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Vision Statement : See separate Vision Statement						
Early Years						
Topics	All about me.	Let's celebrate!	Once upon a time...	Where shall we go today?	Splish, Splash, Splosh!	All creatures great and small.
Key Knowledge	See separate EYFS document					
Key Skills						
Key Vocabulary						
Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	What do Christians believe God is like?	Why does Christmas matter to Christians?	Why does Easter matter to Christians?	Who is Muslim? What do they believe and how do they live?	Who is Muslim? What do they believe and how do they live?	What makes some places significant? What makes some places significant to believers?

Key Knowledge	Identify what a parable is. Give a clear, simple account of what the story (The Lost Son) means to Christians Ways in which Christians show their belief in God as loving and forgiving How Christians put their beliefs into practice in worship	Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not	Recognise that incarnation and salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter	Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet Muhammad show what Muslims believe about him	Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet Muhammad show what Muslims believe about him	Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
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Key Vocabulary	Christians Bible Parable Prayer	Christians Stories Nativity Incarnation Advent	Salvation Holy Week Easter Resurrection Christians	God Tawhid Ibadah Iman Islam Shahadah	God Tawhid Ibadah Iman Islam	Sacred Holy Christian Jewish Symbols and signs: Christian Symbols and signs: Jewish
Year 2						
Topics	Autumn 1 Westoning: How and why do we celebrate significant times?	Autumn 2 Westoning: What can we learn from sacred books and stories?	Spring 1: Westoning: How should we care for each other? Why does it matter?	Spring 2: Westoning: How should we care for the earth? Why does it matter?	Summer 1: Westoning and Ramsey Who is an inspiring person?	Summer 2: Westoning and Ramsey What is the 'good news' Christians believe Jesus brings?
Key Knowledge	Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three	Identify a belief about God linked to what a holy book says recognise that sacred texts contain stories which are special to many people and should be	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find	Identify a story or text that says something about the beautiful Earth Give an example of a key belief some people find in one of these stories	Identify at least three people from religions who are admired as good followers of God Describe stories that are told by and about special people in two	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such

	different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. 'they do it because they believe ...' Give simple examples of the ways a festival makes a difference To be able to talk about features in festival stories that made people feel happy or sad Notice and suggest a meaning for some symbols used in the celebrations they learn about To be able to think, talk and ask good questions about big days in	treated with respect Identify at least three symbols of respect used by members of a religion when they use their holy book Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories, or wise sayings	in one of these stories Give an example of how people show that they care for others Give examples of how religious teaching encourages care for other people	Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people can show that they care for the Earth, making a link to a creation story Give examples of how Christians and Jews can show care for the Earth Say why Christians and Jews might look after the natural world	religions Identify a belief about a religious leader Understand why some people inspire others Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves Give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'	as the story of Matthew the tax collector) mean to Christians Recognise that Jesus instructs people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)
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	different religions					
Key Skills	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a fs estival). Give clear, simple accounts of what stories and other texts mean to believer	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a fs estival). Give clear, simple accounts of what stories and other texts mean to believer	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.	Identify some core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.
Key Vocabulary	Jewish Christian Muslim	Holy book Scriptures Sacred texts	Genesis Creation story Steward	Genesis Creation story Steward	Religious leader Leadership	Gospel - good news Forgiveness

	Celebrate Religious festival Symbol	Jewish Torah Muslim Qur'an Christian Bible	World	World	Inspiration Jewish Christian Muslim	Peace Friendship
Continued...						
Topics	Autumn 1 Ramsey: How should we care for the Earth? Why does it matter?	Autumn 2 Ramsey: How and why do we celebrate significant times?	Spring 1 Ramsey What can we learn from sacred books and stories?	Spring 2: Ramsey How should we care for each other? Why does it matter?		
Key Knowledge	Identify a story or text that says something about the beautiful Earth Give an example of a key belief some people find in one of these stories Give a clear, simple account of what Genesis 1 tells Christians and Jews about	Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. 'they	Identify a belief about God linked to what a holy book says recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols of respect used by members of a	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories Give an example of how people show that they care for others		

	the natural world Give an example of how people can show that they care for the Earth, making a link to a creation story Give examples of how Christians and Jews can show care for the Earth Say why Christians and Jews might look after the natural world	do it because they believe ...' Give simple examples of the ways a festival makes a difference To be able to talk about features in festival stories that made people feel happy or sad Notice and suggest a meaning for some symbols used in the celebrations they learn about To be able to think, talk and ask good questions about big days in different religions	religion when they use their holy book Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories, or wise sayings	Give examples of how religious teaching encourages care for other people		
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Key Vocabulary	Genesis Creation story Steward World	Jewish Christian Muslim Celebrate Religious festival Symbol	Holy book Scriptures Sacred texts Jewish Torah Muslim Qur'an Christian Bible	Genesis Creation story Steward World		
Year 3						
Topics	Where how and	What are the	How is faith	Why do Christians	What is the Trinity	What kind of

	why do people worship?	deeper meanings of religious festivals? (Muslim, Jewish, Hindu, Sikh, non religious celebrations)	expressed in Hindu communities and traditions?	call the day Jesus died "Good Friday"?	and why is it important to Christians?	world did Jesus want? (Christians)?
Key Knowledge	Identify and describe how key actions, features and artefacts help people worship in different religions. Explain the meanings of examples of texts that believers use in worship consider questions about the belief that worship can bring peace, comfort or challenge Make simple connections between sacred texts and the ways believers	Identify and describe how festivals from at least three religions are celebrated, using the right words. Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show. Consider questions about the belief that God is at work in human life, and stories which show this should be celebrated. Make simple	Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities	Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and the Trinity mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Give examples of how Christians try to show love for

	religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.
Key Vocabulary	Sikh Muslim Christain Hindu Guadwarah Temple Church Artefact Jewish Synagogue Mosque	Muslim, Jewish, Hindu, Sikh, Non religious Festival Sacred Text Belief	Dharma 'Sanatan Dharma' Hinduism Arti Bhajans Mandir Divali	Salvations Gospel Holy week Easter Symbols Resurrection Crusify	Trinity Gospel Baptism Christain Father, Son and Holy Spirit	Christain Gospel Followers Disciples Teachings
Year 4						
Topics	How do festivals and family life show what matters to Muslim people?	Why do some people think life is like a journey?	How is faith expressed in Sikh communities and traditions?	How do festivals and family life show what matters to Jewish people?	For Christians, what was the impact of Pentecost?	How and why do people try to make the world a better place?

Key Knowledge	Identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an. ☐ Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God). Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these	Identify and describe key Sikh beliefs and values including Waheguru and Sewa. Explain examples of texts such as the Mool Mantar. ☐ Consider Questions about the belief that all humans are equal to God. Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' ☐ Describe how people show their Sikh identity in dress,	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. ☐ Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and	Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. ☐ Give examples of what Pentecost means to some Christians now. Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now. ☐ Describe	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). ☐ Make links between religious beliefs and teachings and why people try to live and make the world a better place. Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek). Describe some examples of how people try
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	meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.	meanings. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the differences religion makes to life.
Key Vocabulary	Muslim Qur'an Islam ☐ ibadah ☐ Mosque ☐ Fasting	Commitment Promises Tradition Marriage Baptism Beliefs Ceremonies	Sikh Sikhism Waheguru Sewa Mool Mantar.	Jews Jewish Judaism Exodus Forgiveness Salvation Freedom	Pentecost Kingdom of God Holy Spirit Worship	Religious beliefs Sins Charity Organisations