

About this document

This document demonstrates how the key aims the RE curriculum are met, and how they progress across the year groups in Key Stages 1 and 2.

We follow the Ealing Agreed Syllabus for the teaching of Religious Education.

It also contains the key vocabulary that children should be able to use at each stage.

Text in bold, italics are the names of taught units.

Key Skills and Knowledge

| Key aims | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|--|
| <p>Read and understand a range of stories that guide</p> | <ul style="list-style-type: none"> • Learning from stories • Hear stories of the lives of Jesus and other key figures within religions • Remember a story and talk about it | <ul style="list-style-type: none"> • Share their responses to stories about a range of key figures within religions • Tell a story and say things that some people believe | <ul style="list-style-type: none"> • What is the Bible and why is it important for Christians? • use stories from the Bible and other appropriate texts to learn about important events in the life of Jesus and key figures from other traditions • Describe what a believer might | <ul style="list-style-type: none"> • Special Leaders - Jesus • use stories from the Bible and other appropriate texts to learn about important events in the life of Jesus and key figures from other traditions • Make links between the beliefs of different | <ul style="list-style-type: none"> • Moral Dilemmas • Consider what guidance they have drawn upon during key events in their own life. • suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to | <ul style="list-style-type: none"> • Beliefs regarding death • Consider what guidance they have drawn upon during key events in their own life. • say what religions teach about some of the big questions of life |

RE Skills, Knowledge and Vocabulary Map KS1 & KS2

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| | | | learn from a religious story | religious groups and show how they are connected to believers' lives | provide answers to important questions about life and morality | |
| Discuss and reflect on answering life questions | <ul style="list-style-type: none"> • Explore festivals and rituals • Special Food | <ul style="list-style-type: none"> • Explore festivals and rituals • Special Days • Special Places | <p>Hinduism</p> <p>(views concerning God, spiritual reality, how beliefs influence daily life, beliefs about what happens at death)</p> | <ul style="list-style-type: none"> • Judaism <p>(views concerning God, spiritual reality, how beliefs influence daily life)</p> | <ul style="list-style-type: none"> • Islam <p>(views concerning God, spiritual reality, how beliefs influence daily life)</p> | <p>Christianity</p> <p>(views concerning God, spiritual reality, how beliefs influence daily life, beliefs about what happens at death)</p> <ul style="list-style-type: none"> • Beliefs regarding death |
| Consider and discuss identity, diversity and belonging | <ul style="list-style-type: none"> • Special Food • Share their own experiences of family and community occasions • Talk about things that happen to them | <ul style="list-style-type: none"> • Importance of Water • Special Days • Exploring Baptism and other baby naming ceremonies • Talk about what happens to | <ul style="list-style-type: none"> • Hinduism • Signs and Symbols • Initiation practices (rites of passage) • Compare things that influence them and influence others | <ul style="list-style-type: none"> • Judaism • Rules for living • Ask questions about belonging | <ul style="list-style-type: none"> • Islam • Ask questions and suggest answers about belonging | <ul style="list-style-type: none"> • Christianity • Ask questions about things that are important to them and others and suggest answers |

RE Skills, Knowledge and Vocabulary Map KS1 & KS2

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| | | others with respect | | | | |
| Have an understanding of acting ethically | <ul style="list-style-type: none"> Hear stories that encourage them to have concern for people and other forms of sentient life Talk about what is important to me and other people | <ul style="list-style-type: none"> Respond to stories that help people to make moral decisions Talk about what is important to me and others with respect | <ul style="list-style-type: none"> Think about things that are important to them and how they behave | <ul style="list-style-type: none"> Rules for living Develop an awareness of the rules and customs which typify members of different communities Think about things that are important to them and other people and how they behave | <ul style="list-style-type: none"> Moral dilemmas Explore codes of conduct and advice Ask questions about the moral decisions that people make | <ul style="list-style-type: none"> Explore codes of conduct and advice and consider the basis of their own moral thinking Ask questions about things that are important to them and others and suggest answers |
| Investigate and discover religious aspects of humankind and the environment | <ul style="list-style-type: none"> Caring for our world Study the importance of water to all living things | <ul style="list-style-type: none"> Importance of Water Begin to understand how different traditions use water symbolically | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Seeds of unity Look at a variety of ways that human dependence on plants is reflected in belief and ritual; begin to explore the concept of 'stewardship', and the | <ul style="list-style-type: none"> |

