Progression of knowledge and skills: RE

Thread: Community

	EYFS	KS1	LKS2	UKS2
True meaning of Christmas	**Enquiry: What is Christmas?** By the end of the unit children will know: • why we give a present • how to be specific when saying thank you • why Christians think Jesus is special • why shepherds and angels feature in the Christian Christmas story • why Christians believe Jesus was a special baby • why everyone does not celebrate Christmas in the same way.	**Enquiry: Why do Christians believe God gave Jesus to the world?** By the end of the unit children will know: • why the world may need special care • that a Christian might believe Jesus came to save the world • what a Christian might use to prepare for Christmas and what this might look like in different places in the world • which gifts Christians might think Jesus brought to the world • the Christmas story and start to explain that Christians believe Jesus was a gift from God • how to help people in the world by showing love	**Enquiry: Has Christmas lost its true meaning?** By the end of the unit children will know: • what the Christmas celebrations or holidays mean to them • why certain Christmas items or symbols might be meaningful to Christians • why kindness might be meaningful to Christians at Christmas • how a Christian might explain why Jesus was sent to Earth • that Jesus was God in human form and why God gave him to the world • what Christmas means to them and talk about what gift they would like to give to the world	**Enquiry: Is the Christmas story true?** By the end of the unit children will know: • how there might be different versions of events which are all true to some extent and to some people • a version of the Christmas story from the Bible • how to compare versions of the Christmas story from the Bible • what a Christian might believe is true from the Christmas Story • how "true" could mean different things to different people, and how stories can be "true" in different ways • how people can see truths in stories which may not be completely true • the Christian belief that Jesus was the incarnation of God
	Key vocabulary Christians, Jesus, special, celebrate, Christmas, shepherds, angels	**Key vocabulary** Environment, pollution, recycling, reduce, repair, reuse, saving behaviour, respect, saving, saviour, gift, Australia, Bible, forgiveness, symbol/symbolise, healing, kindness, love Advent, calendar, diverse, diversity, expecting, preparation, respect, Aboriginal	**Key vocabulary** Stable, Bethlehem, Christian, Christmas, Prince of Glory, Lord of love, Saviour of the World, incarnation, means, meaning	**Key vocabulary** Account eye-witness historical, lens, media, personal, scientific, scholar, source, substance, version, communion, confirmation, denomination, rites of passage, belief
Special places and celebrations	**Enquiry: How do people celebrate?** By the end of the unit children will know: • what is meant by a New Year's Resolution • the story of Chinese New Year and its importance to Chinese • why New Year is a special occasion to celebrate • how the Nowruz Story is important to Persians • how the Nowruz story links to Spring time • why Sanatana Dharmas celebrate Holi	**Enquiry: How important is the prophet Muhammad to Muslims?** By the end of the unit children will know: • what might make somebody important or special • why Muhammad was chosen to be a prophet • why events in the life of Muhammad were important to Islam • how some of the sayings of Muhammad might help Muslims behave today • what might be the most important parts of the life of Muhammad to a Muslim • who is special to them and say why? • what qualities they find important in special people	**Enquiry: Does completing a pilgrimage make a person a better Muslim?** By the end of the unit children will know: • what they might need for a special journey • what preparation might be needed to visit Makkah for Hajj • what happens at different stages of Hajj • how a Muslim might act and feel at different stages of Hajj • important places and actions on the Hajj how to describe them. • consider a special journey they have taken or would like to take and explain the feelings it may cause	**Enquiry: How can Brahman be everywhere and in everything?** By the end of the unit children will know: • who they are and what they mean to different people • why Sanatanis believe Brahman takes on many forms • some Sanatani teachings about God • how characteristics of Brahman present in different deities show how he can be everywhere and in everything • links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives • how a belief in the importance of the living world might affect people's actions and explain this? • different aspects of themselves in different roles and explain this
	Key vocabulary Chinese, New Year Resolutions, Persian, Iran, Nowruz, Sanatana Dharma, Holi	**Key vocabulary** Roles, Compliment, Honest, Fair, Patient, Reliable, Makkah, Devoted, Qur'an, Angel Jibr'il, Respect, Qur'an, Hadith, Pbuh, Prophet, Allah, Special, Role model	**Key vocabulary** Journey, Preparation, Ka'bah Makkah, Pilgrimage, Pilgrim, Grand Mosque, Mina Arafat, Hajj, Pilgrimage, Belonging, Commitment, Ummah	**Key vocabulary** Attributes, Tri – murti, Essence, Personification, Aum, Essence – Atman, Brahma, Vishnu, Shiva, Ganesh, Arti, Puja, Deity, Murti, Brahman – Aum, Essence, Atman

