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| Fowey School  RE Progression Map  **NOTE: This document must be used alongside the Knowledge Organisers in your Year Group Discovery RE file. Only core knowledge is noted on the Progression Map.** | | | | | | | | |
|  |  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Christianity Christmas** | Knowledge | Christians believe | Understanding of | Understand meaning of | There is a | The elements of the | The Bible records | Christian’s |
| Jesus is God’s | importance of Mary and | Trinity. | significance to the | Christingle have a | the important | are grateful because |
| son and that God | Gabriel’s roles in the | God became incarnate at | people and places | symbolism. | events in the life | they believe Jesus |
| gave Jesus as a | Christmas story. | Christmas and brought | which appear in |  | of Jesus in the | brought to earth a |
| special present | Jesus was born in | God’s love for the world | the Christmas |  | Gospels. | message from God |
| to the world, so | Bethlehem. | to earth in human form. | story. |  | They would have | about how to live a |
| He could help | Christian concept of | Begin to explore the | Build on prior |  | been told and | good life. |
| people and be an | incarnation. | concept of salvation and | knowledge to |  | retold before | He performed |
| amazing role | The star in the sky | agape. | establish the |  | recording. The | miracles, helped |
| model to show | symbolises Jesus’ |  | importance of |  | Gospels which | people and offered |
| people how to | importance and how he |  | social class, gifts |  | retell the birth of | forgiveness of sins. 1 |
| live good lives. | could be a light for other |  | and other |  | Jesus agree on the |  |
| Christians believe | nations. The gifts show |  | traditions seen at |  | main points and |  |
| Jesus is their | that Jesus was a type of |  | Christmas. |  | disagree on |  |
| ‘Saviour’. | both king and God and |  |  |  | nothing. |  |
|  | would die. |  |  |  |  |  |
| Skills | Why we give | Talk about a gift that is | Say how I could help | Start to explain the | Describe one thing a | Start to explain | Describe some of |
| presents and to | special. | solve a problem by | Christian belief that | Christian might learn | how ‘true’ could | the ways that |
| who. | Remember some of the | showing love. Remember | Jesus was God in | about Jesus from a | mean different | Christians would |
| Hear and order | Christmas story. Suggest | the Christmas story and | human form and | Christmas symbol. Ask | things to different | celebrate Christmas |
| the Christmas | a gift I would give to | start to explain that | why God gave him | questions about what | people. Start to | and start to |
| story. | Jesus. | Christians believe Jesus | to the world. Start | Christmas means to | explain the | understand which |
| Significance of |  | was a gift from God and | to tell you what | Christians and | Christian belief | of these would help |
| gifts to Jesus. |  | why Christians think God | Christmas means | compare this with | that Jesus was the | them understand |
|  |  | gave Jesus to the world. | to Christians. | what it means to me. | Incarnation of | who Jesus was and |
|  |  |  |  |  | God. | why he was born. |
| Vocabulary |  | **Magi/**wise men, King, | **Agape,** universal, **Trinity**, | Shepherds, Christ, | **Incarnation,** | **Gospels, New** | **Incarnation:** |
| Gold, kingship, | Holy Spirit | Star, portrays, | **Christingle**, ornament, | **Testament**, | **Messiah**, saviour, |
| **Frankincense, Myrrh.** | **Incarnation.** | Wise men, | significance. | recounting, | **prophesied, Old** |
|  |  | signified, royalty, |  | **Disciples**, Truth, | **Testament, Jewish** |
|  |  | stable, palace, inn. |  | historic, scientific, | **Scriptures**. |
|  |  |  |  | personal |  |

