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| **Early Years Foundation Stage** | **Autumn** | **Spring** | **Summer** |
| **Nursery** | People, Culture & Communities  To follow a family custom or tradition.  To imitate events and actions of their own family and cultural background.  To talk about themselves and what makes them the same and different to their friends.  To talk about themselves and their likes and dislikes.  Christian Festivals – Harvest, Christmas  Hindu Festival – Divali (Nov) | People, Culture & Communities  To show interest in different customs and festivals of others.  To understand what makes them unique.  To talk about what makes them the same and different to their others.  Chinese New Year – January  Christian – Easter | Reception ready aims  Children who are accepting and respectful of all people, cultures and communities, learning through stories, plays, visitors, experiences, rhymes, songs |
| **Reception** | People, Culture & Communities  To know where they live and who they live with.  To understand the concept of the world, talking about differences and similarities from different places around the world – weather, food, people, cultures  Christian Festivals – Harvest, Christmas  Hindu Festival – Divali (Nov) | People, Culture & Communities  To describe their immediate environment using knowledge from observations, stories, maps, stories etc  To explain similarities and differences between different religious and cultural communities.  Chinese New Year – January  Christian – Easter  Jewish Festival – Shabbat (April)  Sikhism Festival – Baisakhi (April)  Islam Festival – Eid (May) | Year 1 ready aims  Children who are accepting and respectful of all people, cultures and communities, learning through stories, plays, visitors, experiences, rhymes, songs  Children who understand that religion plays an important part in people’s lives and know about special festivals, objects, music and books.  Children who can talk about the special people around them, as well as understanding different roles in society and the impact they have. |

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| **Christianity** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
|  | **Introduce Religion** | **Revision of Year 1** | **Revision of Year 1 and 2** | **Revision of Year 1, 2 and 3** | **Revision of Year 1, 2, 3 and 4** | **Revision of Year 1, 2, 3, 4 and 5.**  **New Concepts Compare/Contrast** |
| **Belief** | God as One, creator, loving, caring, having authority. Descriptions of God as Father, Loving Parent, King  God as Creator and responsible for Creation as shown in Genesis 1 and 2, human responsibility to care for God’s Creation [Creation] | Introduction to the special nature of Jesus shown through his life and ministry  Jesus as the Son of God | The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons. | The otherness of God (transcendent) who inspires awe, wonder, devotion | Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God. | Jesus as the Son of God - the significance of the incarnation, ministry, showing the special nature of Jesus and what this means for Christians today. |
| **Authority** | The Bible as the holy book of Christians which tells them about God.  How the Bible is treated with respect e.g. read from the lectern in some churches, special Bibles.  Some stories from the Bible - Old and New Testament. | Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (e.g. through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself.  Leaders – introduction to local church leader e.g. vicar/priest/minister. | The Bible as the sacred book, the ‘Big Picture’ story of the Bible in showing God’s relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today.  The role of clergy in local and national churches e.g. vicar/minister/pastor/priest/bishop/ Archbishop/Pope | The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.  Different types of writing – Old and New Testament. | Different types of writing – Old and New Testament. Introduction to literal and non-literal interpretations of the Bible.  How the Bible is used in private and communal worship and everyday living. | The ministry of Jesus and Christian beliefs about Jesus:  Jesus as teacher - including selected parables  Jesus as miracle worker - healing miracles, nature miracles  Jesus having power to change lives e.g. Disciples |