Progression of knowledge and skills: RE

Christmas	**Enquiry: What is Christmas?** By the end of the unit children will know: • why we give a present • how to be specific when saying thank you • why Christians think Jesus is special • why shepherds and angels feature in the Christian Christmas story • why Christians believe Jesus was a special baby • why everyone does not celebrate Christmas in the same way.	**Enquiry: What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?** By the end of the unit children will know: • how to choose meaningful gifts or presents for different people • some of the Christmas story • why the gifts given to Jesus might have been meaningful in Bethlehem • the Christmas story and consider how gifts might be different today • about a gift that is special and meaningful to them and explain why	**Enquiry: What is the most significant part of the nativity story for Christians today?** By the end of the unit children will know: • why symbols are used and the meaning of some symbols to them • what Christmas symbols might refer to the Christian story of Jesus' birth • what parts of the Nativity story might be meaningful to some Christians? • the symbolism within a Christingle • the symbolism of Christmas and explain a Christian belief about Jesus • the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to them	**Enquiry: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?** By the end of the unit children will know: • how different celebrations remember events which might be in the past or present • what Christmas traditions may link directly to the Biblical story of the birth of Jesus and discuss these • what a Christian might learn from Christmas items about the significance of Jesus' birth • some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born • how they might remember and celebrate somebody who is incredibly special and explain this
	Key vocabulary Christians, Jesus, special, celebrate, Christmas, shepherds, angels	**Key vocabulary** Account, bible, anointing, wise men, incarnate/incarnation, present, gold, frankincense, myrrh, gift, magi, meaningful, present,	**Key vocabulary** Cultural, represent, worldwide, universal, secular, Clergy, diversity, lens/lenses, Christingle, incarnation, significant, symbol	**Key vocabulary** Traditions, incarnation
Celebrations	**Enquiry: How do people celebrate?** By the end of the unit children will know: • what is meant by a New Year's Resolution • the story of Chinese New Year and its importance to Chinese • why New Year is a special occasion to celebrate • how the Nowruz Story is important to Persians • how the Nowruz story links to Spring time • why Sanatana Dharmas celebrate Holi	**Enquiry: What might Sanatanis (Hindus) learn from the story of Rama and Sita and the celebrations of Diwali?** By the end of the unit the children will know: • what it means to 'belong' and can talk about the feelings a sense of belonging brings. • the story of Rama and Sita and begin to identify what Sanatanis and others learn from it • how the story of Rama and Sita informs some elements of Sanatana Dharma practice. • how the story of Rama and Sita helps • Sanatanis understand right and wrong and describe this • some of the ways a Sanatani might celebrate Diwali and explain how these celebrations relate to the story of Rama and Sita • what it means to 'belong' and can explain about the feelings a sense of belonging brings	**Enquiry: What is the best way for a Muslim to lead a good life?** By the end of the unit the children will know: • what is meant by a good life and explain this • some duties and other actions a Muslim might take to lead a good life and explain these • how helping others might be a way for a Muslim to lead a good life and explain this • how fasting might help a Muslim lead a good life and explain this • the different actions a Muslim might take to lead a good life • the best way for a Muslim to lead a good life and explain this	**Enquiry: What is the best way for a Christian to show commitment to God?** By the end of the unit children will know: • why people may show commitment in different ways to something they believe in • how The 10 Commandments enable Christians to show their commitment to God and explain this • how 'Love your neighbour as yourself' and describe what that love might look like enables Christians to show their commitment to God and explain this • how prayer and worship practices enable Christians to show their commitment to God and explain this • some ways of showing commitment to God might be better than others for Christians and explain this • how people may show commitment in different ways to something they believe in and describe these
	Key vocabulary Chinese, New Year Resolutions, Persian, Iran, Nowruz, Sanatana Dharma, Holi	**Key vocabulary** Commitment, promise, included / excluded, welcoming, King Ravana, Hanuman, Lakshmana, light/dark, good/evil, right/wrong, Ramayana, Rama, Rangoli Patterns, Diva lamps, Mendhi Patterns, Diwali, Cards, celebrate, Festival, belonging, Goddess, gratitude, Lakshmi, prayer, puja, Sanatana, Dharma, Sita	**Key vocabulary:** Unselfish, Muhammad, Zakat/Zakah, Wealth, Purify, Sawm, Fasting, Ramadan, Allah, Muslims, Qur'an, Charity, Charities, Volunteering	**Key vocabulary** Conscience, crucifixion, destiny, forgiveness, free will, incarnation, intention, life after death, Pilate, purpose, Pharisee, resurrection, salvation, saviour

