

# Ashtree School – Religious Education Progression Map of Knowledge and Skills

## Whole School Intent

High Expectations = High Outcomes

Vision: 'To create a school community which is safe, understanding, aspirational and which values reading, and where curriculum design challenges children to succeed in life emotionally, socially and intellectually.

### Areas of Knowledge

- Beliefs and Practices
- Sources of Wisdom
- Symbols and Actions
- Prayer, Worship and Reflection

### Areas of Skill

- Identifying and Belonging
- Ultimate Questions
- Human Responsibility and Value
- Justice and Fairness

## Endpoints

1. **By the end of EYFS the religiously and theologically literate pupil should:** Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.

### **ELG**

#### *PSED – Building Relationships*

- Show sensitivity to their own and others' needs.

#### *UW – Past and Present*

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### *UW – People and Communities*

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

2. **By the end of KS1 the religiously and theologically literate pupil should:** Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.
3. **By the end of lower KS2 the religiously and theologically literate pupil should:** Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.
4. **By the end of upper KS2 the religiously and theologically literate pupil should:** Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.

	RE Progression of Knowledge							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam and Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
<b>Beliefs and Practices</b>	<b><u>Non-Statutory exemplars</u></b> Explore different ways of living, including beliefs and festivals <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Celebrating joyous occasions, harvest</b> How and why do we prepare for and celebrate a joyous occasion ( <i>birthday parties, weddings, Chinese New Year</i> )? How and why do Christians celebrate Harvest? How do we know	<b><u>Statutory expected learning outcomes</u></b> Explore different ways of living, including beliefs and festivals <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Festivals, people and communities</b> How and why do we prepare for and celebrate a joyous occasion ( <i>parties, weddings</i> )? What are the similarities and differences between people's joyous times? What are some of these	<b><u>Non-Statutory exemplars</u></b> Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them. <a href="#">Herts Syllabus objectives and Key Questions</a> Explore how people with different religions celebrate Harvest traditions ( <i>Judaism-Sukkot</i> ). Examine how some religious communities express their thankfulness for the world e.g.	<b><u>Statutory expected learning outcomes</u></b> Give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind. <a href="#">Herts Syllabus objectives and Key Questions</a> Explain how festivals (e.g. Eid, Easter, Passover) can bring people together. Explain why Christmas and Easter are important to Christian	<b><u>Non-Statutory exemplars</u></b> Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities. <a href="#">Herts Syllabus objectives and Key Questions</a> To know the way Christianity and Islam traditions of celebrating festivals and important life events i.e. Christianity - Baptism/ Christening Muslim – Shahada. Research different ways	<b><u>Statutory expected learning outcomes</u></b> Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities <a href="#">Herts Syllabus objectives and Key Questions</a> Explore two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating	<b><u>Non-Statutory exemplars</u></b> Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage <a href="#">Herts Syllabus objectives and Key Questions</a> To explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g.	<b><u>Statutory expected learning outcomes</u></b> Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Celebrations and key events in life</b> Explore what it means to live as a Christian or Buddhist in Britain today considering internal diversity. Explain some key Christian

