

RE Topic List

	YEAR	TOPIC NAME	CURRICULUM COVERAGE	BIG FINISH What children need to be able to do by the end
EYFS	NURSERY/RECEPTION	What makes people special?	Recognise that all people are unique, special and should be treated with respect. Understand that people of faith will believe that all people are loved by God. Appreciate the important qualities that characterised the lives of founding figures and leaders within the world's principal religious traditions.	Talk about people who are special to them, including themselves, other children in their class and people within the wider community. Say what qualities make other people special to them. Identify and speak about the qualities that make people associated with religious origins special, for example Abraham, Mary, Jesus, the Prophet Muhammad, Gautama Buddha and Guru Nanak. Talk about the attributes that made these religious figures so special.
		What can we learn from special stories?	Recognise that we all have a favourite story or stories. Understand that some stories have particular importance to people of faith. These include those within the Bible (for Jews and Christians), the Qur'an (for Muslims) and the Ramayana (for Hindus). Appreciate the significance of the stories that tell of the lives of important religious figures, such as the Buddha, Moses, Jesus, the Prophet Muhammad and Guru Nanak. Learn that sacred scriptures are to be treated with special respect.	Talk about the stories that are most special to them. Know that books of religious stories have a special status as Holy Scripture for people of faith. Acknowledge that stories from different religions will teach different things about the nature of God and about humanity. Recall and respond to several important religious stories, such as those associated with the Creation (Judaism, Christianity and Islam), Exodus (Judaism), Christmas and Easter (Christianity), the revelation of the Qur'an (Islam) and Rama and Sita (Hinduism).
		What times are special to us?	Recognise that everyone's birthday is a particularly special day to them. Understand that Christians attach particular importance to Sundays, and to Harvest, Christmas and Easter. Appreciate the great importance that Jewish people attach to the weekly festival of Shabbat and how other festivals and High Holy Days are of great significance in Judaism (e.g. Rosh Hashana, Yom Kippur and Pesach). Recognise that most Muslims will pray at five special times within the day and that particular importance is attached to Ramadan and Eid al-Fitr.	Talk about their own cherished memories and the days (such as their birthday and family holidays) that are most special to them. Recognise that, in Hinduism, Judaism, Christianity and Islam, time is divided up in a way that makes certain times of the day, individual days and periods of days especially important. Be able to identify and name the most significant celebrations and festivals within the major religious traditions. An understanding of why certain times, days and seasons are treated with respect for people of faith.

		Identify the special role of Diwali within Hinduism.	A knowledge of the religious beliefs and practices that are linked with special times.
	How should we look after our world?	Recognise that we are all responsible for looking after our environment. This may range from the classroom, our homes, our neighbourhood, the nature that surrounds us and our planet. Understand that God is believed to be the ultimate source of the world's existence in most religious traditions and that many people have faith in God the Creator. Learn that caring for living things, our environment and the Earth, are principles promoted by the world's theistic and non-theistic religious traditions.	Discuss the importance of protecting and caring for the environment. Recognise that living things need to be looked after and cherished. This includes plants, animals and people, all of which are part of the natural world. Give expression to feelings that are prompted by their experience of the natural world. Recall the Creation stories from different religious traditions. Say what is meant by the religious idea of a Creator God.
	What makes a place special?	Appreciate that everyone has a place or places that are special to them. Recognise that special places can provoke a wide range of memories, feelings and emotions. Understand that special buildings play a key role within religious communities. These include synagogues (Judaism), churches and cathedrals (Christianity), mosques (Islam), temples (Hinduism and Buddhism) and gurdwaras (Sikhism). Appreciate the special significance of places of pilgrimage, such as Mecca, Jerusalem, Rome. Understand that natural features can also be regarded as special in religious life, such as the River Ganges in Hinduism.	Talk about their own home, their favourite holiday locations and other places that they have visited, which are special to them. Name the special places that people of different faiths worship in or visit on pilgrimage. Demonstrate a respectful attitude to special religious spaces and be attentive to the way in which these are regarded as sacred by faith communities. Understand the behaviours and actions that are appropriate within special religious buildings. Express the feelings aroused by a visit to a special place.
	What things are special to us?	Recognise that we all have items that are special to us. Understand that, in addition to physical items, memories can also be precious. Demonstrate how to care for and protect special objects. Name the particular objects that are most precious within religious traditions, including those items that aid prayer and worship in sacred buildings.	Pupils should be able to identify and talk about those objects and memories that are most precious to them. Children should be sensitive to those things that are held to be special by other individuals and groups. Children should be able to name and describe the purpose of some items that are of special importance within places of worship. Pupils should understand how valuable or precious religious artefacts should be handled and looked after. They should appreciate the role of museums, exhibitions and galleries in enabling special objects to be seen by people.