Progression of knowledge and skills: RE

Special people and role models	**Enquiry: What makes people special to me and others?** By the end of the unit children will know: • why some people are special to them • people can be special for different reasons • who could be their role model • how rules help us live together • why Christians believe that Jesus is God's son • Christians believe that Jesus performed miracles	**Enquiry: Is it possible to be kind to everybody all of the time?** By the end of the unit children will know: • how to be kind to others even if it is difficult • parts of a story where Jesus spoke about kindness • a time in the Bible when Jesus showed kindness to somebody that was unpopular • a time in the Bible when Jesus showed kindness to somebody who had let him down • an example of when Jesus showed kindness • why kindness is important and think of ways to show kindness	**Enquiry: What do some deities tell Sanatanis (Hindus) about God?** By the end of the unit children will know: • how people show different aspects of their personalities and explain this • the Sanatani belief that Brahman is one supreme deity with different aspects and explain this • what some Sanatanis might believe about Ganesha and explain this • what some Sanatanis might believe about Lakshmi and explain this • different deities and explain why they may be important to Sanatanis • how to show more of their positive aspects and explain this	**Enquiry: What is the best way for a Muslim to show commitment to God?** **B**y the end of the unit children will know: • what commitments they have and what they would like to commit to in the future. • some reasons for prayer might be important to Muslims. • why helping the poor or needy might support a Muslim in showing commitment to God. • how fasting might show commitment to God for a Muslim • some of the ways that Muslims might show commitment to God • some commitments they could improve upon and say how
	Key vocabulary Role model, special, Moses, Ten Commandments, Jews, paralysed, miracle	**Key vocabulary** Jews, Samaritan, kind/kindness, difficult, Zaccheus, parables, tax collector, unpopular, disciples, Galilee, gospel, Peter, Zacchaeus, acrostic	**Key vocabulary** Attributes, personality, reflections, avatar, essence Trimurti, Brahman, deity, Ganesha, Lakshmi, supreme Sanatana Dharma, Sanatani	**Key vocabulary** Commitment, Muslims, dedication, effort, Allah, Afterlife compassionate, merciful, Ramadan, Sawm (Fasting), Zakat, charity, purify, belonging, The Qur'an
Belonging	**Enquiry: What makes places special?** By the end of the unit children will know: • what a home needs to make it special • how different rooms can be special for different reasons • which places are special to them • churches are used for different events • mosques are a special place of worship for Muslims • synagogues are a special place of worship for Jews	**Enquiry: Why do Sanatanis (Hindus) use symbols?** By the end of the unit, children will know: • explain what common symbols will mean to them • identify the Om (or Aum symbol and say how it is used • know the Santana Dharma story of creation and identify the place of the Aum in the story • know why the lotus flower is an important symbol for Sanatanis • know some Sanatani symbols and explain what they mean. • say why a symbol might be meaningful to them • say how these symbols might impact the life of a Sanatani • know why a symbol might be meaningful to them and say how they would use it.	**Enquiry: Does visiting the Ganges make a person a better Sanatani (Hindu)?** By the end of the unit the children will know: • the importance of water and explain this • the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything • what actions Sanatanis might carry out in the River Ganges • why Sanatanis might carry out certain actions in the River Ganges and explain this • a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis • the importance of water and explain how they might protect it	**Enquiry: What is the best way for a Sanatani (Hindu) to show commitment to God?** By the end of the unit the children will know: • what commitment means and how it can be demonstrated in different ways • the significance of Puja and how Puja shows commitment to God and explain this • how Sanatanis worship and show devotion to the gods and goddesses and explain this • why a Sanatani pilgrimage to the Ganges might show commitment to God • different ways in which a Sanatani might show commitment to God and explain this • the best way for a Sanatani to show commitment to God and explain their reasons
	Key vocabulary Jews, Muslims, church, worship, mosque, synagogue, events	**Key Vocabulary** Aspect, Brahma, Brahman, Creation, Creator/creation, Deity, Emojis, Emotions, Feelings, Ganesha, Krishna, Lakshmi, Lotus, Meaningful Om/Aum, Personality, Preserver, Represent, Role, Sanatana Dharma Sanatani, Saraswati, Sound, Sounds, Symbols, Vishnu	**Key vocabulary** Dehydrated, fertile, flood plain, nutrients, source, vital, Aspect, ashes, Brahman, cremation, deity, impurity, pilgrimage, Purifying, rituals, supreme, Sanatana, Dharma, Sanatani, pollutant, toxins	**Key vocabulary** Commitment, improvement, determination, perseverance, sacrifice, attentiveness, loyalty, resilience, Puja, shrine, supreme, shrine, mandir, deity, murti, devotion, pilgrimage, prayer, Puja, worship, achievement, difficulties, commitment, resilience

