Annesley Primary & Nursery School Progression Map

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Religious Education

At Annesley Primary & Nursery School, Religious Education is taught in line with the Nottinghamshire Agreed Syllabus (2021–2026). Our curriculum provides a coherent and progressive understanding of principal religions and worldviews represented in the UK. Through carefully sequenced units, pupils develop knowledge of beliefs, teachings, practices and ways of living, while building the skills to investigate, interpret and reflect. Learning is enquiry-based and centred on significant questions about meaning, purpose, identity, belonging and truth.

Pupils explore sacred texts, festivals, worship, leadership, spiritual expression and beliefs in action. They examine how faith and worldviews are lived out in local, national and global contexts, developing religious literacy and an appreciation of diversity within and between traditions. RE promotes thoughtful dialogue, critical thinking and self-reflection. Pupils are encouraged to express their own ideas with clarity and respect, recognising both similarities and differences between their views and those of others.

By the end of Year 6, pupils leave Annesley with a secure understanding of a range of religions and worldviews, the ability to engage with “big questions” thoughtfully, and a strong foundation of tolerance, respect and readiness for life in modern Britain.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to Religious Education at Annesley Primary & Nursery School:

A	Pupils develop an appreciation and understanding of a variety of faiths and beliefs in an ever-changing world. They demonstrate ambition by actively seeking to broaden their knowledge of diverse religious traditions, exploring sacred texts, practices, and beliefs with curiosity and openness. Children aspire to understand how faith shapes the lives of individuals and communities across different cultures and historical periods, recognizing the richness that religious diversity brings to society. Through ambitious engagement with challenging questions about meaning, purpose, and belonging, pupils develop a sophisticated worldview that prepares them for life in our multicultural world.
R	Children demonstrate resilience by accepting and respecting that others' beliefs may not align with their own and that others may believe differently to themselves. This requires emotional maturity and the capacity to engage with perspectives that may challenge their own assumptions. Pupils develop the strength to navigate disagreement respectfully, understanding that encountering different viewpoints is an essential part of learning. They show perseverance when grappling with complex theological and philosophical questions that have no simple answers, remaining open-minded and thoughtful even when discussions become difficult. This resilience enables them to maintain positive relationships with people of all faiths and none.
C	Pupils cultivate the courage to share their views and opinions in a respectful and thoughtful manner. They develop the confidence to articulate their own beliefs, values, and questions about religion and worldviews without fear of judgment. This confidence extends to asking challenging questions, contributing to class discussions, and expressing uncertainty when appropriate. Children learn that confident participation in religious dialogue requires both the ability to speak and the wisdom to listen, creating an environment where all voices are valued and where respectful debate enriches everyone's understanding.
H	Children consider their feelings and beliefs around world faiths and non-religious views with authenticity and integrity. They are encouraged to reflect honestly on their own spiritual journey, recognizing that their understanding may evolve over time. Pupils learn to distinguish between personal beliefs and factual knowledge about religions, approaching both with intellectual honesty. This authenticity enables children to engage genuinely with religious education, exploring questions of meaning and purpose in ways that are personally relevant while maintaining respect for the beliefs of others. Honest reflection helps pupils develop a mature understanding of their own values and how these relate to the wider world.
I	Pupils exercise the freedom to make their own minds up and become independent thinkers about matters of faith and belief. They develop the critical thinking skills necessary to evaluate religious and philosophical claims, drawing on evidence, reason, and personal reflection. Children are empowered to form their own conclusions about spiritual and ethical questions rather than simply accepting received wisdom. This independence of thought is balanced with respect for others, as pupils learn that independent thinking does not mean dismissing alternative viewpoints. Through this approach, children develop the intellectual autonomy needed to navigate the complex religious and ethical landscape of modern society.
E	Children recognise that all faiths and world views are equal in terms of deserving respect, understanding, and fair treatment. Pupils learn that while beliefs differ, no religion or worldview is inherently superior to another, and each tradition offers valuable insights into the human experience. This understanding of equality extends beyond tolerance to genuine appreciation of religious diversity as a strength of our society. Children develop an awareness of how religious discrimination has caused harm throughout history and commit to promoting equality and justice for people of all faiths and none. This principle ensures that RE fosters genuine interfaith understanding and prepares pupils to be advocates for religious freedom and equality.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Religious Beliefs: What do people believe?	**Knowledge**	• F1 Which stories are special and why? Stories can have a message for us in them; the Bible is a book with lots of stories in it, e.g. Jesus' stories (the Lost Sheep, the Prodigal Son, the Wise and Foolish Builders, the Good Samaritan) and Old Testament stories (Moses as a baby, Noah's Ark, Daniel, Jonah and David and Goliath). • Christians believe God made everything, loves his family on Earth, forgives us when we are sorry, and promises always to be there to love and help us (the rainbow is a sign of God's promise to Noah). • Christians believe God can help us be brave (David and Goliath), and that miracles are amazing things Jesus could do through the Holy Spirit, 'Father God's superpower'. • F4 Christians believe Jesus came back to life at Easter time.	• Beliefs are ideas that people hold to be true. • Unit 1.3 Stories of Jesus: Christians believe Jesus was God come to earth with the power to help people; stories include the Shepherds at the Manger, Jesus is baptised, Healing the Ten Lepers, Calming the Storm and Feeding the 5000, and stories Jesus told, e.g. the Lost Coin and the Lost Son. • Unit 1.4 Easter: Christians believe Jesus died on the cross and came back to life (resurrection), giving hope of new life. • Unit 1.2: Christians and Jewish people learn about care from stories and teachings, e.g. the Lost Sheep and Psalm 23.	• Unit 2.2 Jewish Beliefs: Jewish people believe in one God who made the world (creation, Genesis 1), who is Almighty and Eternal; Shabbat is a day linked to creation, and a Rabbi teaches the community about God. • Unit 2.4 Muslims: Muslims believe in one God (Allah), in the Prophets, and that the Qur'an was revealed to the Prophet Muhammad; this belief is called tawhid. • Unit 2.5 Sikhs: Sikhs believe in one God and follow the teachings of the Gurus and the Guru Granth Sahib. • Unit 2.3 Humanists: Humanists do not believe in God or gods, but believe in the power of humans to be good.	• Unit 3.1 What difference does it make to be a Christian?: key Christian ideas are incarnation, trinity, crucifixion, resurrection and the Holy Spirit; the 'fruit of the Spirit' (Galatians 5:22) includes love, patience and self-control; Christians believe God created the world (Genesis 1 and 2). • Unit 3.2: Beliefs about Allah and God shape how Muslims and Christians pray. • Unit 3.3: Religious buildings express beliefs about God, e.g. a church, a mosque and a mandir. • Unit 3.4: Beliefs about God, and about leaders such as Moses, Jesus and Muhammad, give people guidance.	• Unit 4.1: Religions give different answers about life after death: Christian heaven, Muslim paradise, Hindu reincarnation and moksha, and the Humanist view of 'the one life we have'. • Unit 4.4 Good Friday: Christians believe Jesus' death was a sacrifice for forgiveness and redemption; he is the Messiah, who brings salvation, and rose again. • Unit 4.6 Hindu festivals: Hindus believe in many gods and goddesses (murtis), karma and dharma.	• Unit 5.2 What matters to Christians?: Christians use Bible texts to guide them; Trinity, forgiveness and the Holy Spirit are key ideas. • Unit 5.3 Beliefs and questions: Muslims believe in Allah, the Prophet and the Five Pillars; Hindus worship Brahman and gods and goddesses; Sikhs worship Waheguru. • Unit 5.6 Islam in Britain: key Muslim ideas include Tawhid, iman, ibadah, the prophets and revelation. • Unit 5.5 Humanist and Christian values: Humanists say there is no god to tell us what is good and evil; Christians believe humans are made in the image of God (Genesis 1:28) and are sinful (Genesis 3).	• Unit 6.6 Jesus as a King: the 'kingdom of God' is a key New Testament concept; Christians believe Jesus is the Messiah (God's chosen one), who taught a way to live. • Unit 6.5 Sikhs in Britain: Sikhs believe in one God (Waheguru, in the Mool Mantar), respect the Ten Gurus and the Guru Granth Sahib, and live by selfless service (Sewa). • Unit 6.1: Beliefs about God, the world and human life are found in sacred texts and other sources of wisdom, and they influence how people live. • Unit 6.3: Beliefs about justice and fairness shape how Christians, Hindus and Humanists respond to global issues.