| **Expression of Belief** | The church building as a place for worship, community and belonging, - introduction to some features of churches (depending on the tradition visited) e.g. cross, pulpit, lectern, altar, candles, icons, font, statues. | Introduction to Durham Cathedral as a place of worship.  Sunday worship in church - words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions), role of the vicar.  How religious identity and belonging are expressed through baptism, services of dedication (symbols, actions, words, promises). | How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths. | Prayer and its importance for Christians, including different types of prayer (adoration, confession, thanksgiving, supplication), The Lord’s Prayer, individual prayer, aids to prayer.  Introduction to diversity of practice in worship in different churches. | How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony. | The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.  How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land |
| **Impact of Belief** | Christian values and ways of living based on the teaching of Jesus, “love God and love your neighbour as yourself” e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.  How Christians care for God’s creation (link to Harvest and God as Creator). | Stories about St Cuthbert – how his Christian faith affected his life; and how his life had an impact then and now.  How the Bible has an impact on the lives of individuals. | How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.  How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes (e.g. showing love, forgiveness, charity) e.g. work of local churches, Christian charities (e.g. CAFOD, Christian Aid, Salvation Army) and individuals. | How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.  How the Bible has an impact on the lives of individuals and communities. | The impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow and Monkwearmouth) for people today.  How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild, St Cuthbert, Venerable Bede) and the significance of their lives then and now. | Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.  Commitment shown through life in a monastic community/religious order, becoming a priest/vicar/minister |
| **Christian Festivals**  **Progression**  **Christmas, Easter, Harvest** | Revise the Christmas story.  To know how Christians celebrate – go to church, give presents, spend time with family.  To know the key events of Easter Story.  To know how Easter is celebrated – going to Church, reading the bible, hot cross buns, eggs to symbolize new life, simnel cake  Harvest – God as creator | Revise the Christmas story and how Christmas is celebrated.  Christmas symbols – lights, candles, bells, gifts, wreaths,  Key events of the Easter Story.  What is Lent and why is it important to Christians?  Harvest – School/class assembly | Revise the Christmas story and how Christmas is celebrated.  Significance of advent – what it is and how it is celebrated. Christingle.  Key events of Easter – main focus on Palm Sunday  Harvest – Class assembly performance | Revise the Christmas story and how it is celebrated.  Significance of Epiphany  Key events of Easter – main focus on Maundy Thursday  Harvest – School/class assembly | To compare the gospels of Matthew and Luke – how the nativity is told in each  Key events of the Easter story – main focus on Good Friday  Harvest – School/class assembly | Specific roles of key people in the nativity. Angel Gabriel, Shepherds, Wise Men,  Key events of Easter story – main focus on Easter Sunday and Pentecost.  Harvest – School/class assembly |
| **JUDAISM**  **Intro/Revision** | **Introduce Religion** | **Revison of Yr1** | **Revison of Yr1 and Yr2** | **Revison of Yr1, Yr2 and Yr3** | **Revison of Yr1, Yr2, Yr3 and Yr4** | **Revison of Yr1-Yr5**  **Compare and Contrast** |
| **Belief** | Jewish belief about God: God is One, God as Creator. | Introduction to Shema prayer as expressing key beliefs for Judaism. | Jewish beliefs about God: God is one, God as creator, Lawgiver, Judge, God as the provider in this life and in the afterlife. | Beliefs about creation and the natural world; responsibility to be thankful for and care for the created world. | Beliefs about God expressed through the Shema, the first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah. | Revison of Yr1-Yr5  Compare and Contrast |