Progression of knowledge and skills: RE

Thread: World beliefs

	EYFS	KS1	LKS2	UKS2
Who is God?	**Enquiry: What makes people special to me and others?** By the end of the unit children will know: • why some people are special to them • people can be special for different reasons • who could be their role model • how rules help us live together • why Christians believe that Jesus is God's son • Christians believe that Jesus performed miracles	**Enquiry: What do Christians believe about God?** By the end of the unit children will know: • the work of a creator and respect this. • the Christian Creation story • how Christians think God wants them to behave towards the world • how Christians think God wants them to behave towards others • the Christian beliefs about God • how it feels to take care of the world or somebody	**Enquiry: Could Jesus heal people? Did He perform miracles or was there some other explanation?** By the end of the unit children will know: • what they think a miracle is • recognise the Christian viewpoint about of Jesus' healing of the leper miracle • the Christian viewpoint about of Jesus' healing of the blind man miracle • the Christian viewpoint about of Jesus' healing of the paralysed man miracle • whether they think Jesus actually healed people or not • a miracle they would like to see happen in the world today and explain this	**Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?** By the end of the unit children will know: • how one item can show itself in different ways • what a Christian might learn from the Bible about the Trinity • what a Christian might learn from Church texts about the Trinity and explain this • other sources that might help a Christian learn about the Trinity • the consubstantial nature of God in 3 persons and the attributes that these persons share and explain links to this • some ideas on the Christian belief in the Trinity
	Key vocabulary Role model, special, Moses, Ten Commandments, Jews, paralysed, miracle	**Key vocabulary** Create, creation, creator, proud, protective, respect, Bible, Christian, Christianity, God, harvest, sacred, agape, precious	**Key vocabulary** Health, injury, Miracle, Operation, Leper, Leprosy, Blindness, Miracle, Healing, Incarnation, Paralysed, Saliva, Issues	**Key vocabulary** Aspects, Creed, Denominations, Scholar, Characteristics, Consubstantial, Source, Substance, Version
Prayer	**Enquiry: What makes places special?** By the end of the unit children will know: • what a home needs to make it special • how different rooms can be special for different reasons • which places are special to them • churches are used for different events • mosques are a special place of worship for Muslims • synagogues are a special place of worship for Jews	**Enquiry: Who is God to Muslims?** By the end of the unit children will know: • how to show respect • some attributes that Muslims might believe that Allah has and explain this. • the meaning of some of the 99 names of Allah • the ways a Muslim might show respect to Allah in their lives and explain this • the meaning of some of the attributes (names) of Allah and explain this • how Muslims might show respect for Allah's attributes in their daily lives.	**Enquiry: Does praying at regular intervals help a Muslim?** By the end of the unit children will know: • how making a regular commitment to something can increase its effectiveness • some reasons why Muslims might pray and explain this • how parts of Muslim's life might be helped by regular prayer and explain this • why Muslims might want to pray in a Mosque and explain this • how Muslims might be helped in their everyday lives by regular prayer and explain this	**Enquiry: How vital is the Qur'an to Muslims today?** By the end of the unit children will know: • how written guidance might impact on my behaviour • how some events were important during the Night of Power • how a Muslim might take some actions to show respect to the Qur'an • how to interpret some sayings from the Qur'an and understand there may be different interpretations • how I might care for things which are important to me • how I would like something important to me to be respected and treated
	Key vocabulary Jews, Muslims, church, worship, mosque, synagogue, events	**Key vocabulary** Respect, deity, submission, perfect, Powerful, Provider, Avenger, Appreciation, Pilgrimage, Qur'an, Compassionate, Merciful, watchful, attributes, Allah, Muslim, Effort	**Key vocabulary** Commitment, Prayer (Salat/Salah), Allah, Muslims, Thankfulness, Self-discipline, Qur'an Mosque, Dome, Minaret, Washroom, Forgotten, Remembering	**Key vocabulary** Guidance, free will, consequences, Qur'an, Jibr'ail, Muhammad Night of Power, Allah, Kursi, Interpret/interpretation, merciful Compassionate, respect Ayat.