		Key vocabulary: God, Bible, Jesus, Christian, promise, forgive, miracle, brave, rainbow, love	**Key vocabulary:** belief, Christian, Bible, God, Jesus, Easter, resurrection, church, faith, thankful	**Key vocabulary:** God, creator, Almighty, Eternal, creation, Allah, tawhid, Prophet, Guru, Humanist	**Key vocabulary:** Christian, spiritual, incarnation, trinity, crucifixion, resurrection, Holy Spirit, creation, belief, God, Allah	**Key vocabulary:** life after death, soul, heaven, paradise, reincarnation, moksha, sacrifice, redemption, Messiah, salvation, karma, dharma	**Key vocabulary:** Trinity, Pentecost, Eucharist, iman, ibadah, Tawhid, Brahman, Waheguru, Humanist, values, authority, autonomy	**Key vocabulary:** Kingdom of God, parable, Messiah, Waheguru, Mool Mantar, Sewa, Khalsa, theology, justice, compassion
	Skills	• Retell one of the stories using props, small world items and Talk for Writing actions and symbols. • Say what happened in a story and what message it has for us. • Retell one of the stories and talk about how God showed his love. • Retell part of the Easter story using props.	• Recall and name the main characters in stories of Jesus, Moses and others that they have heard. • Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own. • Retell key events from Holy Week and Easter, and respond personally to the emotions and beliefs. • Infer a simple idea or belief about what made Jesus special from a story.	• Recall and name key words about Jewish beliefs, e.g. God the Creator, Almighty, Eternal. • Retell the Genesis 1 story and suggest meanings and messages from it. • Describe some Muslim beliefs (one God, the Prophets, revelation of the Qur'an) and some Sikh beliefs. • Ask questions about God for themselves, and find out more about the ideas.	• Describe what Christians do at two different festivals and connect the celebrations to Bible texts and beliefs about God. • Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest. • Explain their own ideas about the Creation stories of Genesis 1 and 2. • Connect beliefs about God to what Muslims and Christians do when they pray.	• Describe four different beliefs about life after death, connecting viewpoints to texts from different religions. • Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death. • Describe and connect Christian beliefs about life and death, love and forgiveness to the events of Jesus' last days. • Describe Hindu beliefs about gods and goddesses and what happens at worship.	• Explain three or more key Christian beliefs, showing that they understand what matters to Christians. • Explain the main beliefs of Muslims, Hindus and Sikhs about God, and why worship matters to each. • Explain differences between Humanist and Christian answers to big questions about values. • Describe and connect different aspects of Islamic belief with what Muslims do.	• Describe and connect Jesus' teachings about the Kingdom of God with action by Christian communities today for justice, peace and the integrity of creation. • Understand links between Sikh teachings about God (theology) and ways of living (practice). • Explain the impact of beliefs about sacred writings, God and values. • Explain how beliefs about justice shape responses to global issues.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Holiness: What is sacred to whom, and why?	**Knowledge**	• F3 What places are special and why? Christians meet in a special place, the local church; three artefacts from it are the altar, the lectern and the font.	• Unit 1.5: Churches and synagogues are holy buildings, where believers worship God; they contain special objects, e.g. church: altar, font	• Unit 2.5 Sikhs: Sikhs worship in a Gurdwara, where the Guru Granth Sahib is treated with great respect; the langar is a free kitchen.	• Unit 3.3: Churches, mosques and mandirs are sacred because they are set apart for worship; their features express beliefs about God and how people	• Unit 4.2 Pilgrimages: a pilgrimage is a journey to a holy place, e.g. Makkah (Muslim), Varanasi (Hindu), Lourdes, Iona or the Holy	• Unit 5.4: Religious architecture across the world and locally, e.g. Southwell Minster, local churches and chapels, a Nottingham	• Unit 6.1: Sacred texts, e.g. the Torah, Bible (Ten Commandments, Letters of Saint Paul), Qur'an and Hadith, and Buddhist Precepts, are revered