	<p>that it's Harvest time? Talk about, prepare and participate in tasting foods for celebrations. Why do Christians perform nativity plays at Christmas?</p> <p><u>Key Vocabulary</u></p> <p>Festival, celebrate, harvest, Eid, Muslim, Christmas, Christian, Diwali, Hindu, presents</p> <p><b>Aut</b></p>	<p>festivals all about? (choose from, for example, Buddhist Hanamatsuri (Buddha's birthday), Hindu Diwali, Sikh Vaisakhi, Jewish Purim or Muslim Eid). <i>Choose relevant to cohort and choose festival relevant to time of year.</i></p> <p><u>Key Vocabulary</u></p> <p>Festival, celebrate, special occasion, presents (choose from; Buddhist Hanamatsuri (Buddha's birthday), Hindu Diwali, Sikh Vaisakhi, Jewish Purim or Muslim Eid)</p> <p><b>Aut</b></p>	<p>What is Sukkot and how is it celebrated? Explore the Christmas story. Why does Christmas matter to Christians? Explore how some people have special ways of welcoming babies; Baptism/ Christening, <i>Aqiqah (Akeka)</i> Muslim ceremony, <i>Nam Karan</i> Sikh ceremony. Explore the Easter story and say what it means and how it is celebrated (<i>What Jesus gave up for love?</i>). Why does Easter matter to Christians?</p> <p><u>Key Vocabulary</u></p>	<p>beliefs? Why does Shabbat have a special place in Jewish families?</p> <p><u>Key Vocabulary</u></p> <p>Festival, Bethlehem, community, Angel Gabriel, Christmas, Galilee, advent myrrh, Jesus, Nativity, frankincense, worship, rituals, Mary, Wise Men, Joseph, King Herod, Gold, Christianity, Islam, Judaism, Easter, Eid, Passover</p> <p><b>Aut Spr</b></p>	<p>of celebrating the same events (i.e. Eid-ul-Fitr, Eid-ul-Adha, Christmas and Easter), ceremonies of belonging.</p> <p><u>Key Vocabulary</u></p> <p>Eid-ul-Adha, Eid Al Fitr, Ramadan, Hajj, Mecca, Shahada, Baptism, Christening, Christmas, Easter</p> <p><b>Aut</b></p>	<p>festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.? 'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)?'</p> <p><u>Key Vocabulary</u></p> <p>Christmas, Eucharist, advent,</p>	<p>Advent /Christmas). They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p><u>Key Vocabulary</u></p> <p>Advent, Christmas, diversity, incarnation, Pilgrimage, Hajj, Mecca, Shabbat,</p>	<p>concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension). How God can be different things to different people. Reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world sacred or secular (e.g. Christians and Humanists). Investigate how and why festivals and events are valued by some and not others.</p> <p><u>Key Vocabulary</u></p> <p>Tradition, Family, annunciation, incarnation, temptation, resurrection, salvation,</p>
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			Harvest, justice, Sukkot, seasons, Palm Sunday, Good Friday, Easter, Last Supper, charity, thankful Aut Spr			Good Friday, Birth, Resurrection, pilgrimage, Hajj, Amristar, Kumbha Mela, Good Friday, Resurrection Aut Spr	Bar Mitzvah, Messiah Aut	symbolism, ascension, reincarnation, secular, humanist, symbolism Aut
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	RE Progression of Knowledge							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam & Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
Sources of Wisdom	<p><b>Non-Statutory exemplars</b> Listen and respond to religious stories <a href="#">Herts Syllabus objectives and Key Questions</a> Hear religious stories. Share the Christmas story. Using puppets, small world or Lego figures, retell stories from holy books. <a href="#">Key Vocabulary</a> Christmas, God, baby, Jesus, Nativity, Mary, Joseph, Three Wise Men, <b>Aut</b> <b>Exploring the Easter story.</b> Read an account of the Easter events from a children's bible</p>	<p><b>Statutory expected learning outcomes</b> Listen and respond to religious stories <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Jesus' birthday story.</b> How do Christians celebrate the birth of Jesus? What presents did the characters in the nativity story give? <a href="#">Key Vocabulary</a> Christmas, God, baby, birth, Jesus, Nativity, Mary, Joseph, Three Wise Men, church, advent <b>Aut</b></p>	<p><b>Non-Statutory exemplars</b> Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins. <a href="#">Herts Syllabus objectives and Key Questions</a> Why is the Bible holy and sacred for Christians? Why are the Qur'an and Torah holy and sacred for Muslims and Jews? How do Muslims and Jews look after and read their holy and sacred book? What do faith stories tell us about the way</p>	<p><b>Statutory expected learning outcomes</b> Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. <a href="#">Herts Syllabus objectives and Key Questions</a> Sequence the Easter story and link it to the Christian beliefs. Explain the message that Christians</p>	<p><b>Non-Statutory exemplars</b> Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers. <a href="#">Herts Syllabus objectives and Key Questions</a> To know about sacred texts and beliefs about their origin and how they should be treated i.e. The Qur'an (Koran), The</p>	<p><b>Statutory expected learning outcomes</b> Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers <a href="#">Herts Syllabus objectives and Key Questions</a> Explain what the Trinity is and how it links to Christian traditions. <a href="#">Key Vocabulary</a></p>	<p><b>Non-Statutory exemplars</b> Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities <a href="#">Herts Syllabus objectives and Key Questions</a> To investigate 'What makes a source of wisdom?' Pupils to investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities i.e. 'The Lord's</p>	<p><b>Statutory expected learning outcomes</b> Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Sacred texts and stories, their guidance and impact</b> Pupils interpret and respond to a range of stories, sacred writing and sources of</p>