Progression of knowledge and skills: RE

Easter Salvation	**Enquiry: What is Easter?** By the end of EYFS children will know: • how Spring is different to the other seasons • new life is born in nature and wildlife during Spring • what makes Easter special • some of the Christian Easter story • why Jesus wanted to have a special meal with his friends • Christians believe that Jesus came back to life	**Enquiry: Why was Jesus welcomed like a king or celebrity on Palm Sunday?** By the end of the unit children will know: • the qualities in people they admire and explain this • why Jesus might have been special or important to the people around him • the Easter story and recognise and explain some symbols in the story • why Jesus is special to Christians	**Enquiry: What is 'good' about Good Friday?** By the end of the unit children will know: • how somebody might rescue or help others in a difficult situation • why Jesus' death might be important to Christians because of what happened at the Last Supper and explain this • why Jesus' death might be important to Christians because of what happened after the Last Supper and explain this • why Jesus' death might be important to Christians because of what happened on Good Friday and explain this • what might be good about Good Friday to a Christian and explain this • how rescuing somebody might be a good thing	**Enquiry: How significant is it for Christians to believe that God intended Jesus to die?** By the end of the unit children will know: • how some people believe in destiny and others believe in having free will to make their own choices and explain this • whether the crucifixion was a consequence of the events of Holy Week and explain this • whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan and explain this • whether Jesus' crucifixion was his destiny or purpose and explain this • of someone with a strong sense of purpose in their life
	Key vocabulary Spring, Winter, Summer, Autumn, seasons, nature wildlife, born, Easter, Christian,	**Key vocabulary** Special, admire, Messiah, Romans, Saviour, tomb, disciples, Judas, miracle, art gallery, celebrity, important, qualities, tomb	**Key vocabulary** Beached, rescue, saviour, situation, betray, Communion, Covenant, disciples, Gospel, Last Supper, salvation	**Key vocabulary** Commandments, Commitment, Communion, denominations, dilemma, ideals, promises, Trinity, rites of passage
Hinduism	**Enquiry: What can we learn from stories?** By the end of EYFS children will understand: • why it is best to tell the truth • Sikhs believe everyone is equal, special and important • Muslims believe they should praise Allah for the beautiful world he created • what it means to be greedy and why it is not a good way to be • what makes you a good friend • Christians believe that God loves everyone	**Enquiry: Who is God to Sanatanis (Hindus)?** By the end of the unit children will know: • how one person may show different parts of their personality to different • the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything • the Sanatani belief in the Trimurti and what each deity represents and explain this • the Sanatani belief that there is one God in many different forms and explain this • some Sanatani beliefs about Brahman and explain this • how it feels to show respect to living things and explain this	**Enquiry: What is the best way for a Sanatani (Hindu) to lead a good life?** By the end of the unit children will be able to: • how my actions may have consequences for myself and others and explain this • the Sanatani beliefs in Karma, Atman and Moksha and explain this • how a Sanatani might live a good life through prayer and dedication to God and explain this • what some Sanatanis might believe they can do good for society and explain this • how a Sanatani might lead a good life and explain this • how they could lead a good life which might have a positive impact on the future and explain this	**Enquiry: Do beliefs in Karma, Samsara and Moksha help Sanatanis (Hindus) live good lives?** By the end of the unit children will know: • what consequences might come from actions chosen and explain this • the Sanatani belief in Karma and Reincarnation and different types of Dharma and explain this • how a belief in Karma could help Sanatanis live good lives and explain this. • how some Sanatanis choose to live a good life because of their beliefs and explain this • why they think the Sanatani belief in reincarnation helps them lead good lives and explain this
	Key vocabulary Truth, lie, Sikh, equal, special, important, praise, Allah, Muslims, created, greedy	**Key vocabulary** Aspect, character, creator, deity, destroyer, Ganesha Lakshmi, personality, preserver, Puja, role, supreme Sanatana Dharma, Sanatani, Brahma, Shiva, Vishnu, creator, respect, spark	**Key vocabulary** God, Karma, Moksha, Samsara, Supreme, Avatar, Essence, Mandir, Meditation, Puja, Shrine, Trimurti, Ganesha, Sewa, Trimurti	**Key vocabulary** Choices, Consequences, Atman, Moksha, Dhrama – Duty, Sadhu, Samsara, Moksha, Dhrama – Duty, Karma – Action, Reincarnation