1 Link with the commitment studies about Christianity in Year 4 Summer 2 and Year 5 Summer 2

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|  | | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Christianity Bible stories and beliefs** : EYFS Aut 1, Sum1, Sum2 Y1 Aut 1 Y1 Spr1 Y2 Aut 1 Y3 Spr 1 Y4 Sum2 Y5 Sum2 Y6 Spr1 | Knowledge | 2We all have | Creation story from the | To sum up the 10 | The concept of | Jesus taught about | 10 Commandments | Christians believe that |
| different special | book of Genesis in the | commandments from the | Incarnation is that | worship in the Bible and | Jesus’ | God’s love for |
| traditions and | Bible in the Old Testament. | Old Testament into two | Jesus became man | praying. | commandments to | humankind is eternal |
| friends. Everyone | God is the creator of the | commandments. (See | and lived among men | Baptism confers the | love God and love | in that God will never |
| is special for | world according to the | knowledge organiser) | and women. Jesus | name of the person and | your neighbour. | stop loving humanity. |
| different reasons. | Bible. | Jesus then gave examples | performed many | their part in God’s | (Golden Rule) | Even if they do wrong, |
| Introduction to | In the Genesis account in | of parables and miracles to | miracles.4 | family. | Jesus’ teaching | they can say sorry and |
| Jesus and 10 | the Bible, God gives the | help people around him |  | Many Christians get | made it easier to | God will forgive them |
| commandments. | first humans the | understand this. |  | married in church to | understand the | because he loves |
| Church is a special | responsibility to look after |  |  | confer God’s blessing. | Commandments. | them. |
| place. | the world. 3 |  |  | Churches frequently | Many Christians will | A forgiven sinner |
| God loves | The Christian concept of |  |  | have art or symbols | choose to be | perfect in the eyes of |
| everyone and will | **incarnation**. |  |  | which may remind the | confirmed/received | God and then they |
| be very happy if a | Christians believe Jesus |  |  | Christian of his or her | into the Church as | can enter heaven |
| person who | was fully human and fully |  |  | beliefs. | an adult. | where they can live |
| making bad | God, therefore sinless. |  |  | Consider the feelings a |  | eternally being loved |
| choices, changes | Jesus is very clear in the |  |  | place evokes as well as |  | by and loving God. |
| and makes good | Bible that people need to |  |  | the building and what |  |  |
| ones. | forgive. |  |  | happens there.5 |  |  |
| Skills | Say who is special | Remember the Christian | Re-tell a story Jesus told | Explain one Christian | Describe an event that | Describe how | Make links between |
| to me. Say who is a | Creation story and talk | about being kind or give an | viewpoint about one | occurs in more than one | different practices | different Christian |
| role model in my | about it. Express an | example of when Jesus | of Jesus’ healing | Gospel and say what a | enable Christians to | beliefs and their views |
| school. | opinion about the Christian | showed kindness. Say if I | miracles. Start to say | Christian might learn | show their | on whether anything |
|  | belief about creation. | think Christians should be | whether I believe | from it. Discuss the | commitment to God. | is ever eternal. Reflect |
|  |  | kind and give a reason. | Jesus actually healed | importance of stories | Explain why some | on my own beliefs |
|  |  |  | people. | repeated in several | ways of showing | about whether |
|  |  |
| Share what I have | Remember a story about |  |  | Gospels, the relevance. | commitment to God | anything is eternal. |
| learnt from a story. | Jesus showing friendship |  |  |  | would be better |  |
| Compare & | and talk about it. Say how |  |  |  | than others. |  |
| contrast characters | Jesus tried to be a good |  |  |  |  |  |
| from stories, | friend. |  |  |  |  |  |
| including figures |  |  |  |  |  |  |
| from the past |  |  |  |  |  |  |
| Vocab | **Incarnation** | Bible, **Old Testament,** | **Samaritan**, country, | Incarnation, disciples, | **Saints, sacraments**, | **Commandment**, | **Agape,** universal, |
|  | **Genesis.** | teaching, **Levite,** legal | miracles, evidence, | marriage, baptism, | rules, wisdom, | unconditional, |
|  | **Incarnation,** Forgiveness, | expert, injured, **Pharisee,** | believe, pharisee, | **communion, eucharist** | counsel, fortitude, | **Messiah**, saviour, |
| Acceptance**, Disciples.** | **orthodox Jew**, rules, | baths, cleanse, |  | **piety**, formal, | **prophesied, scripture**. |
|  | **scriptures**. | temple. |  |  |  |

2 Links to Year 1 Spring 1

3 Links to Judaism later in Year 1 can be made to ensure children understand the two religions believe in God as creator.