		• The Bible is a special book for Christians, sometimes given at baptism so that people can learn about God; Sunday is a day of rest for Christians. • F2 Which people are special and why? Jesus is special to Christians; the miracles show his power and love, e.g. the blind man healed and the Lazarus story. • Easter artefacts (a palm cross, a stone and an Easter egg) are special to Christians. **Key vocabulary:** church, altar, lectern, font, Bible, special, Sunday, palm cross, holy	and Bible; synagogue: ark, Torah and bimah. • 'Sacred' or 'holy' means a kind of special for religious people; some holy books are the Bible and the Torah. • Unit 1.6 Leaders: Moses is a great leader for Jewish people (the baby in the bulrushes, the burning bush, the Ten Commandments); Saint Peter was called by Jesus to follow him. **Key vocabulary:** holy, sacred, church, synagogue, altar, font, ark, Torah, bimah, Bible, worship, leader, saint, Moses, Peter	• Unit 2.4 Muslims: Muslims show respect for the Qur'an by keeping it on a high shelf, praying from a clean place and removing shoes at a mosque, and say 'PBUH' after the Prophet's name. • Unit 2.2 and 2.6: the Torah is a special text for Jewish people; Shabbat is a holy day; stories from the Torah and Bible are important in religions. **Key vocabulary:** holy, Gurdwara, Guru Granth Sahib, langar, Qur'an, mosque, Torah, ark, bimah, Shabbat, respect	worship (four key terms for each building). • Unit 3.4: Moses, Jesus and Muhammad are inspirational holy figures; a patriarch is a male founder or ancestor, a prophet speaks for God, and a messiah is a chosen saviour. • Unit 3.2: Prayer is practised at a mosque or a church. **Key vocabulary:** sacred, holy, worship, church, mosque, mandir, prophet, patriarch, messiah, Torah, Qur'an, Gospel	Land (Christian); local places such as Southwell Minster and Beth Shalom can be considered. • Unit 4.6: Hindu worship takes place in the home and in the mandir, using murtis and puja. • Unit 4.3: Christian hymns and music are a way of expressing devotion in worship. **Key vocabulary:** pilgrim, pilgrimage, holy, Makkah, Varanasi, Lourdes, Iona, mandir, murti, puja, devotion	synagogue, mandir and mosque, expresses ideas of 'house of God'. • Unit 5.4: There is a tension between building a beautiful 'house of God' and serving people in need. • Unit 5.1: Inspirational leaders, e.g. Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi (mahatma) and Desmond Tutu, are admired for living out their beliefs. • Unit 5.6: Muslims revere the Prophet and the Qur'an. **Key vocabulary:** holiness, architecture, house of God, sacred, mahatma, saint, prophet, revere, inspiration, charity	as sources of wisdom and authority. • Unit 6.5: Sikhs revere the Guru Granth Sahib and the Ten Gurus, and worship in the Gurdwara. • Unit 6.4: Places of remembrance, such as the National Holocaust Centre and Museum (Beth Shalom), are important to many people. • Different religions have different ideas about what is sacred, and some things may be sacred to all humanity. **Key vocabulary:** sacred, revere, scripture, Torah, Qur'an, Hadith, Guru Granth Sahib, Ten Gurus, remembrance, authority, wisdom
	<u>Skills</u>	• Explore the area around the school and the sorts of buildings in it. • Visit the local church and spot the three artefacts, saying what it feels like and why it is a special place for Christians. • Talk about their own special homes, places and people, and why they are special.	• Recognise that holy buildings house symbols and are connected to beliefs about worshipping God. • Ask questions about what happens and why in holy buildings. • Recall stories of leaders, describing why Moses is a great leader and Peter a saint.	• Describe a Gurdwara and the sacred writings of Sikhs. • Think about respect by considering symbols of respect for the Guru Granth Sahib and the Qur'an. • Recall stories from the Jewish Bible (Torah) and say why they are important.	• Describe four key features of each of three religious buildings (a mosque, mandir and church), connecting them with beliefs about God. • Respond thoughtfully to the task of designing a new religious building for their locality.	• Describe some religious beliefs that underlie pilgrimage in at least two religions, and the impact on believers. • Explain reasons why they would choose their own pilgrimage. • Explain similarities and differences between approaches to	• Show that they understand the possible tension between a beautiful 'house of God' and serving people in need. • Explain their own ideas about the relative value of worship and holy buildings, and charity. • Consider varied answers to what	• Explain why Christians and Muslims revere their holy texts, with reasons. • Compare what is sacred in different religions, e.g. texts, people, places and actions. • Explain what matters about remembrance of those who died and those who survived.

		• Make their own special place and talk about it.	• Express ideas of their own about why some people go to holy buildings.	• Ask questions about what is holy to different people.	• Describe at least one inspirational story about Moses, Jesus and Muhammad. • Consider ideas such as 'a house of God' and a 'spiritual space'.	pilgrimage from different religions. • Describe Hindu worship at home and in the mandir.	makes a person inspiring. • Describe what matters to Muslims about the Prophet and the Qur'an.	• Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Meanings in Life: What do rituals, symbols and ideas mean?	**Knowledge**	• Infant baptism: belonging to a church family; Christians welcome a new baby at a baptism, and there are signs of belonging in Christianity. • F5 How does it feel when a baby is born? How do we welcome a new baby? • Christmas: a nativity set and birthday cards remind us who is being celebrated. • Easter: a palm cross, a stone, an Easter egg and an Easter garden with cress seeds show new life; the rainbow is a sign of God's promise. **Key vocabulary:** baptism, welcome, baby, sign, belonging, symbol, Easter egg, rainbow, new life, promise	• A symbol is something that stands for an idea, e.g. objects in a church or synagogue (altar, font, ark, Torah). • Unit 1.1: Festivals use artefacts, songs and food to express meaning. • Unit 1.4: Eggs, spring flowers and lambs are used at Easter to show new life. **Key vocabulary:** symbol, artefact, church, synagogue, meaning, cross, candle, new life, Easter	• Unit 2.1 Belonging: Christians welcome babies and young adults into the community through christenings and believers' baptisms; Jesus was baptised. • Unit 2.3 Humanists: the 'Happy Human' is a symbol of Humanism. • Unit 2.4 and 2.5: Muslim and Sikh symbols of respect, e.g. praying from a clean place and respect for the Guru Granth Sahib, show what is important to believers. **Key vocabulary:** christening, baptism, belonging, Happy Human, symbol, respect, ritual, community	• Unit 3.6 Life's Big Events: rituals mark big moments in life, e.g. baby-welcoming ceremonies, celebrations for young adults, weddings and, possibly, funerals; Humanists, Hindus, Christians and Jewish people have different rituals. • Unit 3.2: Rituals such as the Lord's Prayer and the five daily Muslim prayers express belief. • Rituals use symbols to build community life and express values. **Key vocabulary:** ritual, symbol, ceremony, baby welcoming, wedding, funeral, liturgy, belief, non-religious	• Unit 4.1: Life is sometimes described as a journey; rituals mark key moments, e.g. welcoming a baby, becoming an adult, marriage and funerals. • Unit 4.4: Christians remember Jesus with bread and wine. • Unit 4.6: The Aum symbol, puja and murtis are important in Hindu worship. • Unit 4.2: Rituals on pilgrimages have reasons and meanings. **Key vocabulary:** journey, metaphor, ritual, symbol, funeral, marriage, bread and wine, Aum, puja, pilgrimage	• Unit 5.2: The Eucharist and Pentecost express beliefs about Jesus and the Holy Spirit. • Unit 5.4: Art and architecture use symbols to express ideas about God. • Unit 5.3: Muslim, Hindu and Sikh beliefs are expressed in texts, creative arts and architecture. **Key vocabulary:** Eucharist, Pentecost, symbol, art, architecture, expression, worship, meaning, interpretation	• Unit 6.4: Remembrance rituals, e.g. at the National Holocaust Centre and Museum, express values such as 'never again', and remind people of the importance of respect and harmony. • Unit 6.5: Sikh practices such as langar and Sewa express the beliefs of equality and selfless service. • Unit 6.6: Parables and Christian ritual express the meaning of the Kingdom of God. **Key vocabulary:** remembrance, prejudice, harmony, respect, langar, Sewa, parable, ritual, symbol, interpretation
	Skills	• Role play a baptism and caring for a baby.	• Suggest meanings for a symbol,	• Recount how a baby or young adult is welcomed	• Describe beliefs and practices of baby-welcoming	• Explain and use the metaphor of life as a journey,	• Explain how symbols and rituals show what matters	• Evaluate how rituals and symbols express beliefs and