| **Authority** | Torah: introduction to sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue).  Important stories in Jewish tradition – the story behind Hanukkah. | Some important stories from the Torah e.g. The story of Creation, Moses and the Burning Bush. | The importance of the Torah: its place, use and significance in the synagogue, importance for Jewish people today.  The Ten Commandments, 613 commandments. | The significance of Moses in Judaism: chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism. | The role of the Rabbi as teacher  Sefer Torah and work of the scribe. | Revison of Yr1-Yr5  Compare and Contrast |
| **Expression of Belief** | Shabbat – how Shabbat is celebrated in the home, symbolic objects used in the home at Shabbat.    How Jewish people celebrate Hanukkah. | Mezuzah, Menorah, Kippah, Tallit - how they are used and how they are expressions of Jewish belief. | Beliefs and practices associated with daily prayer, including significance of Kippah, Tallit, Tzizit.  The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals. | How beliefs are expressed through practices of Pesach, Sukkot, Shavuot.  The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen. | How commitment, belonging, religious identity are expressed through ceremonies e.g. girls’ naming, Bar and Bat Mitzvah.  How some expressions of belief may vary between Orthodox and Reform traditions e.g. Shabbat practices, synagogue worship, food laws. | Revison of Yr1-Yr5  Compare and Contrast |
| **Impact of Belief** | The importance of the home in developing beliefs and values and demonstrating commitment to Jewish way of life e.g. Friday Shabbat meal, keeping and celebrating Shabbat in the home, the role of the mother in educating and bringing up children in faith. | How key Jewish beliefs expressed in the Shema prayer have an impact on daily home life (Mezuzah). | How Jewish people today follow Jewish laws (including the Ten Commandments) and scripture and the impact this has on individual and community life. | How Jewish people show commitment and belonging to the faith community e.g. contributing to work of the synagogue, helping others (e.g. Jewish charities, caring for those in the community), Mitzvah Day, tzedaka, gemilut hassadism, pushkes. | Introduction to how Jewish values will affect views and actions on moral issues e.g.  Environment e.g. Tu B’Shevat: tree planting  Care for others. | Revison of Yr1-Yr5  Compare and Contrast |
| **ISLAM**  **Intro/Revision** | NA | **Introduce Religion** | **Revison of Yr2** | **Revison of Yr2 and Yr3** | **Revison of Yr2, Yr3 and Yr4** | **Revison of Yr1-Yr5**  **Compare and Contrast** |
| **Belief** | NA | God is known as Allah.  The nature of Allah: one God, no partners, creator who provides all things.  Brief introduction to some of the main beliefs in Islam - one God, prophets, holy books (see Authority). | The nature of Allah revealed in the Qur’an: oneness of God, 99 names of Allah, belief that Allah gives guidance through messengers and books.  Concept of Shirk (not associating anything or anyone with Allah). | Beliefs expressed in Shahadah (one God, Muhammad as prophet of Allah).  Islam means submission: submission to the will of God is a central belief. | Introduction to the 6 beliefs in Islam: one God, prophets, angels, holy books, predestination and judgement, life after death. | Revision of Yr2 – Yr5  Compare and Contrast |
| **Authority** | NA | The Qur’an as the sacred book in Islam, the last divine book containing guidance from Allah.  How the Qur’an is treated with respect.  Introduction to Muhammad as the final prophet of Allah; some stories from his life. | Beliefs about the Qur’an as the final revelation of Allah.  Beliefs about how the Qur’an was revealed to Muhammad.  How the Qur’an is treated and used by Muslims today, some passages from the Qur’an. | Belief in Muhammad as the final prophet  Use of pbuh (peace be upon him).  Stories about Muhammad | The role of the Imam as spiritual leader and teacher. | Revision of Yr2 – Yr5  Compare and Contrast |
| **Expressions of Belief** | NA | Introduction to the Mosque and the main features. Masjid, minbar, minaret, Musallah, Imam, prayer mat  Introduction to Id-ul-Fitr, how this is celebrated in the home. Introduction to Salah in the home, including preparation for prayer.  How religious identity and belonging are expressed through welcoming babies – whisper adhan in baby’s ear, honey on lips, Aqiqah (cutting baby’s hair, naming). | How beliefs are expressed through Hajj  How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan). | Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). | Worship in the mosque: Salah prayer including call to prayer, Wudu (washing), meanings of positions of prayer; Friday prayer (Jummah). | Revision of Yr2 – Yr5  Compare and Contrast |
