects Muslim submission as a physical act.</li> <li>○ Salah can take place anywhere, as God created everything</li> </ul> </li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: <ul style="list-style-type: none"> <li>○ Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise.</li> <li>○ Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.</li> </ul> </li> <li>• Know the story of Bilal and understand why this story is important to Muslims: <ul style="list-style-type: none"> <li>○ Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba).</li> <li>○ Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands.</li> <li>○ That Allah alone is worthy of worship.</li> <li>○ Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.</li> </ul> </li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
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<b>Islam Belief: Iman (faith) Messengers of Allah</b>		
<b>EYFS and End of Key Stage 1</b>	<b>End of Lower Key Stage 2</b>	<b>End of Upper Key Stage 2</b>
	<p><b>Covered in Year 3 Summer Term combined unit What do Muslim people believe about Islam and Iman? (two sets of beliefs) includes Qur'an</b></p> <ul style="list-style-type: none"> <li>• Know that Muslims believe that Muhammad had many revelations over 22 years.</li> <li>• Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words</li> </ul>	<p><b>Covered in Year 5 Summer Term combined unit What do Muslim people believe about Islam and Iman? (two sets of beliefs)</b></p> <ul style="list-style-type: none"> <li>• Know the Muslim belief that Muhammad is the final Prophet.</li> <li>• Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad).</li> </ul>

	<p>that had been revealed to Muhammad. What they wrote formed a book – the holy Qur’an.</p> <ul style="list-style-type: none"> <li>• Know that Muslims believe that the angel Gabriel was ‘sent down’ with God’s holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur’an is a copy of God’s holy book.</li> <li>• Understand that the Qur’an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.</li> <li>• Know that God’s message is known as the ‘Straight Path’ or the Shariah</li> </ul> <p>· Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</p> <ul style="list-style-type: none"> <li>• Attempt to support their answers using reasons and/or information</li> </ul>	<ul style="list-style-type: none"> <li>• know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, ‘peace be upon them’. They also show great respect to the sacred texts of other religions; such as gospels and Torah.</li> <li>• Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God’s clear message.</li> <li>• Understand that the Muslims believe the Qur’an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> </ul> <p>· Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.</p> <ul style="list-style-type: none"> <li>• Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they <ul style="list-style-type: none"> <li>○ forgot it</li> <li>○ ignore it</li> <li>○ tamper with it</li> </ul> </li> </ul>
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<b>Hinduism Key Belief: Dharma (Right-living, respecting life, honouring natural world)</b>		
<b>EYFS and End of Key Stage 1</b>	<b>End of Lower Key Stage 2</b>	<b>End of Upper Key Stage 2</b>
	<p><b>Covered in Year 4 Autumn Term combined unit What do Hindu people believe about Dharma, Deity and Atman? (three sets of beliefs) includes the story of Rama, Divali, Puja and the Mandir</b></p> <ul style="list-style-type: none"> <li>• Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it’s hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living.</li> </ul>	<p><b>Covered in Year 6 Autumn Term combined unit What do Hindu people believe about Dharma, Deity and Atman? (three sets of beliefs)</b></p> <ul style="list-style-type: none"> <li>• Know that the term “Hinduism” is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term “Sanatan Dharma”, which mean ‘eternal truths’ (i.e. basic teachings which have always been true and always will be).</li> <li>• Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way.</li> <li>• Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</li> </ul>	<p>reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa.</p> <ul style="list-style-type: none"> <li>• Know the Hindu word for 'action' is 'karma which means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results.</li> </ul>
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### Hinduism Belief: Deity (Brahman, Deva, Devi, Avatar)

EYFS and End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
	<p><b>Covered in Year 4 Autumn Term combined unit What do Hindu people believe about Dharma, Deity and Atman? (three sets of beliefs) includes the story of Rama, Divali, Puja and the Mandir</b></p> <ul style="list-style-type: none"> <li>• Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.</li> <li>• Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.</li> </ul>	<p><b>Covered in Year 6 Autumn Term combined unit What do Hindu people believe about Dharma, Deity and Atman? (three sets of beliefs)</b></p> <ul style="list-style-type: none"> <li>• Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways.</li> <li>• Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship.</li> <li>• Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.</li> <li>• Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.</li> </ul>

### Hinduism Belief: Atman (the Divine within)

EYFS and End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
	<p><b>Covered in Year 4 Autumn Term combined unit What do Hindu people believe about Dharma, Deity and Atman? (three sets of beliefs) includes the story of Rama, Divali, Puja and the Mandir</b></p> <ul style="list-style-type: none"> <li>• Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and</li> </ul>	<p><b>Covered in Year 6 Autumn Term combined unit What do Hindu people believe about Dharma, Deity and Atman? (three sets of beliefs)</b></p> <ul style="list-style-type: none"> <li>• Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is</li> </ul>

	<p>water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.</p> <ul style="list-style-type: none"> <li>• Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.</li> <li>• Know that Hindus have a special place at home for performing puja once a day.</li> <li>• Understand that Puja helps Hindus be quiet enough to ‘hear’ God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.</li> <li>• Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<p>inside every heart and must be treated as one world-family.</p> <ul style="list-style-type: none"> <li>• Hindus believe in Reincarnation: the belief that when a body dies their atman (“soul”) may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22).</li> <li>• The Atman persists and is reborn many times. This continual cycle is called Samsara.</li> <li>• The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma.</li> <li>• The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman</li> <li>• Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
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<b>Humanism</b>		
<b>End of Key Stage 1</b>	<b>End of Lower Key Stage 2</b>	<b>End of Upper Key Stage 2</b>
<p><b>Covered with Summer Term Humanism units using AMV units started in Year 1 and revised and built upon in Year 2</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the terms ‘Humanist’ and ‘atheist’. <b>Y1</b></li> <li>• Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</li> <li>• Know that many Humanists are ‘atheists’; they do not believe in a deity or deities.</li> <li>• Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby. <b>Y1 (plus wedding in Year 2)</b></li> <li>• Be able to recognise the ‘happy human’ as a symbol of Humanism (showing that the human being and the</li> </ul>	<p><b>Covered with Summer Term Humanism units using AMV units started in Year 3 and revised and built upon in Year 4</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the concepts ‘material world’ and ‘secular’. Know that ‘secular’ means ‘concerned with the material world’ and ‘not concerned with religion’.</li> <li>• Be able to tell another person what is meant by ‘Humanist’ and ‘atheist’. <b>Y3</b></li> <li>• Have had the opportunity to talk with members of a Humanist family.</li> <li>• Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> <li>• Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring</li> </ul>	<p><b>Covered with Summer Term Humanism units using AMV units started in Year 5 and revised and built upon in Year 6 strong link with Y6 Science Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the term ‘agnostic’ and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic. <b>Y5</b></li> <li>• Be able to say why Humanism is a life stance but not a religion.</li> <li>• Know how secular Humanists regard life and death. They should know that the focus of their attention is on</li> </ul>

<p>potential of human activity to shape our world are at the centre of what Humanists believe).</p>	<p>justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods. <b>Y3</b></p> <ul style="list-style-type: none"> <li>• Be familiar with what the 'happy human' symbol means to Humanists.</li> </ul>	<p>what can be achieved during this life in this world and that they hold that death is the end of life.</p> <ul style="list-style-type: none"> <li>• Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why. <b>Y5</b></li> <li>• Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>• Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.</li> <li>• Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</li> </ul>
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