		• Handle three Christian artefacts, say which is the 'odd one out' and why. • Make an Easter garden and sow cress seeds, then use it to retell the story with small world equipment. • Add their own ideas to a special place and say why the things in it are special to them.	artefact or religious practice. • Recognise religious symbols used in worship and say what they represent. • Ask questions about what symbols mean. • Express ideas about why some symbols are special to believers.	into the Christian community, asking meaningful questions about the ceremonies. • Interpret simple symbols of respect and say why they matter to believers. • Suggest meanings in Jewish practice, using their factual knowledge. • Say how symbols of belonging differ between groups.	ceremonies, young adults' celebrations and weddings from different communities. • Respond thoughtfully to the differences between each example and the beliefs behind them. • Infer what actions, symbols and ideas mean in rituals and explain their meaning to each other. • Say what matters to them when celebrating big moments.	identifying key milestones. • Describe ritual and symbol on pilgrimage and in Hindu worship and what they mean. • Interpret symbolism in festivals and rituals. • Compare diverse expressions of ritual within and between religions.	to believers, e.g. in Christian worship and sacred art. • Interpret symbolism in architecture and art from more than one religion. • Explain similarities and differences between rituals in Christian worship. • Reflect critically on how ritual expresses identity.	values, e.g. remembrance, langar and parables. • Explain why remembrance matters and what 'never again' means. • Compare the symbolic language of parables and rituals. • Reflect on how ritual shapes identity and cohesion.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fasting and Feasting: What do celebrations and festivals mean?	**Knowledge**	• F4 What times are special and why? Celebrations are special times; at a Harvest Festival we say thank you and show we are thankful because God made everything. • Christmas is Jesus' birthday; a birthday celebrates a special person (A Special Birthday; Christmas, Jesus' Birthday). • Easter is a time of new life; Christians believe Jesus came back to life at Easter time.	• Unit 1.1 Celebrations and Festivals: a festival is a celebration linked to what people believe; Christians celebrate Christmas and Easter, and Jewish people celebrate Hanukkah and Shabbat, with songs, worship, stories, artefacts and food; festivals from other faiths, e.g. Diwali and Eid al-Fitr, can be introduced.	• Unit 2.2: Shabbat is a weekly Jewish celebration linked to the story of creation. • Festivals such as Christmas and Easter (Year 1) are celebrated by Christians in the church and at home. • Unit 2.1: Ceremonies such as christenings are celebrations of belonging.	• Unit 3.5 Jewish Festival and Family: Jewish festivals such as Rosh Hashanah, Yom Kippur and Pesach are celebrated at home and in the synagogue; they connect stories from long ago, e.g. the Exodus, to Jewish life today, and show the importance of forgiveness, memory, freedom and following God's path. • Unit 3.1: Christian festivals Christmas, Easter, Pentecost and Harvest have Bible stories behind	• Unit 4.6: Divali celebrates the victory of light over darkness, with the story of Rama and Sita; Hindus celebrate in India and in the UK; at least one other Hindu festival can be studied; festivals have deeper meanings. • Unit 4.4: Good Friday and Easter express Christian beliefs in sacrifice, forgiveness and redemption. • Unit 4.3: Christmas carols and hymns	• Unit 5.2: Christmas, Easter, Pentecost and the Eucharist have deeper meanings for Christians, e.g. incarnation, resurrection and the Holy Spirit. • Celebrations are part of Christian worship and show what matters to Christians.	• Unit 6.4: Remembering is as important as celebrating: remembrance helps societies to learn from hatred and prejudice (the Kindertransport). • Unit 6.5: Sikh communities celebrate and remember the Ten Gurus. • Different religions and worldviews decide what is worth celebrating or remembering, and why.

		• A wedding is a celebration shared together, e.g. the wedding at Cana (water into wine). **Key vocabulary:** celebration, harvest, thankful, thank you, birthday, Christmas, Easter, new life, party, wedding	• Unit 1.4 Easter: Christians remember Holy Week, the crucifixion and the resurrection at Easter. • Festivals express feelings such as joy, memory and community. **Key vocabulary:** festival, celebration, Christmas, Hanukkah, Shabbat, Easter, Holy Week, crucifixion, resurrection, synagogue	**Key vocabulary:** Shabbat, celebration, creation, church, home, family, festival, belonging	them, and are celebrated by Christians today. **Key vocabulary:** Rosh Hashanah, Yom Kippur, Pesach, Exodus, sin, forgiveness, freedom, Pentecost, Harvest, festival	are part of Christian celebration. **Key vocabulary:** Divali, Rama, Sita, light, darkness, deeper meaning, Good Friday, sacrifice, redemption, carol	**Key vocabulary:** Christmas, Easter, Pentecost, Eucharist, incarnation, resurrection, worship, celebration	**Key vocabulary:** remembrance, celebrate, commemorate, persecution, prejudice, Kindertransport, Ten Gurus, memory, never again
	Skills	• Role play a birthday party, including a birthday party for Jesus. • Use Talk for Writing to retell part of the Christmas story. • Retell part of the Easter story using props. • Show how we can be thankful at Harvest.	• Retell a story that lies behind a festival. • Respond to the experiences and emotions of festivals, e.g. joy, memory and community. • Give an example of a 'big day' in their own lives and talk about what made it special. • Retell key events from Holy Week and Easter.	• Describe what happens at Shabbat and why it is special. • Compare festivals and celebrations they have already learned about. • Retell stories behind celebrations. • Give reasons why belonging ceremonies matter.	• Describe Jewish festive beliefs and practices, e.g. Rosh Hashanah and Pesach. • Express ideas about what these festivals say is important. • List similarities between four different Christian festivals. • Connect celebrations to Bible texts and beliefs.	• Respond to the ways Hindus celebrate, expressing 'deeper meanings' of festivals. • Explain similarities and differences between two Hindu festivals. • Describe and connect Christian beliefs to Holy Week and Easter. • Interpret the symbolism in festivals.	• Explain similarities and differences between celebrations in Christian worship. • Explain with reasons which element of Christianity studied is the most important. • Analyse how celebration expresses theological meaning.	• Explain why it is important to remember examples of hatred and prejudice. • Explain what matters about remembrance of those who died and those who survived. • Compare how different religions and worldviews decide what is worth celebrating or remembering.
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		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Living Well Together: How is community life built up?	**Knowledge**	• F5 Belonging: who are we and how do we belong? We belong to a family unit at home and school, and to a school family; making friends	• Unit 1.2 Myself and Caring for Others: each person is unique in a family and community; people belong to groups such as a	• Unit 2.1 Belonging: belonging happens in a family, school and community; Christians in Nottinghamshire belong to the	• Unit 3.2: Religious families and communities practise their faith together, e.g. through prayer.	• Unit 4.5 A Better World: different religions and worldviews offer visions of a better world, supported by commitments to	• Unit 5.1: Inspiring leaders (e.g. William Booth of Sneinton, Dr Hany El Banna, Bhagat Puran Singh) show their religion's	• Unit 6.2 Respect for Everyone: census data shows what religions and beliefs are in the local area, county, region and nation; interfaith