4 Yr 2 Autumn 1: Jesus’ parables and miracles. The Yr 1 Judaism enquiry shows that God (the Father) performed miracles before Jesus was born so this can be linked to the Christian belief that Jesus is his son.

5 The Yr5 Summer 2 enquiry builds on this by pulling together all learning about Christianity so far in its discussion about wider commitment including church attendance.

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|  |  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Christianity Easter** | Knowledge | Introduction to Easter- specific symbols.  Introduction to Easter Story.  Christians believe Jesus’ death and resurrection effect the rescue or salvation of humans. | Introduce the Christian concept of Salvation and Trinity.  Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies.  Christians believe that Jesus is the Son of God, he was put to death on Good Friday and rose from the dead on Easter  Sunday. | The disciples (Jesus’ friends) wrote about the events of Good Friday and Easter Sunday and their significance in the later books of the New Testament. | Develop understanding od Salvation. All 4 of the Gospels tell the story of Holy Week. Introduce “Maundy Thursday” and the “Last Supper” Introduce the symbols of Easter and communion. | Jesus forgave many people in his lifetime as an example to his followers. He was “without sin” as the  incarnate Son of God so could not do something wrong.  Jesus taught his  disciples “the Lord’s Prayer”. It explicitly asks God to grant the speaker forgiveness as  they forgive others. | The Bible cites many examples where Jesus says he knows he will be going to his death. It says he warned his disciples and told the Roman governor, Pilate, he was born to die. | Christian concepts such as Lent, Shrove Tuesday, Ash Wednesday are all aspect of Christian preparation for Easter.  Christian charities can demonstrate Jesus’ teaching to love your neighbour. |
| Skills | Share ideas about new life in Spring.  Recognise that people have different beliefs and celebrate special times in different ways. | Recall parts of the Easter story. Recognise some symbols in the story.  Start to show understanding that Jesus is special to Christians and say why. | Recall what Christians believe happened on Easter Sunday. Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. | Start to tell you why Christians believe Jesus’  death is important. Start to reflect on whether I agree with Christian  beliefs about Jesus’  death. | Describe what a Christian might learn about forgiveness from a Biblical text. Show an understanding of how Christians believe God can help them show forgiveness. | Start to explain whether God intended Jesus to be crucified or  whether Jesus’ crucifixion was the consequence of events during Holy Week. Start to express my opinion about  Jesus’ crucifixion  being his destiny/purpose. | Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. Give my opinion as to whether Christianity is a strong religion now and say why I think this. |
| Vocabulary | Salvation | **Salvation**, permanent, separation, **resurrection, Palm Sunday, Disciples**. | **Resurrection**, **Salvation,** permanent separation, **Disciples,**  **New Testament** | **Incarnation, Disciples, Resurrection, Crucifixion, Communion.** | **Incarnation, Gospel, New Testament, ministry, Disciples, Lamb of God, sacrificed**. | **Pilate**, governor, region, **Incarnation, Disciples, Resurrection, Crucifixion, Pharisee, strictly orthodox Jew**, adhered, rules,  **scriptures.** | **Agape,** universal, unconditional, Harvest, **Fish symbol.** |