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KEY STA GE 1	YEA R 1	What do Christians believe about God?	- Understand that the Bible is the principal source for Christians in their understanding of God. - Recognise the central place of Jesus as the revelation of God. - Understand that Christians believe in God as Creator, redeemer and sustainer. - Appreciate the likeness of human beings to God and the love of God for humanity. - Recognise the role of worship in shaping the Christian understanding of God (for example, baptism, eucharist, prayer, confession).	Talk about the importance of belief in God for Christians. Articulate the significance of Jesus as the image of the invisible God and the sign of God's love. Identify and discuss the distinctive attributes of the three persons of the Holy Trinity: Father, Son and Holy Spirit (for example, Creator, Saviour, Sustainer). Retell a Bible story that underlines the Christian doctrine of God. Say how Christian worship reflects belief in God.
		What can we learn from Creation stories?	- Understand the key elements of the biblical account of the Creation. - Talk about the significance of Creation stories within other religious traditions. - Appreciate the ethical responsibilities associated with looking after our planet. - Understand the importance of the Harvest and Sukkot festivals. - Recognise the contribution of science and its compatibility with religious conceptions. - Speak about the imperative to care for the Earth within all religious traditions.	Retell more than one Creation story and identify the religious traditions that they belong to. Identify the most important aspects of the Creation accounts in different religious belief systems. They should be able to speak about the ongoing processes involved in creation. Articulate an understanding of what the notion of God as Creator means to people of faith. Highlight the responses that faith communities make to a belief in divine Creation, in both worship and practical contexts.
		What is Islam?	Understand the core beliefs that Islam holds about God, revelation and both the purpose and destiny of humanity. Understand the close integration of believing, behaving and belonging for Muslims. Account for the importance of the Five Pillars in governing Islamic life. Identify the primary purpose of Islam in promoting human peace, harmony, happiness, and order, and in submission to God. Appreciate the significance of Islamic values such as honesty, submission, respect, peacefulness and charitable activity.	Speak about the Islamic belief in Allah as the sole and true God who is alone as the Creator, sustainer and judge of all. Appreciate the importance of Muhammad as the final prophet (although not as the founder of Islam). Express how important the Qur'an, Ramadan and the two Eid festivals are. Explain what the Five Pillars of Islam are and how these shape the lives of Muslims. Retell some stories about the Prophet Muhammad.

		Why is prayer important for many people?	Recognise the importance of prayer in the theistic religious traditions. Understand the significance of private prayer as well as the place of prayer within worship activities in religious buildings. Acknowledge and understand why it is that not everyone prays. Distinguish between prayer and meditation, recognising the importance of the latter within Buddhism. Understand the importance of other forms of reflection, such as silence and contemplation, in people's lives.	Describe what prayer is and why people of faith may pray. Recognise and describe what forms a prayer. Speak about the importance of the Shacharit (morning prayer) in Judaism, the Lord's Prayer, the Gloria and Eucharistic prayers in Christianity and the Shahada and the five daily prayers in Islam. Understand the place of aartis and mantras within Hinduism and the role of morning, evening and night prayers in Sikhism. Identify the place of meditative practice within Buddhism.
		What does it mean to be a member of the Jewish community?	Recognise the role of Abraham, Isaac, Jacob, Moses and David for Jewish self-identity. Understand the key place of the Torah and the practice of Shabbat in Jewish life and practice. Realise that commandments (mitzvot) are central to Jewish life, including the kashrut dietary laws. Appreciate the challenges that confronted Jewish people during their history, particularly through anti-Semitism and the persecution that took place in the Holocaust. Recognise that there are many expressions of Judaism, which are represented in the different streams within the religion.	Identify the principal source of authority in Judaism, which is the TaNaKh (the Hebrew Bible). Understand the particular significance of the first five books of the Bibles: the Torah. Understand the role of the synagogue in Jewish religious life and be able to identify its main features. Identify and describe the function of the principal religious artefacts associated with Judaism. Identify the importance of Jewish High Holy Days and practices, particularly Shabbat, in sustaining Jewish identity.
		What role do festivals and holy days play in the life of faith?	Appreciate with sensitivity and respect the significance that specific days have within the principal religious traditions. Identify the common elements associated with special religious days, such as memory, belief, clothing, ceremony, prayers, food, gatherings, prayer and worship. Acknowledge that some special religious days are associated with celebration and joy whilst other events mark sadness and lament. Demonstrate an understanding of the connection between believing, behaving and belonging that are associated with special religious days.	Identify the main festivals or holy days that are associated with the world's major religious traditions. Speak about the origins, beliefs, traditions and practices associated with these days. Recall the stories that form the foundation for festivals and holy days. Identify other important days, such as Remembrance Day and Holocaust Memorial Day. Identify the major doctrinal elements of certain key festivals, such as Christmas and Easter.