RE Skills, Knowledge and Vocabulary Map KS1 & KS2

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| | | | | | importance of an ethical approach in light of modern concerns about the environment. | |
| Make links between human experience and belief | <ul style="list-style-type: none"> • Special food • Learn stories connected with various festivals | <ul style="list-style-type: none"> • Special Days • Explore how and why believers participate in activities associated with festivals | <ul style="list-style-type: none"> • Hinduism • Explore the explanations of and responses to common human experiences | <ul style="list-style-type: none"> • Judaism • Explore the explanations of and responses to common human experiences | <ul style="list-style-type: none"> • History of belief • Islam • Explore the explanations of and responses to common human experiences | <ul style="list-style-type: none"> • Christianity • Explore the explanations of and responses to common human experiences |
| Learn about different sources of inspiration | <ul style="list-style-type: none"> • Learning from stories • Think about and share stories about things that inspire them • Become aware of books that inspire people | <ul style="list-style-type: none"> • Special Places • Special Days • Think about and share stories, places, people and experiences that inspire them | <ul style="list-style-type: none"> • Festivals of light • Consider the way that spirituality is inspired by and expressed through creativity | <ul style="list-style-type: none"> • Religious buildings • Special leaders • Examine the importance of leaders and historical figures as role models | <ul style="list-style-type: none"> • Pilgrimage • Suggest meanings for a range of forms of expression | <ul style="list-style-type: none"> • Christianity (Jesus as an inspiration) • Understand how Christians follow the examples of Jesus |
| Explore human experience and spiritual expression | <ul style="list-style-type: none"> • Learn some different ways in which people express their spirituality | <ul style="list-style-type: none"> • The importance of water • Learn about and visit places of worship (local walk) • Begin to | <ul style="list-style-type: none"> • Prayer and Worship • Learn about and visit places of worship (Mandir) • Develop an understanding of | <ul style="list-style-type: none"> • Spirituality through Art • Learn about and visit places of worship (Synagogue) • Develop an | <ul style="list-style-type: none"> • Pilgrimage • Learn about and visit places of worship (Mosque) • Explore expressions of | <ul style="list-style-type: none"> • Learn about and visit places of worship (Church) • Understand that many people have an experience of |

RE Skills, Knowledge and Vocabulary Map KS1 & KS2

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| | | appreciate that 'worship' means different things in different religions | the functions and uses of places of worship | understanding of the work of those who lead worship (Rabbi, Imam, priest etc) | spiritual life (pilgrimage) | something greater than themselves |
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Key Vocabulary