Progression of knowledge and skills: RE

Christian Easter Story	**Enquiry: What is Easter?** By the end of EYFS children will know: • how Spring is different to the other seasons • new life is born in nature and wildlife during Spring • what makes Easter special • some of the Christian Easter story • why Jesus wanted to have a special meal with his friends • Christians believe that Jesus came back to life	**Enquiry: How important is it to Christians that Jesus came back to life after his crucifixion?** By the end of the unit the children will know: • what happens when something or somebody dies and how memories help them to remember • parts of the Easter story (to the crucifixion) and predict happens next • parts of the Easter story (after the crucifixion) • parts of the Easter story (after the resurrection) • what Christians believe happened on or after Easter Sunday • which symbols they would like to use when celebrating people they love or new life	**Enquiry: Is forgiveness always possible for Christians?** By the end of the unit the children will know: • what forgiveness is and explain why it might be difficult in some situations • what a Christian might learn about forgiveness from a Bible story • a Bible story where Jesus forgave somebody • how some Christians might feel about forgiveness • how Christians might believe God can help them show forgiveness • what forgiveness might mean to them	**Enquiry: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?** By the end of the unit the children will know: • who has been an influence or inspiration in their life and explain this • what different types of festivals and demonstrate about Christianity and explain this • some ways in which Christianity is influencing lives today regarding symbols and Christian organisations and explain this • some ways in which Christianity is influencing lives today with its impact on people round the world and in this country • why people may believe Christianity is still a strong religion today • a legacy they would like to leave the world
	Key vocabulary Spring, Winter, Summer, Autumn, seasons, nature wildlife, born, Easter, Christian,	**Key vocabulary** Autumn, Seasons, Summer, Winter, arrest, Garden of Gethsemane Palm Sunday, Spring, Emmaus, interpretation, resurrection, Crucifix/crucifixion, Heaven, Last Supper, saviour, Easter, symbol	**Key vocabulary** Meaningful, resentment, arrested, enemy, beliefs, crime, diversity, forgiveness, heaven, kingdom, Messiah, paradise, salvation, abstract, significant	**Key vocabulary** Festival, Inspiration, charity, poverty, starvation, symbol, British Values, impact, persecution, prejudice, influence, Commandments, legacy
Stories and worship	**Enquiry: What can we learn from stories?** By the end of EYFS children will understand: • why it is best to tell the truth • Sikhs believe everyone is equal, special and important • Muslims believe they should praise Allah for the beautiful world he created • what it means to be greedy and why it is not a good way to be • what makes you a good friend • Christians believe that God loves everyone	**Enquiry: How important is the Qur'an to Muslims?** By the end of the unit children will know: • something they have learnt from a story • how a Muslim might show respect to the Qur'an • the order of events from the Night of Power and say what they think it is important • some of the instructions a Muslim might follow that are in the Qur'an • how instructions in the Qur'an might impact on the life of a Muslim today • how some of the things they think are important might be similar to instructions in the Qur'an	**Enquiry: Do people need to go to church to show they are Christians?** By the end of the unit children will know: • how to associate feelings with a special place • some events or services that might happen at a church (with a focus on Baptism) • some events or services that might happen at a church (with a focus on Holy Communion) • how a church might support a Christian with prayer and worship in their lives today. • some of the ways Christians use Churches to worship and pray or celebrate important events • some personal feelings about a special place and suggest why they exist	**Enquiry: Is anything ever eternal?** By the end of the unit the children will know: • that some things will last forever and what is meant by that • different types of love and whether they may be able to last for ever • the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life • the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good • links between different Christian beliefs • what a Christian might learn from the Bible about eternal life and how this might impact daily lives
	Key vocabulary Truth, lie, Sikh, equal, special, important, praise, Allah, Muslims, created, greedy	**Key vocabulary** Stories, respect, Angel, Jibr'il, Khadijah, Makkah, Noble, Squander, Qur'an, Allah	**Key vocabulary** Associate, gurdwara, Guru Granth Sahib, langar, mandir, puja, Qur'an, synagogue, tallit, Torah, Veda, Bible, chalice, communion, denomination, evangelical, Last Supper, rite(s) of passage, Worship, Baptism, Holy Communion, diversity	**Key vocabulary** Consubstantial, eternal, binding, covenant, oath, agape, conditional, unconditional