	<p><b><u>Key Vocabulary</u></b> God, Jesus, Spring, Easter, church <b>Spr</b></p>	<p><b>Remembering Jesus at Easter</b> What surprised Jesus' friends in the Easter story? Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story? <b><u>Key Vocabulary</u></b> God, Jesus, Spring, Easter, church, spring, seasons, changes, Last Supper, cross, creation, new life <b>Spr</b></p>	<p>people should look after each other and the world? Think about whether everyone shares the same belief about whether everyone shares the same belief about how the world began. Explore and tell some parables through role play (<i>The Good Samaritan</i>). <b><u>Key Vocabulary</u></b> Qur'an, Torah, Bible, sacred, parable <b>Sum</b></p>	<p>believe that Jesus brings.. <b><u>Key Vocabulary</u></b> Easter, Judas, Last Supper, disciples, Good Friday, Pontius Pilate, Palm Sunday, crucifixion, resurrection, Bible, Ash Wednesday <b>Aut</b> <b>Spr</b></p>	<p>Bible, The Torah. Examine the power of faith stories and sacred writing from the Islamic and Christian traditions e.g. 'The story of Muhammed', the story of 'The Good Samaritan'. Explore the impact of authority (e.g. Jesus) on these individual followers. Explore the impact of Pentecost on Christians <b><u>Key Vocabulary</u></b> The Good Samaritan, The Story of Muhammad, The Qur'an, The Bible, sacred text, Pentecost, authority figure, impact <b>Sum</b></p>	<p>Holy Trinity, Holy Spirit, God, Jesus <b>Aut</b></p>	<p>Prayer', the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita and worldview responses. To interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?). <b><u>Key Vocabulary</u></b> Muhammed, Buddha, Lord's Prayer, The Gospels, Jesus, The Torah, Psalms, The Vedas, Guru, Bhagavad-Gita <b>Sum</b></p>	<p>wisdom from the heart of different traditions and communities. They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?). They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities. <b><u>Key Vocabulary</u></b> Wisdom, Inspiration crucifixion, Dalai</p>
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	RE Progression of Knowledge							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam & Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
<b>Symbols and Actions</b>	<b><u>Non-Statutory exemplars</u></b> Communicate about people, places and religious symbols and artefacts <a href="#">Herts Syllabus objectives and Key Questions</a> <b><u>Exploring artefacts, dress and food</u></b> Talk about lifestyle, religious and cultural places and practices, dress, food and music. Explore some religious artefacts through the senses showing respect for beliefs, for example, an advent wreath.	<b><u>Statutory expected learning outcomes</u></b> Communicate about people, places and religious symbols and artefacts <a href="#">Herts Syllabus objectives and Key Questions</a> <b><u>Exploring places, dress, food and music.</u></b> Which place do you know that is important to you? Why is it important Which religious symbols can you see in the local place of worship ( <i>cross in a church, prayer mat in a mosque,</i>	<b><u>Non-Statutory exemplars</u></b> Give at least one example of a religious symbol or action and explain how it is used. <a href="#">Herts Syllabus objectives and Key Questions</a> Compare and contrast symbols. Explore symbols of two different religious traditions, looking for similarities such as light e.g. Diwali, Hanukkah and Christmas. Compare their feelings when in light or in darkness, light a candle as a focus.	<b><u>Statutory expected learning outcomes</u></b> Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. <a href="#">Herts Syllabus objectives and Key Questions</a> Link artefacts to the religion to which it belongs and say why it is important to them. List the similarities and differences between the	<b><u>Non-Statutory exemplars</u></b> Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities. <a href="#">Herts Syllabus objectives and Key Questions</a> Explore the symbolic power of light across religions (Christmas, Hannukah, Diwali). To know the sequence of steps which Muslims go	<b><u>Statutory expected learning outcomes</u></b> Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities <a href="#">Herts Syllabus objectives and Key Questions</a> To explore the beliefs and practices, pupils explain how actions of worship are symbolic and	<b><u>Non-Statutory exemplars</u></b> Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities <a href="#">Herts Syllabus objectives and Key Questions</a> To compare how religious and symbolic artefacts (Torah, Tallit, kippah, menorah) are used in prayer and practice to express meaning. To discover why	<b><u>Statutory expected learning outcomes</u></b> Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities <a href="#">Herts Syllabus objectives and Key Questions</a> <b><u>Symbolic ways of expressing meaning</u></b> Pupils explore and compare