| **Impact of Belief** | NA | The importance of the home and family in bringing children up in the Muslim faith; developing Muslim values and showing commitment to the Muslim way of life: e.g. respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm). | How Muslims follow and live by moral codes and how these are shown by individuals and the community (Ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah). | Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others. | How Muslim children show commitment to Islam through the mosque school (learning the Qur’an). | Revision of Yr2 – Yr5  Compare and Contrast |
| **HINDUISM**  **Intro/Revision** | NA | NA | **Introduce Religion** | **Revision of Yr3** | **Revision of Yr3 and Yr4** | **Revision of Yrs3 – Yr5**  **Compare and Contrast** |
| **Belief** | NA | NA | Belief in Brahman, the Supreme, represented in many forms/deities e.g. Ganesh as remover of obstacles.  Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms:  The Trimurti (Brahma, Vishnu, Shiva) Male, female and animal deities as representations of God  The concept of avatars e.g. Rama, Krishna. | The nature of God as expressed in murtis (images), pictures, symbols, Aum. | Introduction to belief in Atman, Karma, Ahimsa and reincarnation. | Revision of Yr3 – Yr5  Compare and Contrast |
| **Authority** | NA | NA | The story of Divali and how this is from the Ramayana, part of the Hindu sacred writings.  The story behind Raksha Bandhan. | Introduction to sacred texts e.g. Vedas, Bhagavad Gita, Ramayana and how they are used by Hindus. | Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love). | Revision of Yr3 – Yr5  Compare and Contrast |
| **Expressions of Belief** | NA | NA | How Hindus celebrate Raksha Bandhan.  How religious belonging and identity are expressed in the baby naming ceremony.  Worship at home and in the mandir to include Puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship.  How beliefs and feelings are expressed through the communal celebrations of Divali, Holi.  The importance of music, dance, drama, artefacts, Mantras, food, stories, customs in celebrations and worship. | The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the River Ganges. | The sacred thread initiation ceremony as an expression of commitment, religious identity, belonging. | Revision of Yr3 – Yr5  Compare and Contrast |
| **Impact of Belief** | NA | NA | The importance of the home, family and Hindu community in developing Hindu beliefs and values e.g. care for all living things, honesty, truthfulness, love, respect, loyalty between family members.  How belief in Ahimsa has an impact on behaviour and actions e.g. non-violence, vegetarianism/food laws. | How belief in Karma has impact on behaviour and actions e.g. Seva (service for others). | Introduction to how Hindu beliefs and values will affect views on moral issues e.g. the environment, care for others. | Revision of Yr3 – Yr5  Compare and Contrast |
| **SIKHISM**  **Intro/Revision** | NA | NA | NA | **Introduce the Religion** | **Revision of Yr4** | **Revision of Yr4 and Yr5**  **New Concepts**  **Compare and Contrast** |
| **Belief** | NA | NA | NA | Belief in One God: Creator of all things, the Supreme Truth.  Represented in the Ik Onkar symbol.  Description of God in the Mool Mantar/Mool Mantra, symbolised in lk Onkar. | Equality: all humans being equal in the sight of God. | One God: Creator, Sustainer, Truth, without image, without fear, timeless. |
| **Authority** | NA | NA | NA | Stories about Guru Nanak – the first of the 10 human Gurus.  Introduction to the 10 human Gurus with special reference to Guru Nanak and Guru Gobind Singh and the formation of the Khalsa. | Introduction to the Guru Granth Sahib: sacred book and living guru, how it is treated with respect. | The Guru Granth Sahib: the importance of the holy book as a living Guru, how the Guru Granth Sahib is treated with reverence and respect (through ritual, ceremony, artefacts) |
| **Expressions of Belief** | NA | NA | NA | How the birthday of Guru Nanak is celebrated.  How religious identity and belonging are expressed through the baby naming ceremony.  The Gurdwara as a place of worship, community and service to others (e.g. through the shared Langar meal.  The 5 Ks and their significance. | How beliefs and feelings are expressed through Baisakhi. | The Amrit ceremony as an expression of commitment, belonging and identity. |