Progression of knowledge and skills: RE

Thread: Religious Enquiry

	EYFS	KS1	LKS2	UKS2
Investigation and enquiry	By the end of the unit, children will be able to: • ask what and why questions • use images to discuss key concepts	By the end of the unit, children will be able to: • ask a range of questions (who, what, where, when, why and how?) • use given sources and evidence to discuss key concepts	By the end of the unit, children will be able to: • ask relevant questions • use a range of sources and evidence to identify key concepts	By the end of the unit, children will be able to: • ask increasingly deep questions • use a range of sources to explain key concepts
Critical thinking and reflections	By the end of the unit, children will be able to: • discuss how they feel about the beliefs of others.	By the end of the unit, children will be able to: • give their opinion about the beliefs and practices of themselves and others.	By the end of the unit, children will be able to: • reflect on their own beliefs and practices and those of others.	By the end of the unit, children will be able to: • analyse information to form a judgement relating to different beliefs discussed.
Empathy	By the end of the unit, children will be able to: • begin to consider the feelings and beliefs of others.	By the end of the unit, children will be able to: • consider the thoughts, feelings and beliefs of others.	By the end of the unit, children will be able to: • consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.	By the end of the unit, children will be able to: • consider the thoughts, feelings, experiences, attitudes, beliefs and values of others and see the world through the eyes of others.
Interpretation	By the end of the unit, children will be able to: • recognise some religious artefacts and symbols	By the end of the unit, children will be able to: • begin to interpret the meaning of some religious artefacts and symbols.	By the end of the unit, children will be able to: • Begin to interpret religious language and the meaning of sacred texts drawing meaning from artefacts and symbols.	By the end of the unit, children will be able to: • Confidently interpret religious language and the meaning of sacred texts drawing meaning from artefacts and symbols.
Analysis	By the end of the unit, children will be able to: • Recognise some features of different religious	By the end of the unit, children will be able to: • Begin to discuss what is meant by opinion, belief and facts in religion • Begin to say what features are the same and different about some religions.	By the end of the unit, children will be able to: • Identify the opinions, beliefs and facts of different religions. • Recognise the differences and similarities between the features of different religions	By the end of the unit, children will be able to: • Clearly distinguish between opinion. belief and facts of different religions. • Clearly distinguish between the features of different religions making comparisons between the them.
Evaluation	By the end of the unit, children will be able to: • ask questions relating to the religion they are learning about.	By the end of the unit, children will be able to: • discuss religious issues with reference to reason and experience.	By the end of the unit, children will be able to: • give examples about religious issues with reference to experience, dialogue and evidence.	By the end of the unit, children will be able to: • enquire into different religious issues drawing conclusions with reference to experience, reason, evidence and dialogue.
Vocabulary	same, different, find out, name, why, what, find out, consider, feelings, features	changes, compare, describe, difference, experience, findings, facts, identify (name) similarity, interpret, reason,	attitudes, dialogue, experience, evaluate, evidence, explanation, questioning, relationships, sacred	values, distinguish, comparisons, conclusion, justify, analyse