	<p><u>Key Vocabulary</u> Church, temple, mosque, advent wreath, cross <b>Aut</b></p>	<p><i>menorah in a synagogue)?</i> Explore their meaning Explore some religious artefacts through the senses showing respect for beliefs Why light a candle? Using creative media, replicate places of worship and make their own artefacts, for example, talk about and over a period of time, create a Hindu shrine (<i>children to experience quiet reflection and stillness</i>). <u>Key Vocabulary</u> Church, temple, mosque, synagogue, advent wreath, cross, prayer mat, altar, star of David, menorah <b>Aut</b> Which symbols (<i>cross, new life</i>) are associated</p>	<p>Explore the Christmas story and why does Christmas matter to Christians? <u>Key Vocabulary</u> Festival, light, Hannukah, Menorah, candle, Christmas, advent <b>Aut</b></p>	<p>symbols of two different religions. Why is light/water/a tree such important religious symbols? Explain why people have designed places of worship as they have and identify common symbols and artefacts.  <u>Key Vocabulary</u> Altar, pew, font, cross, church, Cathedral, Synagogue, menorah, dreidel, skull cap, Synagogue <b>Aut</b></p>	<p>through to pray and can link it to their relationship with Allah (God). The symbolic actions i.e. humility in prayer such as genuflection, wudu, foot washing, silence and submission to Allah etc. Explore the importance of sharing food in Christian worship.  <u>Key Vocabulary</u> Light, Diwali, Hannukah, Christmas, wudu, genuflection, prayer, mat, worship <b>Aut</b></p>	<p>can communicate a faith commitment beyond words (e.g. food and music). Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons. Explore the 5K's, the Kanda and the importance of Sewa for Sikhs.  <u>Key Vocabulary</u> Sikh, Sikhism 5 K's (Kesh, Kara, Khanga, Kaccha, Kirpan), deities, Icons, Kanda, Sewa <b>Aut</b> <b>Sum</b></p>	<p>and how artefacts are used in Jewish prayer to enrich experience. To explore how religious faith is communicated and expressed through the creative arts.  <u>Key Vocabulary</u> Torah, Tallit (prayer shawl), Kippah/Kippot (skull cap), Menorah <b>Aut</b> <b>Spr</b></p>	<p>how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions. Pupils examine why Christians celebrate the same thing in different</p>
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		<p>with Easter? What do Christians do at Easter to remind them of the story?</p> <p><u>Key Vocabulary</u> Cross, church, new beginning Spr</p>						<p>symbolic ways (e.g. The Last Supper, baptism). <u>Key Vocabulary</u> Mudras (gestures), The Three Jewels, (Buddha, Dharma and the Sangha), Dharma Wheel, Lotus Flower, Maundy Thursday, Eucharist, Jerusalem, Font, Godparents, Thangka, Butter lamp, Mandala Aut</p>
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	RE Progression of Knowledge							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam & Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
Prayer, Worship and Reflection	<b><u>Non-Statutory exemplars</u></b> Communicate through talk or gesture about prayer. Experience periods of stillness and reflection <a href="#">Herts Syllabus objectives and Key Questions</a> Exploring places of prayer, worship and reflection- Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces ( <i>church, mosque temple</i> ). Where do you go to be silent/still/ pray/ reflect?	<b><u>Statutory expected learning outcomes</u></b> Communicate through talk or gesture about prayer. Experience periods of stillness and reflection <a href="#">Herts Syllabus objectives and Key Questions</a> Sacred spaces, simple prayers and time to reflect. Prayer, worship and reflection Why is it important to experience times of quiet? Share a stilling exercise in which children can experience quiet reflection and silence. Share a short Christian/Hindu/ Islamic/Jewish/	<b><u>Non-Statutory exemplars</u></b> Talk about how and where some worshippers pray. Respond to periods of stillness and reflection. <a href="#">Herts Syllabus objectives and Key Questions</a> Identify a religious artefact (shrine, prayer mat, rosary beads) and say how and why it is used in prayer and/or reflection. <a href="#">Key Vocabulary</a> Worship, prayer, prayer mat, rosary Spr	<b><u>Statutory expected learning outcomes</u></b> Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection. <a href="#">Herts Syllabus objectives and Key Questions</a> Why do some people pray to Allah for help? Describe how Muslims wash (wudu) before prayer. Why does a prayer mat become holy when a Muslim prays on it? Describe the ways different religious people	<b><u>Non-Statutory exemplars</u></b> Ask and answer questions about places of prayer and worship and the impact they might make on faith communities. <a href="#">Herts Syllabus objectives and Key Questions</a> Investigate the role and space for worship in a mosque and a church, exploring meaning and significance for followers. They examine how architecture and design may contribute to a worshippers' experience and ask, who hears our prayers? They learn	<b><u>Statutory expected learning outcomes</u></b> Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections <a href="#">Herts Syllabus objectives and Key Questions</a> To investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g.	<b><u>Non-Statutory exemplars</u></b> Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences <a href="#">Herts Syllabus objectives and Key Questions</a> To explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. To observe how some believers communicate through the physical space	<b><u>Statutory expected learning outcomes</u></b> Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces <a href="#">Herts Syllabus objectives and Key Questions</a> Communicating beyond prayer and sacred spaces Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. Considering what a multi-faith prayer