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| **Judaism** | | | | | | |
|  | **EYFS Aut 1 and Sum 2** | **Year 1 Sum1** | **Year 1 Sum 2** | **Year 2 Spring 1** | **Year 2 Sum 1** | **Year 2 Sum 2** |
| Knowledge | Special People | The Jewish Holy books | Rosh Hashanah is celebrated on | Understand the story of | Explore views about God, | Learn about Bar/Bat Mitzvah |
| Introduction to Moses | (Tenakh) contain core | the first and second days of the | Passover and how it is | the Covenant, 10 | initiation ceremonies |
| and the 10 | beliefs and stories including | seventh month, Tishri, and is | commemorated today. | commandments, the Shema | performed at the Synagogue. |
| commandments. | the Creation Story. Shabbat | the Jewish New Year festival. | Explore the Jewish | and the Mezuzah | The Tu B’Shevat ceremony |
| Special places | – Saturday, the day of rest. | Rosh Hashanah, itself, has | scriptures. | Abraham and Moses. | and Mitzvah day are also |
| Synagogues are special | 10 commandments – | several meanings. | Pesach (Passover) |  | considered. |
| places for Jews, where | ‘Honour the Sabbath’. | Yom Kippur is known as the Day | commemorations include a |  | Explore the Synagogue. |
| they worship and pray to | Shabbat is celebrated both | of Atonement, follows 10 days | Seder meal – a meal with |  |  |
| God. | in the home and the | after Rosh Hashanah. On Yom | symbolic foods that |  |  |
|  | synagogue. | Kippur, the holiest day of the | remember key parts of the |  |  |
|  | The start of Shabbat is | year, God assesses a person’s | story and the relevant |  |  |
|  | marked with a special meal | behaviour over the last year | accompanying emotions.7 |  |  |
|  | and ceremony in the home.  6 | and this is sealed in the Book of  Life. |  |  |  |
| Skills | Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Identify what makes a place special.  Understand that some places are special to | Use the right names for things that are special to Jewish people during Shabbat and explain why. Start to make a connection between being Jewish and decisions about behaviour. | Tell you something that either Rosh Hashanah or Yom Kippur is about. Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. | Talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.  Suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. | Tell a story about Abraham or Moses and say why one of these men is important to Jews today.Start to explain the significance of one thing Jews do and say how it shows their special relationship with God. | Tell you what I am most committed to in my life. Talk about one of the ways Jews show commitment to God. Talk about a way that Jews show commitment to God and say why this might be important. |
| members of their |  |  |  |  |  |
| community. |  |  |  |  |  |
| Vocabulary |  | **Shabbat:** Sabbath – A day | **Rosh Hashanah:** Jewish New | **Covenant:** special | **Covenant**: special promise | **Bar/Bat Mitzvah:** the coming |
| of rest | Year | relationship based on | **Mezuzah**: a small case | of age ceremony (child to |
| **Kippah:** skull cap | **Yom Kippur:** The Day of | mutual promises | placed on Jewish doorposts | adult) |
| **Tenakh:** Jewish holy books | Atonement | **Pesach:** festival of Passover | containing the Shema | **Mitvoth:** good deeds |
|  | **Shofar:** ram’s horn | **Seder meal:** meal | **Shema**: a very important | **Tu B’Shevat:** tree planting |
|  | **Challah bread:** special bread | commemorating the events | prayer for Jews | ceremony |
|  | used at this time | of the exodus |  |  |

6 Link to Christian story of Creation studied in Year 1 Autumn 1.

7 Yr4 Autumn 1 looks at the 10 Commandments in more detail, which follows on in Jewish history from this event.

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| **Hinduism** | | | | |
|  | **EYFS Spr 1** | **Year 3 Aut 1** | **Year 3 Sum 1** | **Year 3 Sum 2** |
| Knowledge | Introduction to the Chinese New Year and the related animals. They believe that they clean out the bad luck to welcome the good luck in the New Year.  Introduction to Persian New Year story.  Introduction to Holi. | Hindus believe in Brahman as the one true God who is formless, limitless, all- inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism.  Explore the festival of Divali: The Story of Rama and Sita and how it is celebrated. | Brahman, the supreme spirit, basically underpins and permeates everything. Hindus believe that there is a part of Brahman in everyone and this is called the Atman.  Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not worship these but worship Brahman through them. Hindus are free to worship God in a variety of colourful forms.  Learn about Trimurti, Ganesha and  Lakshmi. | Explore Hindu beliefs about the River Ganges and some of the practices which occur there.  The Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river  ‘bestows heavenly blessings.’  Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life |
| Skills | Set a goal that I would like to achieve this year.  Talk about how my family celebrate an event.  Recognise that people have different beliefs and celebrate  special times in different ways. | Describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. Start to say why Divali might bring a sense of belonging to Hindus. | Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. | Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. |
| Vocabulary |  | **Divali:** festival commemorating the Ramayana  **Ramayana:** one of the holy books – story of Rama and Sita  **Rangoli:** decorative patterns | **Brahman:** The Supreme Power -God  **Brahma:** creator **Vishnu:** preserver **Shiva:** destroyer  **Atman:** part of Brahman – in everyone | **Ganges:** Sacred river for Hindus -in India **Puranas**: ancient Hindu Scripture **Samsara:** the cycle of life and death **Moksha:** liberation from the cycle of life  and death |