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KEY STA GE 1	YEA R 2	What is Buddhism?	- Appreciate the distinctive place of Buddhism as a non-theistic religious tradition. - Recognise that the principal role of Buddhism is about diagnosing the human condition and offering a path for all to follow. - Understand the Buddha's teaching about suffering (Dukkha) and the role of meditation in promoting enlightenment. - Appreciate the importance of compassion, wisdom and ethical conduct. - Be sensitive to the primary place of practice within the Buddhist tradition.	Speak about who the Buddha was, what he taught and how he achieved enlightenment. Describe the main events in the life of the Buddha. Recall and discuss the Four Noble Truths as they related to human suffering. Identify and talk about the elements of the Eightfold Path. Identify the Three Jewels (or Three Refuges): the Buddha, the dharma and the Sangha. Explain why Buddhism is growing within the world today.
		What is the place of the church in Christianity?	- Recognise that the word 'church' carries different meanings: theological, institutional, sociological and architectural. - Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus. - Recognise that the church is also symbolic of the Christian community. - Understand the significance of the church for Christian worship. - Be sensitive to the forms of behaviour and activities that are appropriate within a church.	Speak about the importance of the church for Christians. Describe the biblical origins of the church. Identify the most significant features, objects and symbols of church buildings. Speak about how the church is used for worship in different Christian denominations. Identify the principal types of service and ceremony that take place in churches. Appreciate the special significance of Sundays for Christian worship.
		How can Humanism help us to care for one another?	- Acknowledge that not all people are religious. - Understand that Humanism offers a meaningful perspective for many individuals. - Recognise the importance with a secular society of freedom for a variety of religious and non-religious commitments. - Appreciate the most important attitudes and values that are held by Humanists.	Say what is meant by Humanism and what Humanists believe. Identify the key ethical principles that govern life for Humanists: responsibility, truth, honesty, integrity, cooperation, thoughtfulness and compassion. Speak about the elements of a Humanistic conception of a good society: fairness, equality, freedom, law and justice.

			Recognise the contribution that Humanists make to societal well-being.	Identify the ceremonies and celebrations available to Humanists. Highlight the place of reason and evidence in addressing the question of God.
		How do we mark stages in the human journey?	Understand the major episodes and event in the human journey, including birth, childhood, conversion, adolescence, adulthood, marriage, retirement, old age and death. Be sensitive to the impact of the passage of life for individuals for family and friends. Recognise the way in which the world's religious and non-religious traditions mark the major events in the human journey. Acknowledge that our lives involve a complex mix of emotions, which range from joy and happiness through to anxiety and sadness. Recognise the principal religious stories and traditions linked to passages of life.	Describe the principal stages and events in the human journey. Speak about the way in which different religious traditions mark the significant thresholds in human life. Use religious vocabulary to describe the principal rituals and ceremonies involved in the human journey. Understand the importance of non-religious ways of marking stages in the human journey within Humanism. Discuss the religious importance of the prayers and ceremonies for the admission of new members of a faith tradition.
		What does it mean to be a Hindu?	Understand that Hinduism is an ancient and complex religious system. Recognise that God takes many forms for Hindus. Understand that for Hindus divinity is encountered in the natural world. Appreciate the value of stories within Hinduism and the role that these play in Hindu life and belief. Recognise the important place of karma and dharma within Hinduism. Recognise that Hinduism is often referred to as the Sanatana Dharma (the 'eternal tradition').	Use religious vocabulary to describe what Hindus believe about God. Describe the origins, development and diversity of Hinduism. Demonstrate an understanding of Hindu worship in the mandir and in the home. Recall some of the principal Hindu festivals and their associated stories. Identify and speak about the main Hindu deities, symbols and artefacts.
		What does it mean to be a Sikh?	Understand that Sikhism is a monotheistic religious tradition. Appreciate the inclusive nature of Sikhism. Recognise the central place of sewa (selfless service) within Sikhism. Understand how the Gurus have shaped the development of Sikhism.	Explain what beliefs Sikhs have about God. Describe the role of Guru Nanak in founding the Sikh religion Explain how Sikhs practice their faith through prayer, worship and service. Articulate an understanding of what the Guru Granth Sahib is and why it is so important for Sikhs.

Appreciate the special reverence that Sikhs have for the sacred text, the Guru Granth Sahib.

Appreciate the significance of the holy city of Amritsar within Sikhism.

Speak about the symbolic importance of the five Ks and the turban.

Explain the role of the Kalsa (Sikh brotherhood).

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LOWER KEY STAGE 2	YEAR 3	What is the significance of Easter within Christianity?	- Recognise that, for Christians, Easter is the most important festival in the year. - Understand that Easter is the term for a season in the liturgical year, as well as a single day, which lasts for 50 days until the Feast of Pentecost. - Appreciate the solemnity of the period preceding Easter, known as Lent, and understand the importance of particular points within this season, such as Ash Wednesday, Mothering Sunday and Passiontide. - Acknowledge the importance and theological significance of Jesus' death and resurrection for Christians. - Recognise that, for Christians, Jesus remains as a presence in the world through the church, in the Eucharist and through the Holy Spirit.	Describe the key events within the Christian season of Lent, the events of Holy Week and the celebration of Easter Day. Explain how these are linked to the biblical stories about Jesus' passion, death and resurrection. Connect the Easter story with Christian doctrines and practices, such as salvation, penance and reconciliation, forgiveness, heaven, eternal life, imposition of ashes, foot-washing and the celebration of the Eucharist. Identify the meaning of the key symbols found in artistic representations of the crucifixion and the resurrection. Express the significance of Jesus' death and resurrection for Christians.