		means playing together and helping each other. • Being cared for and caring for others: babies and pets are cared for, and caring helps us feel wanted and part of a family. • Our 'wider family' includes other people we can help (the Good Samaritan); God wants us to share with everyone (the Feeding of the 5000). • Families have rules and we say sorry when we break them (Jonah); we can trust our friends (Daniel, the paralysed man); we can be brave and stand up to bullying (David and Goliath). • F6 Our wonderful world: how can we care for living things and the earth? **Key vocabulary:** family, friend, belong, care, rules, sorry, share, brave, trust, bullying, wonderful	family, school and faith community; examples of caring include goodness, kindness, generosity and sharing. • Religious stories and teachings guide how people treat others, e.g. the Lost Sheep and Psalm 23. • Caring for others is a value shared across religions and worldviews. **Key vocabulary:** belong, family, community, care, kindness, generosity, sharing, goodness, unique	church community; the Golden Rule ('do to others what you would like them to do to you') includes belonging to humanity. • Unit 2.3: Humanists live without belief in God, guided by the Golden Rule. • Unit 2.5: Sikhs value worshipping God, serving others and being generous; Unit 2.4: Muslims show respect through their practices. **Key vocabulary:** belong, community, Golden Rule, Christian, Humanist, respect, serve, generous, church	• Unit 3.5: Festivals and family life show what matters to Jewish people. • Unit 3.6: Communities mark big moments in life together. • Unit 3.3: Places of worship in Nottinghamshire bring communities together. **Key vocabulary:** community, family, faith, prayer, festival, belonging, worship, Nottinghamshire, practise	goodness, charity and justice; 'what has gone wrong with the world?' • Unit 4.6: Hindu families practise their faith at home and in the community. • Unit 4.1: Communities mark life's journey together. **Key vocabulary:** vision, goodness, charity, justice, community, family, commitment, values, better world	ideals through action. • Unit 5.4: Charities apply the 'Golden Rule' ('treat others as you would like to be treated', 'love your neighbour as yourself') to global problems. • Unit 5.5: Humanists and Christians have different ideas about values and ethics. • Unit 5.6: Muslims in Britain live by the Five Pillars and the Prophet's example. **Key vocabulary:** inspiration, charity, Golden Rule, ethics, values, commitment, community, Salvation Army, Islamic Relief	cooperation, tolerance and respect support harmony in Nottinghamshire. • Unit 6.3: Beliefs about justice, fairness and compassion motivate faith-based aid and development charities, e.g. Islamic Relief and Christian Aid, as well as non-religious ones, e.g. Save the Children. • Unit 6.4: Persecution and prejudice harmed Jewish communities in the 1930s; upstanders resist and rescue. **Key vocabulary:** tolerance, respect, interfaith, harmony, plurality, justice, charity, ahimsa, ummah, agape, upstander, bystander
	<u>Skills</u>	• Explore how they belong to a family unit at home and at school, using role play of 'family life' (e.g. mealtimes and bedtime routines). • Make friends, play together and help each other to learn new games.	• Respond to ideas and values such as care, kindness and generosity with simple ideas of their own. • Give an example of how a person can show their values in a religion	• Suggest reasons why it matters to people to belong to groups and communities such as Nottinghamshire churches. • Give an example of their own community life	• Describe how Muslim and Christian communities practise their faith in prayer, and list similarities. • Describe how festivals and family life show what	• Describe and connect different visions of a better world. • Explain, with reasons, what makes the world a better place according to different religions and worldviews.	• Show that they understand how inspirational leaders are examples of their religion's ideals. • Respond thoughtfully to Humanist and Christian values	• Use census data and other demographic information to explain their ideas about communities and how they can become stronger. • Apply the ideas of tolerance and respect to tensions

		• Care for others, e.g. how to look after a pet or a baby, and role play first aid. • Work with friends as a team, e.g. the model house design challenge, and take part in Anti-Bullying Week activities. • Make their own special creations to show how to care for living things and the earth.	or in their own lives. • Talk about who cares for them and who they care for. • Say how they can belong to different groups.	and say why it matters. • Describe some Humanist, Muslim and Sikh values and practices. • Consider respect between religions.	matters to Jewish people. • Say what matters to them and others when celebrating life's big moments. • Investigate places of worship in Nottinghamshire.	• Say what they think about ethical questions, e.g. whether charity is second best to justice. • Describe how Hindu families practise their faith.	with ideas of their own. • Consider meanings of respect for Muslims in Britain today. • Compare how religious and non-religious charities apply the Golden Rule.	or problems in community relations. • Explain similarities and differences between two global aid charities. • Explain what matters about 'upstanders' and why it is important to resist prejudice.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Imagination in Religions and Worldviews: How is faith expressed creatively?	**Knowledge**	• Stories can be told through Talk for Writing actions and symbols, role play and small world play. • Role play can show family life, a baptism, a birthday party, first aid and other ideas from stories. • We can design and build our own things, e.g. a model house for the Wise and Foolish Builders, our local area with construction toys and a special place. • An Easter garden can be made to show new life at springtime. **Key vocabulary:** story, role play, small world, Talk for Writing, create,	• Unit 1.1: Festivals include songs, worship, stories, artefacts and food. • Unit 1.2: Songs from religious communities express values such as care and kindness. • Unit 1.5: Holy buildings house symbols, artefacts, music and holy books. • Creative work, e.g. art, poetry or drama, can express ideas about 'Who am I? Where do I belong?' **Key vocabulary:** song, music, art, drama, poetry, symbol,	• Unit 2.6: Stories from the Jewish Bible and Christian stories can be told, retold and shown in art, song and drama. • Unit 2.3: Stories with values messages, including non-religious stories, tell us what is good. • Local communities use music, stories and holy buildings to express their beliefs. **Key vocabulary:** story, retell, drama,	• Unit 3.2, 3.3 and 3.5: Prayer, places of worship and festivals are ways of expressing faith, e.g. Muslims, Hindus, Jewish people and Christians use arts, poetry, songs and buildings. • Unit 3.3: Religious buildings are designed to express beliefs about God. • Prayers and holy texts are used to give meaning to celebrations. **Key vocabulary:** prayer, poetry, song, building, design,	• Unit 4.3 Christian music and worship: examples include Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children; spiritual expression includes prayer, reflection and music, and can also be non-religious. • Unit 4.2: Pilgrimage is a way of expressing faith through a journey. • Music, journeys and special days can all be sacred or spiritual. **Key vocabulary:** spiritual, worship, devotion, hymn,	• Unit 5.4 Expressing Spirituality: religious and spiritual beliefs are expressed in arts and architecture and in charity and generosity. • Unit 5.3: Muslim, Hindu and Sikh ideas about God are expressed in texts, creative arts and architecture. • Unit 5.1: Life stories of inspiring people can inspire creative responses. **Key vocabulary:** architecture, art, music, expression, spiritual, inspiration,	• Different beliefs and ideas can be expressed in a range of creative forms; religious, spiritual and belief-based ideas can be shown through art, music, poetry and writing. • Unit 6.4: Creative responses can be used to remember and learn from the past. • Unit 6.1: Poetry and words of wisdom are creative expressions of belief. **Key vocabulary:** creative, expression, poetry, art, music, belief, response,