	<p>Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection Listen to sounds, music, voices and instruments and listen in silence to their own thoughts</p> <p><u>Key Vocabulary</u></p> <p>Silent, still, reflect (think about)</p> <p>Spr</p>	<p>Sikh (<i>Choose faith relevant to cohort</i>) prayer and explore its importance for the people who say it. Compose, use and think about the words of simple prayers or reflections Which places are important to the pupils, people in the community and a religious family? Talk to a visitor (<i>vicar or someone who goes to a place of worship</i>) about why they go to the local place of worship and find out why it is important to them. Visit a church to find out some of the features (<i>cross, candles, Bible</i>) that support people in their prayer, worship and reflection. Create a reflective area, with the children, inside or</p>		<p>share actions when praying. Why do Christians all over the world pray 'The Lord's Prayer'? Explore the 'Lord's Prayer'? through images. Explore the different ways religious people say 'thank you' to God.</p> <p><u>Key Vocabulary</u></p> <p>Allah, Mosque, Qur'an, Imam, Prayer Mat, Mecca, Hajj, wudu, Five Pillars, Ramadan, Eid</p> <p>Aut</p> <p>Spr</p>	<p>about key prayers (e.g. the first Surah in the Qu'ran and The Lord's Prayer) and how they might inspire a believer's commitment. To revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian. Why and how are saints remembered?</p> <p><u>Key Vocabulary</u></p> <p>Mosque, Qur'an, imam, prayer mat, prayers, surah, church, Bible vicar, priest, altar, The Lord's Prayer, Easter, Eucharist</p> <p>Spr</p>	<p>puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection. Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs and why is it important?</p> <p><u>Key Vocabulary</u></p> <p>Puja, Shrine, Akhand Path, prayer, worship, reflection</p> <p>Spr</p>	<p>of a church/ synagogue/ temple, looking at the similarities and differences. To debate whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. Discuss the importance of collective and private space/ stillness/ silence/yoga as a form of worship.</p> <p><u>Key Vocabulary</u></p> <p>Church, prayer, The Shema, The Lord's Prayer, yoga, meditation, silence, altar, Temple, Synagogue,</p>	<p>space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression. They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/ silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers,</p>
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		<p>out where they can participate in periods of stillness and reflection</p> <p><u>Key Vocabulary</u></p> <p>Prayer, Silent, still, reflection, temple, church, mosque, shrine</p> <p>Sun</p>					<p>Rabbi, Star of David</p> <p>Spr</p>	<p>responses or meditations suited to a particular occasion and tradition.</p> <p><u>Key Vocabulary</u></p> <p>Meditation, stillness, multi-faith, compassion, mantra, mindfulness, wheel, Transmit, Interpretation, reflection, nature, secular, environmental, sacred space</p> <p>Spr</p>
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	RE Progression of Skills							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam and Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
Identifying and Belonging	<b><u>Non-Statutory exemplars</u></b> Show awareness of things and people that matter to them and link this to learning in Religious Education <i>New EYFS 2021 PSED – Develop their sense of responsibility and membership of a community.</i> <a href="#">Herts Syllabus objectives and Key Questions</a> <b><u>Celebrating belonging to a family and community-</u></b> Develop curiosity and begin to ask questions about their own and other	<b><u>Statutory expected learning outcomes</u></b> Show awareness of things and people that matter to them and link this to learning in Religious Education <i>New EYFS 2021 Understanding of the world</i> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community.	<b><u>Non-Statutory exemplars</u></b> Talk about things and people that matter to them and how people belong to groups including faith groups <a href="#">Herts Syllabus objectives and Key Questions</a> Identify what things are important to you and your family (family, community group, school, clubs, faith group). To understand that people belong to different faith groups and the similarities and	<b><u>Statutory expected learning outcomes</u></b> Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why. <a href="#">Herts Syllabus objectives and Key Questions</a> Why does Shabbat have a special place for Jewish families? Explain how and why people celebrate special and	<b><u>Non-Statutory exemplars</u></b> Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders. <a href="#">Herts Syllabus objectives and Key Questions</a> Explore how the Five Pillars of Islam guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. To be	<b><u>Statutory expected learning outcomes</u></b> Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders <a href="#">Herts Syllabus objectives and Key Questions</a> To explore where we may belong. To discover how some people identify and define	<b><u>Non-Statutory exemplars</u></b> Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present <a href="#">Herts Syllabus objectives and Key Questions</a> To explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. To reflect on	<b><u>Statutory expected learning outcomes</u></b> Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives <a href="#">Herts Syllabus objectives and Key Questions</a> <b><u>Belonging to a community, individual commitment and religious leadership</u></b> Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments and guidance identifying the impact of faith on