How do sacred scriptures inform religious beliefs?	• Appreciate the special importance that is attached to sacred scriptures within religious traditions. • Understand the connection between holy texts and the beliefs that are central to religious traditions. • Recognise the role of sacred scriptures in shaping forms of religious behaviour and action. • Recognise that sacred scriptures are used within both personal devotions (such as daily prayer) and in collective worship. • Recognise that sacred scriptures are highly esteemed or venerated in many religious traditions. • Appreciate that holy texts are treated with respect by members of religious communities.	Identify the sacred scriptures that are associated within each of the world's principal religious traditions. Speak about how and when these texts came into existence and the processes of authorship, redaction and interpretation that are connected with each form of scripture. Identify the central purpose and key themes in each sacred scripture. Discuss the relationship between sacred scripture and divine revelation. Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings.
Why is pilgrimage important in some religious traditions?	• § Be aware that pilgrimage is a custom, expectation or an obligation in some religious traditions. • § Recognise the profound spiritual role that pilgrimage plays for those who participate in it. • § Appreciate the symbolic connections between physical pilgrimage journeys and the human religious quest. • § Appreciate the rituals, ceremonies, prayers and forms of worship that are associated with pilgrimage. • § Acknowledge that participation in pilgrimages is growing, even amongst people without a religious faith. • Recognise that pilgrimage may be to non-religious locations, for example sites associated with the Holocaust.	Explain what is meant by pilgrimage in the context of religious life. Describe what is involved for pilgrims in taking part in a pilgrimage. Speak about why some religious adherents choose to participate in pilgrimages and what impact they have on them. Identify and recall the principal places of pilgrimage within each of the world's major and minor religious traditions. Understand and be able to describe the acts that pilgrims undertake on the Hajj and explain the spiritual significance of each of these. Explain how important pilgrimage was in the Middle Ages, particularly in connection with visits to shrines of the saints.
What does Sikhism teach us about selfless service?	• § Recognise that the word 'Sikh' is derived from the Sanskrit word 'Sikhna' which means to 'learn'. • § Recognise sewa as a core principle within the Sikh religious tradition. • § Understand that it is derived from the belief that God is committed to the welfare of all. • § Appreciate that, in Sikhism, the promotion of social justice and equality and the challenging of unjust practices and prejudice are very important principles. • § Understand the significance for Sikhs of humility in life and respect for others. • Acknowledge that Sikhs perform sewa without any expectation of reward or recognition.	Explain what is meant by sewa and explain why it is so central within Sikhism. Connect the principle of sewa with the teachings of the Gurus and the texts in the Guru Granth Sahib. Understand that sewa has three different dimensions: Tan (physical acts), Man (mental attitudes), and Dhan (the sharing of material wealth with others). Cite the feeding of others through the action of the langar – in a gurdwara or on the streets – as the most common form of sewa.

				Identify other ways in which Sikhs practice sewa, either individually or collectively.
		What can we learn from different religious symbols?	Recognise the importance of the symbolic dimension of religious belief and practice. Understand the significance that symbols play in religious traditions. Appreciate that symbols take many forms and may not always be physical. Appreciate the role of symbols in helping religious believers bypass language as they seek to encounter the mystery of God. Be sensitive to the importance that is attached to religious symbols. Recognise the connection between scripture, tradition and symbol within religious communities.	Explain what is meant by a religious symbol. Understand why they play an important role within religious traditions for people of faith. Describe the role of artefacts within religious ceremonies and acts of worship. Identify and name the principal physical and non- physical symbols that are associated with each major religious tradition. Talk about the basis of religious symbols and artefacts in the scriptural sources and lives of foundational religious figures. Explain the symbolic importance of religious buildings as well the objects and artefacts contained within them.
		Why are festivals, celebrations and High Holy Days so important within Judaism?	Appreciate the importance of festivals, celebrations and Holy Days within Judaism. Understand how these are connected with the Jewish lunar calendar. Appreciate why Shabbat is the most important of all the Jewish practices. Recognise that some days within the Jewish year are solemn and prompt Jews to look back in sorrow (e.g. Kol Nidre, Yom Kippur and Holocaust Memorial Day). Understand the how and why rites of passage are marked within Judaism (e.g. circumcision of baby boys, Bar/Bat Mitzvah and weddings). Appreciate the variety of ways in which Jewish festivals and High Holy Days are observed within the different streams of Judaism.	Explain what are meant by High Holy Days and festivals within Judaism. Be aware that the period of High Holy Days each autumn extends over the Ten Days of Repentance, from Rosh Hashanah ('head of the year') to Yom Kippur (the Day of Atonement). Recognise the importance of celebration within Judaism and be able to identify when this takes place (e.g. Shabbat, festivals, weddings and Bar/Bat Mitzvahs). Be able to explain the basis in the Bible and in Jewish tradition of the principal festivals and High Holy Days. Acknowledge the importance of repentance on Rosh Hashana and Yom Kippur. Be able to describe how festivals and holy days are marked both in the home and in the synagogue.