		build, design, garden, special place	building, express, imagine	art, song, message, Torah, Bible, fable	expression, worship, creativity	carol, Hallelujah, self-expression, pilgrimage, composition	charity, generosity, creativity	remembrance, wisdom
	Skills	• Use Talk for Writing actions and symbols, and small world items, to retell stories. • Role play ideas from stories and celebrations. • Design and build a model house and test it (the wobble test), working as a team. • Make their own special place and talk about it.	• Express creatively (art, poetry, drama) their own ideas about 'Who am I? Where do I belong? Who cares for me? Who do I care for?' • Learn from songs from religious communities that express values. • Respond to stories and holy buildings with questions and ideas. • Retell stories using voice and actions.	• Retell stories from the Jewish Bible and the Christian Bible skilfully, in art, drama or song. • Suggest meanings and messages in stories and express their own ideas about them. • Identify how communities use music and stories to express belief. • Express their own responses creatively.	• Respond thoughtfully to the task of designing a new religious building for their locality. • Describe examples of how arts, poetry, songs and creativity are used by Muslims, Hindus, Jewish people and Christians. • Express their own ideas creatively in response to what they have learned.	• Describe how and why Christians use music to express beliefs about God and devotion. • Express reasons why particular pieces of music are spiritual for them. • Explain similarities and differences between music from the past and contemporary worship. • Describe how pilgrimages, music, worship and art show faith in action.	• Respond with creative imagination to learning about inspiring life stories, sacred art, architecture and music. • Explain how religious and spiritual beliefs are expressed in arts and architecture. • Explain the relationship between sacred art and charity, with their own ideas.	• Create creative expressions of ideas and beliefs in response to their learning. • Explain how and why religious ideas are expressed in different creative forms. • Select and justify creative ways to express remembrance, respect and hope.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Express and Communicate: Personal Response and Reflection	**Knowledge**	• We can talk about how things feel: how it feels when a baby is born, to be healed by Jesus, to be sorry, and to be in a special place such as a church. • Our own experiences matter, e.g. having a baby brother or sister, what we do at the weekend and the rules in our family. • We can add our own ideas, e.g. when making our own special place.	• Personal responses to RE learning are different from what believers think; both can be shared. • Ideas and values, such as care, kindness and generosity, can be thought about in our own lives (Unit 1.2). • We can respond to emotions and beliefs in stories such as Holy Week	• Our own sense of belonging, and what matters to us, can be compared with what matters to others (Units 2.1 and 2.3). • Big questions can be asked about God and life, and 'the bigger the better' (Unit 2.2). • It is possible to respect what others believe and still have our own ideas.	• Personal reflections can be supported by reasons and by facts learned about religions (Units 3.1 to 3.6). • What matters to us when celebrating the big moments of life can be shared and compared (Unit 3.6). • People have different ideas about the deeper meanings of festivals (Units 3.1 and 3.5).	• Personal views, for example about life after death or what makes a place spiritual, can be explained with reasons (Units 4.1, 4.2 and 4.3). • Views about forgiveness, salvation, hope and resurrection can be presented (Unit 4.4). • Personal views and what believers think are different,	• Personal views about God and about values can be explained clearly and with reasons (Units 5.3 and 5.5). • A personal response to what matters most (e.g. in Christianity) can be explained and justified (Unit 5.2). • Reflection on personal values can draw on examples from	• An informed personal viewpoint needs evidence from sources and an understanding of other views (Units 6.1, 6.3 and 6.6). • Views on ethical issues such as justice, charity, remembrance and community can be explained and justified. • Personal views may change when we learn more.