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| **Buddhism** | | | |
|  | **Year 4 Aut 1** | **Year 4 Spr1** | **Year 4 Sum 1** |
| Knowledge | *This is the first lesson on Buddhism so concentrating on the life of the Buddha is essential as the foundation for all future learning.*  The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.  Key Stories and teachings include  The Story of the Buddha leading to his teachings which include  •The Three marks of existence/ universal truths  •The Four Noble Truths  •The Noble Eightfold Path  •The Five Precepts | In depth look at the Three Marks of Existence and the Noble Eightfold Path  The Three Marks of Existence/universal truths. Explore their teachings: Dukkha,  Anicca, Anatta, Noble Eightfold Path, Right Viewpoint, Right Thought, Right Speech, Right Action, Right Living, Right Effort, Right Awareness, Right Concentration. | The focus of this enquiry is an in-depth look at the Noble Eightfold Path and it’s teachings (see Spr1). |
| Skills | Start to show an understanding of why people think it is difficult to be happy all the time.  Recall some of the things Siddhattha did to try to be happy and explain why I think they didn’t work for him. Begin to show an understanding of what being happy means to Buddhists. | Suggest why there may be problems in the world and how people could help solve them.  Recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it. Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place. | Describe one of my ‘good’ choices and the  consequence of it.  Explain the consequences of making a different choice.  Describe how aspects of the 8-fold path would help Buddhists know how to live good lives.  Start to tell you why some aspects of the 8-fold  path might be hard for some Buddhists to stick to. |
| Vocabulary | **Siddhattha Gautama**: A Prince who would become known as the Buddha  **Buddha**: an enlightened one  **Enlightenment**: understanding the true nature of existence | **Dukkha**: (suffering) is everywhere all the time **Anicca**: the belief that nothing lasts, everything changes  **Anatta**: the belief that there is no ‘self’ | **Dukkha**: Suffering |

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| **Sikhism** | | | | |
|  | **EYFS Summer 1** | **Year 5 Aut 1** | **Year 5 Spr 1** | **Year 5 Sum 1** |
| Knowledge | Sikhs believe people should not think they are better than other people, because everyone is special and important, but be the best person they can be. | *Will need pre-teaching on commitment and core beliefs since note covered Sikhism previously- see Y3 optional units.*  The 5 Key Sikh beliefs   * God is in everything (Sikhs see God as an   energy source rather than as a physical entity)   * It is a Sikh’s duty to serve others (sewa) * All people should be treated as equals * Sikhs should share what they can with   others   * Sikhs should earn their living honestly The Langar is an important concept in Sikhism. | *Will need to read the story of Guru Gobind Singh and the formation of the Khalsa from the Year 3 enquiries at the start.*  Sikhs still respect and learn from traditional stories.  Explore stories about Guru’s.  The Guru Granth Sahib is treated as the living Guru of the Sikhs, containing poems and hymns about the nature of God and stresses the importance of meditation as well as laying down guidance on ethics and morality. | Sikh core beliefs include the need to treat people as equals and share with others. Sewa is the belief in selfless service to the community and is an important part of worship.  The Amrit ceremony involves the drinking of Amrit in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib. |
| Skills | Talk about what I have learnt from a story.  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. | Identify the different levels of commitment I show to different things and explain these priorities.  Make links between how Sikhs practise their religion and the beliefs that underpin this.  Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. | Explain how some stories can teach people about what is important and how to behave.  Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.  Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. | Show an understanding of why people show commitment in different ways. Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. Start to express what I think about the best way a Sikh could show commitment to God. |
| Vocabulary |  | **Harmadir Sahib**: Golden Temple – place of Pilgrimage in India  **Langar**: free vegetarian meal available for all  **5 Ks:** 5 physical symbols of joining the Khalsa | **Guru:** Teacher or guide  **Guru Nanak:** founder of Sikhism **Guru Granth Sahib:** Holy book **Chauri:** fan | **Sewa** – service to others  **Amrit Ceremony** – joining the Khalsa **Amrit -** sugar water stirred with a dagger **Guru Granth Sahib** – Holy book  **Gurdwara** – Sikh place of worship |