<p>people's home and community life How do people, including those from religious groups, celebrate belonging? For example, choose from Muslim Aqiqah, a Hindu, Humanist or Sikh naming ceremony (<i>explore faith relevant to cohort</i>). How do Hindu brothers and sisters show protection for one another at Raksha Bandhan?</p> <p><u>Key Vocabulary</u></p> <p>Celebrate, Muslim, Aqiqah, Hindu, Raksha Bandhan</p> <p>Spr</p>	<p><u>Herts Syllabus objectives and Key Questions</u></p> <p><b>Exploring wedding ceremonies</b> - Explore what happens at a wedding and what is important about the ceremony. Invite the local vicar to talk about church weddings and ask about why some people get married in church. Recall and re-enact a traditional Christian wedding. What promises do people make to one another? Explore similarities between weddings in a variety of cultures and religious</p>	<p>differences between them. How and why do people have special ways of welcoming babies. Role play – Baptism</p> <p><u>Key Vocabulary</u></p> <p>Family, community, faith, group, family, special occasions, welcoming</p> <p>Spr</p>	<p>holy times (e.g. Eid, Easter, Passover).</p> <p><u>Key Vocabulary</u></p> <p>Shabbat, Sukkot, skull cap, Rabbi, Synagogue, Bar Mitzvah, Passover, Seder, plate, Purim</p> <p>Spr</p>	<p>able to link the roles and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives. To explain what it means to belong to a faith community.</p> <p><u>Key Vocabulary</u></p> <p>Five Pillars, Muhammad, imam, Jesus, vicar, leader, faith community</p> <p>Spr</p>	<p>themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to express its shared commitment. Inviting a religious leader or through a place of worship visit,</p>	<p>spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). To explain how keeping ancient laws in the modern day may be difficult for following a religion in response to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. To develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus. To make connections and develop an understanding.</p> <p><u>Key Vocabulary</u></p> <p>Messiah, Moses, Kosher, Shabbat,</p>	<p>how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses. They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?). Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p> <p><u>Key Vocabulary</u></p> <p>Christian, Buddhist, Humanist, Messiah, Eightfold Path, Intent, Mindfulness, Society, modern, contemporary, Internal, diversity, sins, resurrection</p>
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		<p>traditions (choose relevant to cohort).</p> <p><u>Key Vocabulary</u></p> <p>Wedding, vows, promise, vicar, bride, maid of honour/ bridesmaid, groom, best man,</p> <p>Spr</p>				<p>pupils learn what makes a religious leader and their impact on followers.</p> <p><u>Key Vocabulary</u></p> <p>Sikh, Khalsa, Diwali, Bandi Chor Divas, community, Imam, Easter, vicar, priest, monk, nun</p> <p>Aut</p>	<p>Passover, Seder, Exodus, Ten Plagues, Matzah, Israelites</p> <p>Aut Spr</p>	<p>Aut Spr</p>
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RE Progression of Skills								
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam & Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
Ultimate Questions	<b>Non-Statutory exemplars</b> Use imagination and curiosity to develop their wonder of the world and ask questions about it <a href="#">Herts Syllabus objectives and Key Questions</a> <b>What makes the world so wonderful?</b> Share a range of stories from different faith traditions about the beginning of the world ( <i>Christian creation, Muslim creation, Judaism – Shabbat Shalom</i> )	<b>Statutory expected learning outcomes</b> Use imagination and curiosity to develop their wonder of the world and ask questions about it <a href="#">Herts Syllabus objectives and Key Questions</a> <b>God and other big questions</b> How did God make the world? What makes the world so wonderful? Who is God? Where is God? Christians believe God made a wonderful world. How	<b>Non-Statutory exemplars</b> Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it. <a href="#">Herts Syllabus objectives and Key Questions</a> Explain 'where is God?' from different viewpoints. Explore big questions, such as, 'Why is the sky blue?' <b>Key Vocabulary</b> God, Goddess, creation, questions <b>Sum</b>	<b>Statutory expected learning outcomes</b> Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions. <a href="#">Herts Syllabus objectives and Key Questions</a> Who made the world? What do many Christians, Muslims, Jews believe about how the world was made? What is heaven like? Why should everyone in the	<b>Non-Statutory exemplars</b> Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer. <a href="#">Herts Syllabus objectives and Key Questions</a> Discuss challenging questions about meaning, purpose and truth. Why are there some questions about life to which we don't have the answer i.e. death. Consider the different	<b>Statutory expected learning outcomes</b> Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections <a href="#">Herts Syllabus objectives and Key Questions</a> To discuss challenging questions about meaning, purpose and truth. To explore and debate why there are different ideas about God/gods (e.g.	<b>Non-Statutory exemplars</b> Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups <a href="#">Herts Syllabus objectives and Key Questions</a> To discuss challenging and deeper questions about meaning, purpose and truth. To consider reasons why there are different responses and ideas about the divine (e.g. whether God is	<b>Statutory expected learning outcomes</b> Present a range of views and answers to challenging questions about belonging, meaning and truth <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Different ideas about God and gods, creation and ultimate questions</b> Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science. Pupils