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LOWER KEY STAGE 2	YEAR 4	What do Muslims believe?	- Appreciate that the centrality within Islam of harmony with God (denoted by the root <i>s/m</i> in the words Islam, Muslim and salam). - Understand that, for Muslims, God (Allah) is beyond human comprehension and that there is nothing greater than God. - Recognise the enormous significance of Muhammad and the Qur'an in helping Muslims to understand God's revelation of himself to humanity. - Understand the importance of divine unicity (Tawhid) in the Islamic view of God. - Recognise that although God cannot be explained, God's attributes can be expressed through the 99 names of God. - Appreciate the close integration of believing, behaving and belonging in Islam and how these are represented through the Five Pillars.	Explain what Muslims believe about the nature of God. Explain why Muhammad is so important as the Seal of the Prophets. Speak about the act of revelation in Islam and the importance of the Qur'an to Muslims. Identify the Six Articles of faith (belief in God, angels, God's books, prophets, the Day of Judgement and God's plan). Describe how each of the Five Pillars is a reflection of Islamic belief. Make connections between the requirement to, preparation for, and elements of, formal prayer (salat) and Islamic belief.
		What do Jewish people believe about God?	- Recognise that, in Judaism, God is strictly indivisible and unique (monotheism). - Understand that Jewish people believe in God as Creator who cares for all living things. - Appreciate that God, for Jews, cannot be reduced to a life force of abstract power but that God has both personality and will. - Understand that Jewish people believe that God made the Torah although its origin is understood differently amongst Jewish groups. - Appreciate the reason why, in some branches of Judaism, God is written as G-d. - Recognise that within the different streams of Judaism there are many views of God and that, for many Jews, doing is more important than believing.	Speak about the place of God within Judaism and the qualities that Jewish people believe belong to God. Recall some of the names or titles Jewish people give to God and discuss what they mean. Explain how belief in God informs Jewish action and collective identity. Speak about the Bible stories that reveal the nature of God (e.g. the Creation and Exodus stories and those associated with Moses and King David). Outline the role of a rabbi (teacher) in helping Jewish people better understand their faith and practice.

			Describe how belief in God is demonstrated in the home and in the synagogue.
	How can significant religious figures inspire us?	Appreciate the enormous significance of those people who founded or established religious tradition for people of faith. Recognise those qualities that distinguish special people, including foundational religious figures and religious leaders. Describe the main scriptural sources and other narratives that help us to understand the nature of significant religious figures within the history of religious traditions. Appreciate the impact of religious leaders on individuals, communities and within society more generally. Recognise the way in which religious adherents may seek to follow or emulate foundational religious figures from the past.	Identify and name the principal foundational figures, special people and leaders that are associated with each major religious tradition. Describe those attributes that distinguish these individuals. Describe the way in which key religious figures, including Abraham, the Buddha, Jesus, the Prophet Muhammad and Guru Nanak, have exerted an influence on many people. Speak about the roles and responsibilities of religious leaders today and the qualities that are required to perform these roles. Distinguish between the spiritual authority and profound holiness of significant religious figures and the worldly power and vanity of some contemporary leaders.
	What does it mean to follow the Buddha?	Appreciate that Buddhism is an ancient and complex religious system that is not centered on belief in God or in gods. Know that Buddhism is the fourth-largest religion in the world and that it is growing in popularity in contemporary Western societies. Acknowledge that, for Buddhists, the Buddha is a the principle source of wisdom and that his teachings show how human life should be lived. Recognise the enormous importance of the Buddha to Buddhists and the inspiration that he has provided to many people of other faiths. Appreciate the meaning for Buddhists of 'taking refuge in the Buddha (or the Dharm or the Sangha).' Recognise the great commitment required of Buddhists who join the Sangha.	Describe who the Buddha was and the main events in his life. Explain what Buddhism is and why it is regarded as a non-theistic religion. Explain how and why he chose to reject both great wealth and poverty and chose the Middle Way. Explain what the Sangha is and why it is important. Explain the mean of key terms within Buddhism (e.g. Dharma, anicca, anatta, karma, enlightenment). Identify and discuss the meaning of the central Buddhist teachings: The Four Noble Truths, The Eightfold Path, The Five Precepts, The Three Poisons, and The Three Jewels or Three Refuges.

What do sacred texts within Hinduism say about God?

Appreciate the ancient, complex and pluriform nature of Hinduism.

Recognise the immense diversity in the canon of Hindu sacred writings.

Acknowledge that Hindu scriptures are divided into those that are heard from God (Shruti) and those that are remembered (Smriti).

Appreciate that most Hindus believe in one supreme and all powerful God, Brahman, who is known in three ways: as creator (Brahma), as sustainer (Vishnu) and as destroyer (Shiva).

Recognise that, for Hindus, Vishnu comes to earth in many avatars (including Krishna, Rama and the Buddha).

Understand that, for Hindus, God is encountered *all* things in the created world, including people, animals, plants, stars and planets.