| **Impact of Belief** | NA | NA | NA | The importance of the home and the family in bringing up children in the faith, establishing identity, developing Sikh beliefs and values and showing commitment to the Sikh way of life. | How Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community e.g. sharing with others (Vand Chhakna), service (Sewa), equality shown through the Langar meal. | Introduction to how Sikh values will affect views on moral issues e.g. the environment, care for others. |
| **BUDDISM**  **Intro/ Revision** | NA | NA | NA | NA | **Introduce Religion** | **Revision of Yr5 - New Concepts**  **Compare and Contrast** |
| **Belief** | NA | NA | NA | NA | Belief in Buddha as an enlightened teacher (not a God).  Characteristics of a Buddha: wisdom, courage, compassion.  Importance of the natural world.  Dharma, or Law of Life, as a law of cause and effect: Karma (Kamma). | Values of compassion, respect for all living things.  Buddhists are people who 'take refuge' in three treasures (or jewels): Buddha, Dharma (or Law of Life), Sangha (Buddhist community); symbol of the three jewels.  Purpose of Buddhist practice is to be free from suffering and experience happiness. |
| **Authority** | NA | NA | NA | NA | Example of the historical Buddha's life – his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree.  Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies.  Buddhist stories illustrating these values, e.g. Siddhartha and the Swan, The Monkey King. | Background – Buddha's life: the four signs and the renunciation, years in the forest, enlightenment and teaching of the middle way, his death.  Buddha as one who is looked to as an example.  Buddha's first teachings: Four Noble Truths, Eightfold Path and Five Moral Precepts |
| **Expressions of Belief** | NA | NA | NA | NA | Worship in the home: Buddhist home shrine – statue of the Buddha or Mandala, incense, candles, water, food, bell – engaging all the senses.  Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower.  Meditation as worship, and different types of meditation (including chanting).  Importance of Buddhist study – reading and reciting the Sutras. | Ceremonies connected with becoming a monk or a nun.  Engaging with the Buddhist community: monks and laity.  In some Buddhist communities, particularly Theravadan, there is a celebration called Wesak – Buddha's birth, enlightenment and death. |
| **Impact of Belief** |  |  |  |  | How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty and patience.  Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl.  Symbol of the Wheel  Introduction to how Buddhist values will affect views on moral issues e.g. environment. | The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility is shown. In some communities, people may choose to become ordained as monks or nuns.  In some communities, observing strict rules of behaviour (precepts), such as being vegetarian.  How Buddhists follow and live by Buddhist moral codes (e.g. Eightfold Path, Five Moral Precepts) and how these are shown by individuals and the community. |

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| Vocabulary | | | | | | | |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Christianity | Harvest, Christmas, Family, celebrate, religion, believe, Easter, God, Jesus, Christian, Church, | As previous plus:  creator, loving, caring, God the Father, King, care, bible, holy book, respect, lectern, pulpit, alter, pew, cross, neighbour, love, forgive,  hot cross buns, eggs to symbolize new life, simnel cake, Lent, festival, | As previous plus:  special birth, death, Son of God, healer, miracle worker, teacher, vicar, priest, minister, leader, worship, Cathedral, prayers, sermon, hymns, Eucharist, role, baptism, symbols, St Cuthbert, lights, candles, bells, gifts, wreaths, | As previous plus:  ruler, holy, powerful, potter, father, rock, shepherd, sacred, clergy, pastor, bishop, Archbishop, Pope, candle, rosary, praying hands, kneeling, banners, windows, charity, actions, Palm Sunday, Christingle, | As previous plus:  inspires, awe, wonder, devotion, commitment, temptation, Jerusalem, arrest, trial, old testament, new testament, confession, thanksgiving, Lords Prayer, belonging, community, voluntary, importance, | As previous plus:  crucifixion, holy trinity, holy spirit, literal, non-literal, communal worship, identity, rituals, ceremonies, confirmation, Lindisfarne, Jarrow, saints, | As previous plus:  resurrection, ministry, parables, miracles, disciples, pilgrimage, heritage, vales, views, monastic, |