	<p><u>Key Vocabulary</u> Beginning of the world Sum</p>	<p>should they look after it? Why is the word 'God' so important to Christians? <u>Key Vocabulary</u> God, creation, questions, responsible, moral story, valuable, important, look after Sum</p>		<p>world take responsibility for looking after each other and the world? Examine the idea of how good over evil is expressed in a range of worldviews, using the story of Bilal (name of the 1<sup>st</sup> Muslim person make the call to prayer), Diwali (Rama and Sita), Purim (Jewish holiday – Esther saved Jewish the people) for example. <u>Key Vocabulary</u> God, Allah, creation, story, parable, heaven Sum</p>	<p>ideas about God. What does the word mean to people of faith? To describe the attributes of God (e.g. 99 names of Allah and the Trinity). Explore different stories about how the world began (Christianity and Islam). To express creatively theirs and others ideas on creation, God and heaven though creative media. <u>Key Vocabulary</u> Allah, God, heaven, Holy Trinity, creation Spr</p>	<p>Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. Why don't we know what happens when we die? They express their understanding through the creative arts curriculum. To continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions. <u>Key Vocabulary</u> Hindu Trimurti, Gods, Goddesses, creation Spr</p>	<p>real). To start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. To explore different accounts on how the world began and question how they all can be true. To consider the role of God and the responsibility of humanity. Through creative media, to ask and answer their own questions. <u>Key Vocabulary</u> Devine, creation, society, perspective Spr</p>	<p>develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers. <u>Key Vocabulary</u> Perspective, soul, theological concepts, life, death, afterlife Sum</p>
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	RE Progression of Skills							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam & Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
Human Responsibility and Actions	<b>Non-Statutory exemplars</b> Explore how people show concern for each other and the world around them <i>New EYFS 2021 Understanding of the world - Continue to develop positive attitudes about differences between people.</i> <a href="#">Herts Syllabus objectives and Key Questions</a> <b>How do we show care and concern for each other?</b> Who cares for us and who do we care for? Explore how and why religious people in the local	<b>Statutory expected learning outcomes</b> Explore how people show concern for each other and the world around them <i>New EYFS 2021 Understanding of the world - Recognise that people have different beliefs and celebrate special times in different ways.</i> <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Taking responsibility</b> Listen to stories about religious characters including leaders helping others. For	<b>Non-Statutory exemplars</b> Respond to faith stories and examples of showing care and concern for humanity and the world. <a href="#">Herts Syllabus objectives and Key Questions</a> Talk about what faith stories ('The Good Samaritan', 'Muhammed and the Angel', 'The baby in the basket', 'Krishna steals the butter') can tell us about the way people should look after each other and the world.	<b>Statutory expected learning outcomes</b> Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this. <a href="#">Herts Syllabus objectives and Key Questions</a> Explain how a religious community group looks after the local community. Explore the question of people's responsibility	<b>Non-Statutory exemplars</b> Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities. <a href="#">Herts Syllabus objectives and Key Questions</a> Explain the meaning of wisdom. Explore the power of faith stories and sacred writing from the Christian and Islamic traditions e.g. 'The Good Samaritan', 'The story of Muhammed'	<b>Statutory expected learning outcomes</b> Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility <a href="#">Herts Syllabus objectives and Key Questions</a> To consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do	<b>Non-Statutory exemplars</b> Describe the diversity of local and national communities. Identify some shared communal values and responsibilities <a href="#">Herts Syllabus objectives and Key Questions</a> Discuss/debate how people can live together for the wellbeing of all by considering our social and environmental responsibilities. Explore and respond to religious and moral codes of conduct from the Christian, Jewish and	<b>Statutory expected learning outcomes</b> Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Taking responsibility for living together, values and respect</b> Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. They consider what Jews, Humanists,

