

CAPTAIN WEBB PRIMARY SCHOOL
RE- Key Knowledge

Key: Knowledge - I know (K) Skill - I can (s)

RE Subject Progression of Knowledge and Skills

The Aims of Religious Education (SACRE 2021)

- To stimulate interest and enjoyment in Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

Range 4 Day Care	Range 5 Nursery	Range 6 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit A								
<p>Festivals: how are they celebrated? (Christmas, Easter, Eid, Hannukah Divali)</p> <p>I know who is in my family home.</p> <p>I know some of the key parts of my routine at home such as meal times, getting ready for nursery</p> <p>I know through using my senses how we are different or similar.</p> <p>I know how to imitate everyday actions from my own family's cultural background in my play, such as making dinner.</p> <p>Key Vocabulary Family, friends, same, different, play.</p> <p>Concepts: Belonging.</p>	<p>Festivals: how are they celebrated? (Christmas, Easter, Eid, Hannukah Divali)</p> <p>I know some of the things that make me unique.</p> <p>I know that we have special times in our lives.</p> <p>I know people who are familiar to me.</p> <p>I know a similarity and difference about my family or friend.</p> <p>I know important family events in my life such as my birthday, Christmas, Easter</p> <p>I can talk about how we are all different.</p> <p>Key Vocabulary Unique, family, life, special times, birthday, celebration, Christmas, Easter, Diwali, different, same.</p> <p>Concepts: Celebration, belonging,</p>	<p>Visit to Hindu Temple and Church</p> <p>I know that I have my own feelings towards things.</p> <p>I know that special times are celebrated in different ways.</p> <p>I know that the religious stories I learn about are from the past such as Rama and Sita, Nativity and The Easter story.</p> <p>I know that there are important members of my community such as local minister.</p> <p>I know some Christian stories and songs.</p> <p>I know that Jesus was a storyteller.</p> <p>I know that Jewish people have many festivals.</p> <p>I can talk about members of my immediate family and community.</p> <p>I can talk about different beliefs and ways that they are celebrated.</p> <p>Key Vocabulary Past, present, same, different, religion, special, beliefs, celebrate, Jesus, festival,</p>	<p>1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?' (Jews and Christians) (Visit Church)</p> <p>I know that the things that I create are important to me.</p> <p>I know the story of The Creation and that God created the world in seven days.</p> <p>I can name and talk about a story from the bible (S)</p> <p>I know the Torah is the Jewish special book.</p> <p>I know the Bible is the Christian special book.</p> <p>I know how important it is to care for the world in which we live.</p> <p>I know why we celebrate Harvest Thanksgiving.</p> <p>I can thank God for the natural world.(S)</p> <p>Key Vocabulary Christianity Judaism Christian, Jewish people, creation,</p>	<p>2A: Respect for everyone: what does that mean? (Visit to Mosque)</p> <p>I know a parable tells a moral or spiritual lesson.</p> <p>I know the similarities and differences between Christianity and Judaism religion.</p> <p>I know the meaning of the parable 'the Good Samaritan.'</p> <p>I know the meaning of St Davids anointing.</p> <p>I can talk about the people in the stories and how they felt. (s)</p> <p>I know that the bible teaches Christian people about respect.</p> <p>Key Vocabulary Christianity, Judaism, special, Jesus, Bible, Respect Parable</p> <p>Concepts: Relationships</p>	<p>3A: Diwali: how and why is the festival celebrated and what does it mean? (Visit Mandir and visitor.)</p> <p>I know all communities have special days and celebrations.</p> <p>I know the story of Rama and Sita is about Duty (Dhama)</p> <p>I can describe the relevance of the story of Rama & Sita to the Festival of Diwali. (S)</p> <p>I know what would happen at a British Diwali celebration.</p> <p>I know why Diwali is special to Hindus.</p> <p>I know what a Diva lamp symbolises.</p> <p>I know what Diwali has taught me about my life.</p> <p>Key Vocabulary Dhama - duty Hindu Divali divas Mandir Rama Sita Hanuman Lakshmi Ramayana Karma</p> <p>Concepts: Belief Worship Identity</p>	<p>4A: What can we learn from visiting sacred places? (Any two faiths) (Visit to Church & Visitor – Islam)</p> <p>I know what the word 'sacred' means.</p> <p>I know some features of a mosque.</p> <p>I know how a mosque is used by Muslims.</p> <p>I know what a pilgrimage is.</p> <p>I know what happens in a Gurdwara to make it special.</p> <p>I know why some Muslims make a pilgrimage to Mecca.</p> <p>I know some Sikhs make a pilgrimage to Harmandir Sahib.</p> <p>I can describe and compare a sacred place significant to religious believers S</p> <p>Key Vocabulary Mosque – Mihrab Mimbar Mecca minaret, qubba, minbar, wadu</p> <p>Gurdwara – manji sahib, langar, chaur, rumala</p>	<p>5A: Temptation: What can we learn from Muslims and Christians (Visit to Mosque)</p> <p>I know what temptation means and how it is present in our lives</p> <p>I know some of the consequences of good and bad choices.</p> <p>I know that religious stories can teach us about temptation</p> <p>I know that Christians and Muslims turn to God when they are tempted.</p> <p>I know Muslim and Christian rituals towards temptation.</p> <p>I know different ways to strengthen a person against temptation.</p> <p>I know that forgiveness helps to mend friendships and relationships.</p> <p>I can apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair S</p> <p>Key Vocabulary Christianity Jesus Gospel Temptation Islam Allah Submission Shaytan - Stoning the Devil Good and evil Right and wrong</p>	<p>6A: Religion and the individual: Exploring commitment (Visit to The Priory/ Church Summer 2)</p> <p>I know the five precepts.</p> <p>I know how the teachings of Jesus influence how Christians lead their lives.</p> <p>I know the values Christians and Buddhists try to live by</p> <p>I know that the 10 commandments follow the teachings of Christianity.</p> <p>I know the four noble truths of Buddhism</p> <p>I can explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living.</p> <p>Key Vocabulary Christianity - New Testament, Parable Buddhism – precepts, enlightenment, dharma</p> <p>forgiveness commandments Morality Ethics compassion dilemmas</p> <p>Concepts: Identity Beliefs Worship</p>