Explain how Hindus conceive of God (Brahman) as the ultimate foundation of and ever-present reality within the universe.

Describe how, for Hindus, Brahman is known through Brahma, Vishnu and Shiva (The Trimurti).

Name the principal sacred writings within Hinduism and explain the difference between the Shruti (divinely revealed and 'heard') and Smriti (remembered) texts.

Retell some of the most important Hindu stories and comment on their symbolic importance.

Describe how Hindus perform acts of worship in the home and temple.

What contribution can religion make to our society?

Acknowledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society.

Understand that the Church of England is represented in the UK Parliament by 26 bishops, who are known as the Lords Spiritual.

Understand that the Sovereign is the Supreme Governor of the Church of England.

Recognise the educational role of faith communities in running schools of religious character and through the work of SACREs in developing Religious Education.

Appreciate the role of hospital chaplains who come from different faiths.

Be aware of the many different ways in which religious communities seek to counter injustice and promote social wellbeing.

Describe the religious profile of the United Kingdom and how this has changed over time.

Identify the regions of Britain that are most and least religious (Inner London and the Outer South East, respectively).

Describe some of the ways in which religious communities contribute to tackling social deprivation and promoting social wellbeing.

Explain why a faith commitment motivates many religious people to engage in charitable giving and activities.

Speak about how religious leaders and foundational figures engaged with the societies in which they lived.

Comment on the links between religion, culture and politics.

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UPPER KEY STAGE 2	YEAR 5	What does Buddhism teach us about human experience?	Appreciate that, as a non-theistic religious tradition, Buddhism is primarily concerned with human experience rather than worship of God. Understand that a core purpose of Buddhism is the diagnosis of the human condition. Recognise what, in Buddhist terms, leads to suffering and unhappiness. Appreciate how Buddhist teaching identifies the path that we should follow in order to lead responsible and fulfilled lives. Demonstrate an awareness of the connections between the Buddha's own life experiences and the principals and practice of Buddhism. Appreciate the value and relevance of Buddhism within contemporary society and within their own community contexts (such as the home and the school).	Recognise that Buddhism is a spiritual tradition, which focuses on personal spiritual development. Understand that the objective of the Buddhist path is the attainment of a deep insight into the true nature of life. Appreciate that Buddhism seeks to overcome the human experience of suffering. Understand how Buddhism promotes right behaviours, actions and attitudes that lead to the wellbeing of self and others. Be aware of the way in which the Buddha's own experiences and insights laid the foundations for Buddhist principles and practices. Recognise that the eight spokes of the Eight-spoked Wheel can be grouped into three sections: body, speech and mind.
		What is significant to Christians about Jesus' life and teaching?	Recognise the central importance of Jesus to Christians as the revelation of God. Understand the impact that Jesus had on those he encountered, in terms of both opposition and discipleship Appreciate of the inspiration that Jesus has provided for Christians and the place of Jesus in Christian worship. Acknowledge the meaning that Christians attach to the doctrine of the incarnation. Appreciate what is meant by a miracle and what these events mean in the context of Jesus' ministry and within the Christian faith. Be aware of the importance that is attached to Mary within some Christian traditions. Understand the implications of Jesus life and teachings for the life of Christians today.	Speak about the significance of Jesus, as the union of divinity and humanity, within Christianity. Explain why the events associated with the Annunciation, nativity and early life of Jesus (e.g. his presentation in the Temple and his teaching) are so important to Christians. Identify the principal events in Jesus' adult life (e.g. baptism, temptation, calling of the disciples, the Transfiguration, interaction with religious leaders). Explain why Christians attach importance to the events of Jesus' life prior to his passion and death. Recall and describe some of the parables that Jesus used in his teaching and explain their meaning. Explain how Jesus' life and the stories and events that are associated are connected with the life of the church (e.g. in its liturgies and teaching).