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---|--|---|--|---|---|
| Autumn | <u>Caring for our World</u> Creation, mind map, life cycle, environment, stewardship, charity | <u>Importance of Water</u> Baptism, Ganges, wudu, mikvah, tashlich. <u>Special Places</u> Church, gurdwara, mosque, synagogue, temple, peace pagoda, dome, qibla, minaret, reflection | <u>Hinduism</u> Namaste, Brahman, Trimurti, Brahma, Vishnu, Shiva, Navaratri, Durga, Parvati, Saraswati, Lakshmi, dharma, reincarnation, karma, moksha (liberation), guru, ahimsa, Mandir, pandit, puja thali, aarti, murti, tilak, atman | <u>Judaism</u> Cantor, rabbi, yad, yarmulke, bimah, tefillin, tallit, Torah, Shabbat, Passover, Seder, Elohim, Hashem, kosher, mitzvah, ark, sukkah, sukkot, Hanukkah/Chanukah, menorah, hanukkiah | <u>Islam</u> Allah, Muhammad, Islam, tawhid/tawheed, shahadah, revelation, Jibril, Ka'bah, Makkah, Qur'an, Bismillah, salah, zakat/zakah, sawm, Hajj, muezzin, adhan, Jumh'ah, mosque, masjid | <u>Christianity</u> Trinity, gospel, prophecy, Bible, Old and New Testament, baptism, confirmation, Body of Christ, ecclesia, Nicene Creed, doxology, sacrament, Last Supper, communion, Eucharist, Advent, Lent, liturgical, Palm Sunday, Messiah, Gethsemane, crucifixion, resurrection |
| Spring | <u>Learning from stories</u> Values, talents, forgiveness, remorse, miracles, point of view | | <u>Prayer and Worship</u> Prayer, worship, murti, hadith, adoration, confession, thanksgiving, supplication, wudu/wuzu, salah, | <u>Spirituality through Art</u> Aesthetic, inspiration, creativity, arabesque, calligraphy <u>Special leaders – Jesus</u> Jesus, rabbi, | <u>Seeds of Unity</u> Seed potential, symbolism, <i>prasad</i> , <i>puja</i> , stewardship, ritual, <i>rangoli</i> <u>Moral Dilemmas</u> Moral dilemma, poverty, justice, | |

RE Skills, Knowledge and Vocabulary Map KS1 & KS2

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| | | | <p>taharah, meditation, puja, Prasad</p> <p><u>Signs and Symbols</u> Signs, symbols, cross, khanda, Star of David, star and crescent, kangha, kesh, kirpan, kara, kacheras, Passover, charoset, matzoh, roasted egg, salt water, lamb bone, parsley, bitter herbs, freedom, slavery.</p> | <p>Messiah, Saviour, prophet, beatitudes, kingdom, parable, mercy, grace, forgiveness</p> | <p>righteousness, power, responsibility</p> | |
| Summer | <p><u>Special Food</u> Kosher, halal, karah Prasad, parsad, blessing, Kwanzaa, langar, equality, sewa/service, New Year, Passover, seder, fast, Ramadan, Lent, Eid-ul-Fitr, Ekadashi, Upavaasa</p> | <p><u>Special Days</u> Chinese New Year (Yuan Tan) Sabbath, Shabbat, Torah, Jumu'ah, Christmas, Janamashtami/Krishna Jayanti, harvest festival, Sukkot, Succah, Thanksgiving, Eid ul-Fitr, Remembrance Day</p> | <p><u>Initiation practices</u> Initiation, baptism, rite of passage, panj kakke, amrit, hijab, first communion, bar/bat mitzvah, vision quest</p> <p><u>What is the Bible and why is it important to</u></p> | <p><u>Rules for living</u> Rules, commandments, codes, precepts</p> <p><u>Religious Buildings</u> Respect, courtesy, church, font, nave, sanctuary, chancel, mosque, masjid, minaret, dome, wudu, mihrab, qiblah,</p> | <p><u>Pilgrimage</u> Pilgrimages, Muslim, Makkah, Eid-ul-Adha, Hajj, Christian, Lourdes, Buddhist, Lumbini, Bodh Gaya, Varanasi, Kusinara.</p> <p><u>History of Belief</u> Timeline, archaeology, artefact, evidence,</p> | <p><u>Beliefs regarding death</u> Mourning, resurrection, reincarnation, afterlife, samsara, nirvana, burial, cremation, moksha, karma, heaven, paradise, shiva, kaddish</p> |

RE Skills, Knowledge and Vocabulary Map KS1 & KS2

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| | | | <p>Christians? Bible, gospel, books, Old Testament, New Testament, scripture, prophets, evangelist</p> | <p>minbar, synagogue, shul, menorah, magen David, ner tamid, ark, bimah, tallit, kippah, mandir, mandap, antarala, murti, gurdwara, Nishan Sahib, khanda, langar, sewa, vihara, Buddharupa, lotus, meditation</p> | <p>monument, 'age', strata, time capsule, provenance</p> | |
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