| Judaism | Shabbat, Jew, Judaism, | As previous plus:  Jewish, creator, one God, scrolls, Torah, synagogue, Hanukkah, celebrate, celebrating, values, home, family, | As previous plus:  Shema, prayer, creation, Moses, Mezuzah, Menorah, Kippah, Tallit, | As previous plus:  Lawgiver, judge, provider, afterlife, Ten Commandments, Tzizit, education, community, festivals, | As previous plus:  Rabbi, Israelites, Mount Sinai, Pesach, Sukkot, Shavuot, kosher, contribute, charity, tzedaka, gemilut, | As previous plus:  Psalms, Sefer Torah, scribe, ceremonies, Bar Mitzvah, Bat Mitzvah, food laws, views, actions, morals, Tu B’Shevat | As previous plus:  Compare, contrast, revise, recall, similarities, difference, |
| Islam | Islam, Muslim, Eid, |  | As previous plus:  Allah, creator, Qur’an, Muhammad, prophet, Id-ul-Fitr, Salah, prayer, belonging, baby naming, values, commitment, Masjid, minbar, minaret, Musallah, umma, prayer mat, Mosque | As previous plus:  The 99 names, messengers, Shirk, Hajj, pilgrimage, Ramadam, morals, community, alms, Zakah, voluntary, Sadaqah, | As previous plus:  Submission, pbuh, peace be upon him, 5 pillars, Shahadah, Sawn, fasting, environment, care, morals, actions, views | As previous plus:  Judgement, life after death, Imam, leader, teacher, spiritual, Wudu, Jummah, Mosque school | As previous plus:  Compare, contrast, revise, recall, similarities, difference, |
| Hinduism | Hindu, Hinduism, Divali, |  |  | As previous plus:  Brahman, supreme, Ganesh, deities, trimurti, Bramha, Vishnu, Shiva, Rama, Krishna, Ramayana, Raksha Bandhan, baby naming, Puja, Arti, Holi, mantras, community, celebrations, values, Mandir | As previous plus:  Murtis, symbols, Aum, sacred, vedas, Bhagavad, Gita, Ramayana, pilgrimage, Varanasi, River Ganges, Karma, Seva, | As previous plus:  Atman, Ahimsa, reincarnation, Rama, Sita, loyalty, sacrifice, sacred thread, identity, belonging, beliefs, values, morals, | As previous plus:  Compare, contrast, revise, recall, similarities, difference, |
| Sikhism | Baisakhi, Sikh |  |  |  | As previous plus:  Creator, supreme, Ik Onkar, Guru Nanak, Gurus, Gobind Singh, Khalsa, Gurgwara, Langar meal, 5 Ks, belief, commitment, identity, faith, | As previous plus:  Equality, Guru Granth Sahib, respect, Baisakhi, morals, community, Vand Chhakna, Sewa, | As previous plus:  Sustainer, truth, without fear, timeless, ritual, ceremony, artefacts, Amrit, values, environment |
| Buddhism | Buddhist, Buddha, |  |  |  |  | As previous plus:  Buddha, teacher, wisdom, courage, compassion, natural world, Dharma, Karma, Prince of Siddhartha, Bodhi Tree, compassion, respect, worship, statue, Mandala, incense, senses, prayer wheel, prayer beads, meditation, Sutras, generosity, alms bowl, morals, patience, | As previous plus:  Values, three jewels, free from suffering, renunciation, enlightenment, four noble truths, eightfold path, five moral precepts, monk, nun, laity, Theravadan, Wesak, priests responsibility, community, vegetarian |

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| Skills | | | | | | | | |
| **Reflection** | **Empathy** | **Investigation** | **Interpretation** | **Evaluation** | **Analysis** | **Synthesis** | **Application** | **Expression** |
| • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices | • Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others  • Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow  • Seeing the world through the eyes of others, and seeing issues from their point of view | • Asking relevant questions  • Knowing how to gather information from a variety of sources  • Knowing what may constitute evidence for justifying beliefs in religion | • Drawing meaning from artefacts, works of art, music, poetry and symbolism  • Interpreting religious language  • Suggesting meanings of religious texts | • Debating issues of religious significance with reference to evidence and argument | • Distinguishing between opinion and fact    • Distinguishing between the features of different religions | • Linking significant features of religion together in a coherent pattern  • Connecting different aspects of life into a meaningful whole | • Making the association between religion and individual, community, national and international life | • Explaining concepts, rituals and practices    • Expressing religious views, and responding to religious questions through a variety of media |