		In what ways can art and design express religious belief?	Recognise that art offers humanity a way of engaging with, and giving expression to, mysterious dimensions of human experience, including God. Recognise that some religious traditions have a rich artistic culture whilst in other traditions (e.g. Islam and Judaism) art is more abstract and symbolic. Understand that art can be used to help people articulate deep and profound feelings, which may not be easily expressed through language. Acknowledge that non-religious and abstract art can provide the starting point for religious reflection. Recognise the importance of symbols, icons, statues and gestures in religious worship. Appreciate the powerful impact that art has and continues to have on people both within and outside of religious communities.	Identify the way in which a variety of forms of art and design has, and continues to, play a role in the world's religious tradition. Explain why the Islamic principle of Shirk and the Jewish idea of idolatry prevent figurative art from being displayed in mosques and synagogues. Identify how painting, sculpture, music, drama and poetry have featured within the Christian tradition and how they continue to be used in worship. Explain how the design, layout and orientation of religious buildings carries particular symbolic significance within different religious traditions. Discuss how non-religious stories, poems, paintings and sculptures may, on occasions, be bearers of religious or spiritual meaning.
		What place do festivals, worship and celebrations have within Hinduism?	Understand that worship is part of a Hindu's dharma, or religious duty. Appreciate Hindus believe that everyone (Hindu and non-Hindus alike) should worship God in the way that is right for them. Understand that, as God is in everything, all of life can be regarded as worship for Hindus. Recognise that many Hindu houses contain a shrine with an image of one or more gods or goddesses. Understand that gods and goddesses have both fierce and gentle forms. Understand that Hinduism allows for many different ways of worship and different gods to worship. Recognise the importance of the Hindu lunar calendar and cycle of festivals within Hinduism.	Explain what worship means within Hinduism and how, because God is omnipresent, all life can be regarded as an act of worship. Identify the main god and goddesses that provide a focus of worship and celebration within Hinduism. Recount the principal stories that are associated with gods, goddesses and festivals in Hinduism. Explain how the schedule of Hindu festivals is linked to the lunar calendar. Identify the most important Hindu festivals within the year and speak about how these are marked. Explain why worship in the home at a shrine is important for many Hindus. Describe the major features of and the activities that take place within a Hindu temple or mandir.
		How is human identity and belonging shaped by faith and belief?	Understand the meaning of the word faith and appreciate its significance in the context of religion. Demonstrate an awareness of the important role that faith and belief play in the lives of many people. Acknowledge that not everyone has a faith or a religious commitment.	Speak about the centrality of faith in many people's lives. Describe the core beliefs that faith will attest to in each major religious tradition. Explain why not everyone has a religious faith.

			Recognise that some people chose to describe themselves as spiritual but not religious. Understand the way in which religion and belief can be significant within home and family life. Recognise that religious traditions have different ways of celebrating the birth of a child. Understand that religious communities will have a variety of ways for marking key rites of passage. Acknowledge the focus that religion and belief gives to death, sorrow, loss and mourning.	Identify the rites of passage that are associated with each of the major religious traditions. Speak about the importance of welcoming babies into religious communities and the ceremonies and actions that are part of this process. Outline how different religious traditions celebrate marriages and what these events mean spiritually. Explain how death and loss are understood and responded to within religious and non-religious traditions and communities.
		What does it mean to be a Muslim?	Understand how closely integrated believing, behaving and belonging are for Muslims. Appreciate how submission to Allah will have an influence within all areas of the life of Muslims. Recognise the centrality of the Five Pillars in shaping the life of Muslims. Understand the way in which the day, week and year are structured within Islam. Understand how some actions are prohibited (haram), whilst others are particularly to be commended, for Muslims.	Explain how the beliefs that Muslims hold shape their identity, actions and sense of belonging. Speak about the importance of the Five Pillars in the lives of Muslims. Identify and explain the function of the main features within a mosque. Explain why the mosque is so significant within Islam, both as a house of prayer and as a centre for social action and community building. Describe why Zakat is so important for Muslims and how this action shows submission to Allah. Account for the importance and spiritual value of Ramadan for Muslims. Identify the principal festivals within Islam and explain how these are celebrated.

	YEAR	TOPIC NAME	CURRICULUM COVERAGE	BIG FINISH What children need to be able to do by the end
UPPER KEY	YEAR 6	Does religion help us to understand human suffering?	Appreciate the sensitive, complex and nuanced nature of the issues linked to suffering and evil. Recognise that religious traditions engage with and take seriously the problem of suffering and evil. Accept that there is no straightforward way of understanding the presence of suffering and evil.	Understand the distinction between natural and moral evil. Appreciate that people can suffer in many different ways: in mind, body and spirit. Identify and describe the different ways in which each of the world's major religious

	Appreciate that the coexistence of suffering and evil with a supposedly omnipotent God causes moral and philosophical problems for many people. Acknowledge that the problems of suffering and evil can lead to people losing their faith and rejecting the existence of God. Appreciate that responses to suffering and evil will vary amongst different religious traditions. Demonstrate sensitivity, empathy and compassion to those people who undergo pain and suffering.	traditions seek to make sense of suffering and evil. Identify the place of suffering in the life, passion and death of Jesus. Understand what the Qur'an says about suffering. Explain how Buddhism conceives of suffering (dukkha) and the remedy set out by the Three Jewels, Four Noble Truths and the Eightfold Path. Explain how suffering is understood in the Hindu and Sikh religious traditions.
Why is the Torah so important within Judaism?	Account for the special place of the Torah within Judaism. Know what the Torah contains, what its main messages are and why these are important. Acknowledge that within the diverse traditions of Judaism there are different understandings of how the Torah was written. Recognise that the word 'Torah' may refer to both the written text and to the oral Torah (the totality of Jewish teaching, culture, and practice). Be sensitive to the particular status of the Torah for Jewish people and be aware of the traditions that govern how it is treated. Recognise how the Torah is treasured by Judaism and the way in which its special place within the life of Jewish people is celebrated at Simchat Torah.	Explain what the Torah is and what role it has within Judaism. Name the five books that comprise the Torah. Describe some of the main elements of the Torah (e.g. the stories of Creation, the Patriarchs, Joseph, Moses, the Exodus, the giving of the Ten Commandments, and the other commandments). Explain how the Sefer Torah is used within services in the synagogue. Identify the relationship between the contents of the Torah and the behaviours, traditions and practices that are associated with Judaism. Describe how many of the most important Holy Days and festivals with Judaism have their foundation in the Torah.
In what ways do Christians in different denominations worship?	Appreciate that the church extends across the world and that it is very diverse. Acknowledge the centrality of worship within the ministry and mission of the church. Understand that Christian worship involves a combination of words, images, actions, gestures, symbols, music and movement. Recognise that the Roman Catholic Church contains the largest number of Christian believers. Recognise the other major denominations: Eastern Orthodox, Anglican, Lutheran, Methodist, Baptist, Quaker, Evangelical, Charismatic and Pentecostal. Appreciate that some Christians particularly appreciate silence and stillness in worship. Understand what a sacrament is and what role the sacraments play in some kinds of Christian worship.	Explain that Christian worship involves praise and adulation of God as Trinity. Describe the role of priests and worship leaders. Identify and describe the different elements of worship: music, singing, preaching, prayers, sacraments, reflection, movement, praise. Explain why different Christian denominations emphasise different elements of worship. Describe what is meant by a sacrament and explain how the two dominical sacraments (baptism and Eucharist) are particularly important in the church.