		Key vocabulary: feel, share, idea, experience, sorry, thankful, brave, special, family	and Easter (Unit 1.4). **Key vocabulary:** idea, opinion, feel, think, care, kindness, share, respond, wonder	**Key vocabulary:** belong, matter, question, idea, respect, believe, opinion, share, reason	**Key vocabulary:** reflect, reason, meaning, matter, express, celebration, different, opinion, fact	but both can be expressed respectfully. **Key vocabulary:** reasons, view, opinion, belief, spiritual, forgiveness, hope, present, explain	different religions and Humanism. **Key vocabulary:** justify, reasons, values, ethics, personal, reflect, evaluate, religious, non-religious	**Key vocabulary:** informed, justify, viewpoint, evidence, perspective, evaluate, justice, reasoned, independent
	Skills	• Say how it feels when a baby is born, drawing on their own experiences of a baby sibling. • Say what it would feel like to be healed by Jesus. • Remember the feelings and things they noticed at the church. • Add their own ideas to make a special place and say why things in it are special to them.	• Respond to ideas and values, e.g. care, kindness and generosity, with ideas of their own. • Respond personally and thoughtfully to the emotions and beliefs of Holy Week and Easter. • Express an idea of their own about leadership, linking it to stories about Moses and Peter. • Say what they think and why, using simple words.	• Reflect on their own sense of belonging and give an example of their own community life. • Say clearly what matters to them and to others, including Humanists. • Ask big questions about God for themselves. • Think about respect between religions and between people.	• Express their own ideas about the deeper meanings of festivals and the ideas studied. • Say clearly what matters to them when celebrating big moments in life, using facts from different religions and worldviews. • Reflect on their own responses to big questions. • Compare their own ideas with those studied.	• Express reasons why they hold their own views about life after death. • Express reasons why they would choose their own pilgrimage, or why a piece of music is spiritual for them. • Present their own views about Christian teachings on forgiveness, salvation, hope and resurrection. • Reflect on how expression strengthens identity.	• Clearly express reasons why they hold their own views about questions to do with God. • Explain with reasons which element of Christianity they select as most important. • Give a thoughtful account of what values matter most to them, referring to Humanist and Christian examples. • Reflect critically on personal values.	• Articulate informed personal viewpoints with justification, considering other perspectives. • Present their own views about the idea of Jesus as a 'king' or the 'kingdom of God', and about justice and charity. • Apply the idea of 'words of wisdom' for themselves, selecting and explaining examples. • Demonstrate independent, reflective judgement about belief, community and action.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Ways of Knowing: Reading and Making Sense of Texts	**Knowledge**	• The Bible is a book with lots of stories in it, and is sometimes given at baptism so people can learn about God. • Favourite stories include Jonah and the Big Fish and David and Goliath, Jesus' stories, Old	• Religious texts include stories from the Bible, e.g. stories of Jesus (Unit 1.3), stories of Moses and Saint Peter (Unit 1.6), Holy Week (Unit 1.4) and Psalm 23 (Unit 1.2).	• The Torah and the Bible are important texts: stories include Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah and Daniel (Unit 2.6); Genesis	• Texts include the Gospels about Jesus, Islamic stories about the Prophet Muhammad and his companions, and stories from the Bible about Abraham, Jacob, Joseph, Moses,	• Different religions use texts, liturgy and songs in worship (Units 4.3 and 4.4); Holy Week and Easter stories express Christian ideas about sacrifice and forgiveness.	• Christians use Bible texts to guide them in facing life's challenges (Unit 5.2), including Genesis 1:28 and Genesis 3 for ideas about people (Unit 5.5). • Muslim, Hindu and Sikh texts express	• Sacred texts are sources of authority and wisdom in religions, e.g. the Ten Commandments, the Letters of Saint Paul, the Torah, the Qur'an, the Hadith and the Mool

		Testament stories (Moses, Noah and Daniel) and Jesus' miracles; Christmas and Easter stories are retold. • Stories can have a message for us in them, e.g. God forgives us when we are sorry, rules matter, and God can help us be brave. **Key vocabulary:** Bible, story, message, Jonah, David, Goliath, Moses, Noah, Daniel, Jesus, miracle	• Stories have characters, events and messages, and the Bible and Torah are holy books. **Key vocabulary:** Bible, Torah, story, character, message, Psalm, Jesus, Moses, Peter	1 is the creation story (Unit 2.2). • The Qur'an is respected by Muslims (Unit 2.4); the Guru Granth Sahib is respected by Sikhs (Unit 2.5). • Stories show what is important to people, including some who 'got it wrong'. **Key vocabulary:** Torah, Bible, Genesis, creation, Qur'an, Guru Granth Sahib, story, message, forgive	David, Esther and Ruth (Unit 3.4). • Bible stories lie behind Christian festivals (Unit 3.1) and the 'fruit of the Spirit' (Galatians 5:22). • Writing about an inspirational person (biography) uses details from stories. **Key vocabulary:** Gospel, Bible, Qur'an, biography, infer, prophet, Genesis, fruit of the Spirit, story	• Texts about Rama and Sita are important for Hindus (Unit 4.6); texts help to answer questions about life and death (Unit 4.1). • Metaphor, e.g. life as a journey, is a way of expressing meaning in texts. **Key vocabulary:** text, liturgy, hymn, metaphor, symbol, interpret, Holy Week, sacrifice, redemption	beliefs about God (Unit 5.3); the Qur'an is revealed (Unit 5.6). • Texts can be interpreted in different ways. **Key vocabulary:** text, authority, Bible, Qur'an, revelation, interpret, guidance, wisdom, scripture	Mantar (Units 6.1 and 6.5). • Parables and teachings from the Gospels, e.g. Luke 4:1–13, explain the Kingdom of God (Unit 6.6). • Texts can be interpreted differently by different people and communities. **Key vocabulary:** scripture, authority, wisdom, interpretation, parable, Gospel, Hadith, Mool Mantar, moral code
	<u>Skills</u>	• Listen to and retell stories using props, small world items and Talk for Writing. • Say what happened in a story and what it helps us to think about. • Retell part of the Christmas story and part of the Easter story. • Say what message a story has for us.	• Recall and name the main characters and events in stories. • Infer a simple idea or message from a story. • Recognise that sacred texts are important to believers. • Enjoy retelling stories in their own words.	• Retell stories from the Jewish Bible skilfully, suggesting meanings and messages. • Give at least two examples of Bible characters who 'got it wrong' and say what happened. • Describe the importance of sacred texts to believers. • Make links between a story and a moral teaching.	• Infer beliefs and values from stories, and write about inspirational people using details from stories. • Connect celebrations to Bible texts. • Explain how sacred texts provide guidance. • Interpret symbolic or metaphorical language in stories.	• Interpret texts, liturgy, hymns and metaphors as expressions of belief. • Connect texts about life, death and Easter to beliefs. • Compare how texts are used in different traditions. • Explain ideas from texts, using evidence.	• Make reasoned connections between scripture and ethics, e.g. how Bible texts guide Christians. • Compare how Christian, Muslim, Hindu and Sikh texts express beliefs about God. • Explain different interpretations of the same text.	• Analyse two carefully selected texts from each religion studied and their authority. • Evaluate how interpretation influences belief and practice, and explain diversity within traditions. • Use Bible evidence to explain Christian commitments to fairness, justice and peace. • Explain why people revere their holy texts, with reasons.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Ways of Knowing: Exploring Big Questions and Thinking about Beliefs	**Knowledge**	• Questions can be asked about stories, special times, people and places: Who is Jesus? What happened? Why was David brave? What do we do when we have done something wrong? • F6 asks: how can we care for living things and the earth? F4 asks: what times are special and why? F3 asks: what places are special and why? • People can have different answers to questions. **Key vocabulary:** why, who, what, how, question, wonder, because, answer, special	• Big questions, e.g. why it matters to care for others (Unit 1.2) and what makes someone special (Units 1.3 and 1.6), do not always have one right answer. • People can think about the same story or idea in different ways. **Key vocabulary:** question, wonder, idea, why, care, special, answer, think	• Big questions about God and creation, e.g. 'Does God forgive? Does God rescue? Does God create?' (Units 2.2 and 2.6), and about belonging (Unit 2.1), can be explored. • Humanists and religious people give different answers to questions about what matters (Unit 2.3). **Key vocabulary:** question, God, creation, forgive, rescue, belong, Humanist, religious, non-religious	• Big questions about how and why people pray, worship, celebrate and mark life events (Units 3.2, 3.3 and 3.6) and what difference beliefs make (Unit 3.1) can be explored. • Ideas such as 'a house of God' and 'a spiritual space' can be discussed. **Key vocabulary:** question, belief, impact, worship, spiritual, meaning, difference, explore	• Ultimate questions about life and death (Unit 4.1), a better world (Unit 4.5), and sacrifice, hope and forgiveness (Unit 4.4) have different religious and non-religious answers. • Ethical questions include whether charity is second best to justice, and whether every human is responsible for everyone else. **Key vocabulary:** ultimate question, afterlife, justice, charity, responsibility, hope, forgiveness, vision	• Religions and worldviews respond to questions about God, suffering, good and evil (Units 5.3 and 5.5); Humanist and Christian views differ. • The beliefs of different people have an impact on their lives; Humanists, Christians and Muslims explain what matters most in different ways. **Key vocabulary:** ethics, values, good, evil, suffering, Humanist, authority, autonomy, impact, argument	• Big questions about justice, fairness and human rights (Unit 6.3), about who is responsible for the poor, about prejudice and 'never again' (Unit 6.4), and about 'what kind of king?' (Unit 6.6) have different answers. • Reasoned arguments weigh evidence from sacred texts and modern contexts. **Key vocabulary:** justice, fairness, human rights, responsibility, argument, evidence, counter-argument, prejudice
	Skills	• Ask and answer questions about stories, special times, people and places. • Suggest answers, e.g. Why was David brave? How can we be wise builders? • Share their ideas and listen to those of others. • Talk about what a story helps us to think about.	• Ask questions about stories and ideas, e.g. about leadership and what makes people special. • Respond to big questions with an idea of their own. • Compare their own ideas with those studied. • Say what they think and why.	• Ask questions about God for themselves – the bigger the better. • Suggest answers to big ideas in stories: does God forgive? Does God rescue? Does God create? • Respond to questions about what matters to them and to Humanists.	• Ask and answer thoughtful questions about prayer, worship and beliefs. • Reflect on their own responses to big questions. • Consider ideas such as 'patriarch', 'prophet' and 'messiah'. • Compare beliefs across religions.	• Express reasons for their own views on ultimate questions. • Explain different religious responses to ultimate questions, and handle varied perspectives. • Say what they think about ethical questions on charity and justice.	• Construct reasoned arguments using evidence. • Compare religious and non-religious responses to ultimate questions. • Evaluate strengths and challenges within worldviews. • Present balanced viewpoints in discussion.	• Construct balanced arguments considering multiple perspectives on global and moral issues. • Weigh evidence from sacred texts and modern contexts. • Debate moral issues respectfully using evidence.