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| **Islam** | | | | | **ALL RELIGIONS OVERVIEW** |
|  | **EYFS Sum 1** | **EYFS Sum2** | **Year 6 Aut 1** | **Year 6 Sum 1** | **Year 6 Sum 2** |
| Knowledge | Muslims believe | A mosque is a | Learn the 5 pillars which are | Lear about Akhirah - Life after | Christians believe that they should put God first. |
| they should | special place used | central to Muslim life and | death | The first of the Ten Commandments said worship |
| praise Allah for | by Muslims to | Worship. | Muslims believe that when you | no other Gods but me. |
| the beautiful | worship and pray |  | die there is a judgment day. Allah, | Christians come together to worship in church. |
| world He has | to Allah. |  | who is perfect justice, will decide | Hindus ring a bell at the start of puja to tell the |
| created. |  |  | on your next step after looking at | gods that they are there. During puja, prayers are |
|  |  |  | the evidence collected during | said and offerings are made. Puja can take place in |
|  |  |  | your life | the home or a temple. |
|  |  |  |  | Sikhs gather in the gurdwara to worship together. |
|  |  |  |  | These gatherings include hymns, singing, prayers |
|  |  |  |  | and meditation. The aim of Sikh worship is to give |
|  |  |  |  | praise to god. |
| Skills | Talk about what |  | Show an understanding of why | Give examples of times my | Develop an understanding of how different |
| I have learnt | people show commitment in | choices have been | religions use music in their worship. |
| from a story. | different ways. | influenced and may have changed | Understand that for religious believers, praying is a |
| Know some | Describe how different | when I considered the | way of talking to god. People pray in different |
| similarities and | practices enable Muslims to | consequences that might follow. | ways: together; on their own; saying a known |
| differences | show their commitment to God | Explain how believing in Akhirah | prayer; praying with their own words. |
| between | and understand that some of | influences Muslims | Recall some special artefacts that can be found in |
| different | these will be more significant to | to do their best to lead good lives. | many religions. They can be used as part of |
| religious and | some Muslims than others. | Recognise what motivates or | worship, or as a symbol of a person’s religion. |
| cultural | Think of some ways of showing | influences me to lead | Know that: |
| communities in | commitment to God that would | a good life and compare it with | For religious believers, the aim of worship is to |
| this country, | be better than others for | what motivates and | show that god has more worth than anything or |
| drawing on their | Muslims | influences Muslims. | anyone else. |
| experiences and |  |  | Religious freedom is the right to choose what you |
| what has been |  |  | believe and which religion to follow. |
| read in class. |  |  |  |
| Vocabulary |  |  | **Ramadan**: Month of fasting. | **Akhirah:** life after death | Worship, worth, **Christians, Hindus, puja**, |
| The month the Qur’an was first | **Jihad**: Struggle | **gurdwara, Sikhs**, artefacts, **Qur’an, Islam,** |
| revealed to Muhammad | **Lesser Jihad**: a struggle or fight | **synagogue, Buddhists, Jews.** |
| **Muhammad**: the final prophet | against the enemies of Islam |  |
| of Islam | **Greater Jihad**: personal individual |  |
| **Qur’an:** Holy book. The word of | struggle against evil |  |
| Allah in Arabic |  |  |