			Describe the role of the church space, art, objects and artefacts within Christian worship. Describe the form of Christian worship during the occasional offices (baptisms, weddings, funerals).
		How can religion promote peace and justice in our society?	Appreciate that the teaching of foundational religious figures and sacred scriptures will underline the path to peace that humanity should follow. Recognise that there are different dimensions to peace: inner peace, interpersonal peace and peace in the wider world. Appreciate that, for many people, silence, stillness, prayer and meditation can lead to feelings of peace. Understand that peace will be advanced by a combination of knowledge, attitudes and skills. Acknowledge that religion and peace have not always had a straightforward relationship and that religion and conflict can sometimes be interwoven. Recognise the role of religious communities in combating injustice and in promoting justice. Appreciate that peace is exhibited in many ways: in our hearts, in our choices, in our relationships, in our actions and behaviours and in our communities.
			Explain what peace means in its different layers: inner, interpersonal and communal. Outline the place of peace within the teaching of foundational religious figures. Describe what injustice and justice mean and how religious communities seek to promote justice. Provide examples of stories from holy scriptures that address the themes of peace and justice. Describe the role of religion in peacebuilding. Identify and comment upon the points in acts of prayer, worship and the liturgy within different religious traditions where peace is referred to. Identify the way in which individual and communal commitment to peace can generate right living, choices, relationships, actions, and communities.
		What happens in the mosque?	Explain what a mosque is and why it is so important within Islam and for individual Muslims. Identify each of the principal features within the mosque, using the correct terminology, and explain what their purpose and function is. Explain why there are different expectations for men and women with regard to prayer at the mosque and why they are segregated during prayer.
			Appreciate the importance of the mosque within Islam. Recognise the role of the Adhan in calling Muslims to prayer and understand what is spoken or sung. Understand that corporate prayer was commended to Muslims by the Prophet Muhammad. Show an awareness of the central place that prayer (Salah) plays in Islamic life.

			Recognise the variety of activities that take place within mosques in addition to prayer. Understand why physical, mental and spiritual preparation for prayer is so important. Understand what the role and duties of an imam are within the mosque and the Muslim community. Be aware of the behaviour that is expected within a mosque, such as removing shoes in the prayer hall.	Describe the functions of the mosque other than prayer (e.g. education in the madrasa, charitable activities, legal aid and inter-faith activities). Explain why cleanliness is so important within the prayer hall. Describe what is involved in ritual ablution (wudu) before prayer and why this must be undertaken.
		What happens in the Gurdwara?	Appreciate the importance of the gurdwara for Sikh worship and community life. Recognise that any house that houses the Guru Granth Sahib becomes a gurdwara. Understand that there are many types of gurdwara from grand and beautiful structures (such as the Golden Temple) to humble houses. Recognise that some gurdwaras are purpose-built whilst others are in converted churches or cinemas. Appreciate the importance of morning and evening prayer and the Akhand Path in the gurdwara. Recognise how the Sikh principle of Sewa is demonstrated in the langar. Appreciate that no day is especially holy in Sikhism although in Britain many Sikhs attend worship on a Saturday or Sunday.	Know that gurdwara means 'the doorway to the Guru.' Identify and describe the role of the principal features of a gurdwara (washing rooms, shoe racks, Diwan Hall, takht, manji, chauri, Sach Khand, Nishan Sahib, pictures of the Gurus, kitchen, langar). Describe what happens in an act of worship within a gurdwara and the roles of those involved in this. Explain how symbolic meaning of the Nishan Sahib. Explain why the Guru Granth Sahib is so important within Sikhism and the role that it plays in worship. Describe how the Guru Granth Sahib is comprised of nearly 6,000 poetic compositions called Shabads. Explain how the Sikh understanding of God's oneness influences the form of worship that is practiced in the gurdwara.