				• Ask relevant questions about belonging.		• Begin to evaluate the impact of belief on lifestyle.		• Synthesise ideas from multiple traditions.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Ways of Knowing: Using Data and Factual Information	**Knowledge**	• We can find out about Christianity by looking at and handling artefacts (a nativity figure in a feely bag, a palm cross, a stone, an Easter egg, an altar, a lectern and a font), pictures and stories. • We can find out about our local area by exploring the area around school and the buildings in it, and about the local church by visiting it with an adult. • Three interesting artefacts can be compared: which is the 'odd one out'? **Key vocabulary:** artefact, church, visit, look, explore, feely bag, picture, local area, odd one out	• Facts about religions can be found out by visiting a church or synagogue, looking at objects and talking to people (Unit 1.5). • Information can be gathered from stories, pictures and artefacts. **Key vocabulary:** visit, observe, church, synagogue, artefact, picture, fact, find out	• Facts about religions and worldviews in Nottinghamshire can be found out, e.g. about local Christian communities (Unit 2.1). • Information about Muslims (Unit 2.4) and Sikhs (Unit 2.5) can be found from images, video, visits and visitors. **Key vocabulary:** fact, local, community, visitor, image, video, information, evidence	• Places of worship in Nottinghamshire can be investigated (Unit 3.3), and similarities between them identified. • Data and facts are recorded using four key terms for each building. **Key vocabulary:** investigate, observe, record, similarity, difference, key term, data, Nottinghamshire	• Information about pilgrimages (Unit 4.2) and Hindu festivals in India and the UK (Unit 4.6) can be gathered from video, story, visual resources, interviews or visits. • Local examples, e.g. Southwell Minster and Beth Shalom, can be investigated. **Key vocabulary:** information, source, pilgrimage, interview, visit, India, UK, evidence	• Data and factual information about Muslims in Britain today (Unit 5.6), religious architecture (Unit 5.4) and charities can be gathered, e.g. from local places of worship and a mosque visit. • Not all information is reliable; sources should be checked. **Key vocabulary:** source, evidence, data, fact, charity, architecture, reliable, interview, visit	• Census and demographic data about religions and beliefs in the local area, county, region, nation and world can be used (Unit 6.2). • In the UK there are over half a million Sikhs and more than 200 Gurdwaras, including many in the East Midlands (Unit 6.5). • Information about global aid charities (Unit 6.3) and the National Holocaust Centre and Museum (Unit 6.4) can be used to support reasoning. **Key vocabulary:** census, statistics, data, demographic, evidence, source, interfaith, plurality, reliable
	Skills	• Handle and explore artefacts and say what they notice. • Choose the 'odd one out' from three artefacts and give a reason. • Explore the area around the school	• Observe and name features of a church or synagogue, using their senses. • Gather information from visits, objects and pictures.	• Use sources such as images, video and visitors to find out facts about local Christianity, Muslims and Sikhs. • Ask questions of someone from a religious community.	• Investigate places of worship in Nottinghamshire by observing, noticing, naming and describing features. • Identify similarities between places of worship.	• Gather and use information about pilgrimage and Hindu festivals from a range of sources. • Describe varied religious practice and its meanings.	• Gather data and information from different sources, including visits, and check how reliable they are. • Use factual knowledge to analyse the experiences of	• Use census data and other demographic information to explain ideas about local communities. • Gather, weigh up and use information through simple research about global issues.

		and name the sorts of buildings. • Visit the local church, spot the artefacts and talk about what they found out.	• Recall key facts about what they have learned.	• Record what they have found out.	• Record information accurately and use it to explain.	• Compare information from different sources.	Muslims in Britain today. • Compare religious and non-religious charities using data.	• Use data and examples to support reasoned conclusions about community cohesion.