	<p>community help others through their work. Listen to stories about religious characters including leaders helping others.</p> <p><u>Key Vocabulary</u> God, Christians, look after, helping <b>Sum</b></p>	<p>example, Hanuman helping Rama to find Sita, 'Puddles Lends a Paw' by Gill Vaisey What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other?</p> <p><u>Key Vocabulary</u> Caring, look after, helping, fair, good, bad, responsibility <b>Sum</b></p>	<p>Should everyone be responsible for looking after the world? To understand that there are different beliefs about how the world began.</p> <p><u>Key Vocabulary</u> Belief, creation, community, responsibility, values, humanity, charity <b>Sum</b></p>	<p>to look after every one in the world. List common aspects of religious people and how you know why they come from that faith. What is Zakat? Why is it important for Muslims?</p> <p><u>Key Vocabulary</u> Community, responsible, citizen, faith, Zakat <b>Sum</b></p>	<p>and examine the impact of these on religious followers. To consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter.</p> <p><u>Key Vocabulary</u> Moral values, charter, responsibility,</p>	<p>Humanists show care and responsibility for others?). They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good.</p> <p><u>Key Vocabulary</u> Ahimsa, debate,</p>	<p>Humanist traditions. To think about why we should care, what is important and what may influence a community and individual's choices. To compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Explore think God in the light of the values of fairness and equality, love, caring and sharing.</p> <p><u>Key Vocabulary</u> Tikkun Olam Humanist, Secular, Golden Rules, equality <b>Sum</b></p>	<p>Christians and Buddhists teach about how people can live together respectfully to create a perfect world. They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice</p> <p><u>Key Vocabulary</u> National Census, diversity, respectfully, statistics, social justice, environment, community responsibility, Civic responsibility,</p>
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					<div>citizen, community Sum</div>	<div>humanists, responsibility, moral values charter, religious code, worldviews Sum</div>		<div>Freedom, Justice, humanist tradition, interpreted Sum</div>
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	RE Progression of Skills							
Unit	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Christianity, Islam & Judaism	Christianity, Judaism, Islam	Christianity and Islam	Christianity and Hindu and Sikhism	Christianity and Judaism	Christianity and Buddhism
Justice and Fairness	<b><u>Non-Statutory exemplars</u></b> Understand what is right, wrong and fair <a href="#">Herts Syllabus objectives and Key Questions</a> <b>How can we help others when they need it?</b> - Share stories that encourage the children to think about what type of person the prophet Muhammad was through his actions towards the care of animals. For example, the Muslim stories of 'The Crying Camel', 'The Tiny Ants' and	<b><u>Statutory expected learning outcomes</u></b> Understand what is right, wrong and fair <i>New EYFS 2021 PSED - Think about the perspective of others.</i> <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Treating the world fairly</b> How do we know what is right/ wrong/ fair? Which Buddhist, Hindu or Sikh stories help us to understand what is right, wrong or fair? i.e. Buddhist Jakat tales, 'The Lion and the	<b><u>Non-Statutory exemplars</u></b> Respond to moral stories and demonstrate what it means to be right and wrong, just and fair. <a href="#">Herts Syllabus objectives and Key Questions</a> Explore Christian charity that focuses on justice and fairness. Give examples of how a religious charity focuses on justice and fairness. What is Zakat? Why is this important to so many Muslim people? Whose	<b><u>Statutory expected learning outcomes</u></b> Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair. <a href="#">Herts Syllabus objectives and Key Questions</a> Explore why we need to have rules and why certain organisations have rules. Explore a Christian charity. <a href="#">Key Vocabulary</a> Charity, rules, organisation, charter, values <b>Sum</b>	<b><u>Non-Statutory exemplars</u></b> Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair. <a href="#">Herts Syllabus objectives and Key Questions</a> To learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important.	<b><u>Statutory expected learning outcomes</u></b> Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong <a href="#">Herts Syllabus objectives and Key Questions</a> To discuss their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious	<b><u>Non-Statutory exemplars</u></b> Identify and describe how people with religious and worldviews make choices about what is right and wrong <a href="#">Herts Syllabus objectives and Key Questions</a> Explore the guidance of the Ten Commandments as a guidance and express ideas about right and wrong in the light of their learning. Discuss/ debate (persuasively argue) about the reasons why some people (from a religious and or non-	<b><u>Statutory expected learning outcomes</u></b> Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices <a href="#">Herts Syllabus objectives and Key Questions</a> <b>Reflecting on ethics, what is right and wrong, just and fair</b> Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. Pupils develop their thinking about why and how some people (from a religious and or non-religious background) try to

	<p>'Seven New Kittens'.</p> <p><u>Key Vocabulary</u></p> <p>Muhammed, Muslim, care</p> <p>Sum</p>	<p>Jackal', Hindu Panchatantra stories about animals and the Sikh story 'The water carrier' by Bhai Khanya. Listen to stories about religious characters including leaders helping others. For example, Hanuman helping Rama to find Sita. What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other?</p> <p><u>Key Vocabulary</u></p> <p>Right, wrong, fair</p> <p>Sum</p>	<p>world is it? Should everyone in the world take responsibility for looking after it?</p> <p><u>Key Vocabulary</u></p> <p>Thankfulness, fairness, charity, justice, zakat, charity</p> <p>Aut</p>		<p>They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite). They reflect on who decides what is 'right' and what is 'wrong'.</p> <p><u>Key Vocabulary</u></p> <p>Justice Fairness Charity Tax</p> <p>Sum</p>	<p>charity groups). They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. 'The Milk and the Jasmine Flower', 'How Ganesh got the Elephant Head', 'The Emperor and the Langar') and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.</p> <p><u>Key Vocabulary</u></p> <p>Justice, fairness, charity development,</p>	<p>religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities). Explore the practice of justice through the work of different Christian aid agencies and consider how it links with the life and teachings of Jesus. Explore Judaism and the idea of fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects. To evaluate different religious responses to</p>	<p>help others (e.g. victims of poverty, prejudice, crime and those affected by war). Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation). Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p> <p><u>Key Vocabulary</u></p> <p>Pre-Holocaust Europe, Humanitarian, moral choice, secular, concept, debate, conflict, poverty, prejudice, compassion, desire, suffering,</p>
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						Langar, debate, equality Sum	justice and fairness. Key Vocabulary Tzedkah, charity, secular, commandment Sum	fairness, choice, follower, reasonable, unjust, challenging Spr
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