	<p>Concepts: Belief Relationships Worship Identity</p> <p>Other links - Celebration, festival, belonging,</p>	<p>beginning, God, Harvest, Bible Torah,</p> <p>Concepts: Identity Belief Worship</p>			<p>Concepts: Belief Worship,</p>	<p>Concepts: Beliefs Relationships Identity,</p>	
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Unit B

	<p>B: What makes a day special? Who celebrates what and why?</p>	<p>1B: Special stories: what can we learn? (Christians and Muslims)</p>	<p>2B: Symbols of belonging: what can we learn? (Sikhism and Christianity)</p>	<p>3B: Living in harmony: Stories to show we care Trip to Community</p>	<p>4B: Does a beautiful world mean there is a wonderful God? (Christian, non-religious)</p>	<p>5B: Prayer: asking questions and seeking answers (Jewish, Muslim)</p>	<p>6B: Words of Wisdom from Sikhs, Muslims and Christians)</p>
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	<p>I know what happens at a celebration e.g. a party.</p> <p>I know some festivals that people celebrate e.g Christmas Diwali, Hannukah., Easter</p> <p>I know Christians use special things like food or songs to celebrate Easter.</p> <p>I know that people have different beliefs I can talk about different beliefs and ways that they are celebrated. s</p> <p>Key words: Hannukah, Diwali, Easter, celebrate, party, food, Menorah, festival,</p> <p>Concepts: Belief Relationships Worship Identity</p>	<p>I know how and why Christians show respect for the bible.</p> <p>I know a sign of respect Muslims show to the Qur'an.</p> <p>I know that Muslims believe in one God</p> <p>I know that the Bible is a Christian sacred text.</p> <p>I know a story from the Old Testament and its meaning. (Jonah and the Whale)</p> <p>I know a story from the New Testament and its meaning. (Feeding the 5,000)</p> <p>I know some stories from the Qu'ran and its meaning. (Woman at the gates of Mecca)</p> <p>Key Vocabulary Religion, Islam, Muslim, Christianity, Bible Qur'an, Jesus, Prophet, Muhammad Holy, Sacred Allah</p> <p>Concepts: Identity Worship Belief</p>	<p>I know that symbol is used to represent something.</p> <p>I know some symbols that represent Christianity.</p> <p>I know some of symbols that represent Sikhism</p> <p>I know the importance of symbols.</p> <p>I can recognise similarities between communities (symbols). S</p> <p>Key Vocabulary Sikh, Kara, kirpan, Kanga Kesh Christian, Fish candle, Symbol, dove, important symbol .</p> <p>Concepts: Worship, belief.</p>	<p>I know ways that care and compassion was shown in the story of The Good Samaritan.</p> <p>I know why Bhai Ghanavia cared for his enemies.</p> <p>I know that Shabbat is a rest day for Jewish people.</p> <p>I know that Doctor Barnardo cared for people in exceptional ways</p> <p>I can describe the teaching of a religious leader in relation to caring. S</p> <p>Key Vocabulary Forgiving Goodness Generosity Kindness Christianity Bible Jesus Sikhism Guru Langar Sewa Islam Prophet Hadith Judaism Torah Shabbat</p> <p>Concepts: Relationships Identity</p>	<p>I know that Jews and Christians believe in a story of how God created the world and everything in it.</p> <p>I know how the creation stories of Christians and Jews are similar.</p> <p>I know what Jews say about the 7th day of the creation story.</p> <p>I know how a Jewish child spends their Sabbath.</p> <p>I know about the festival of Rosh Hashanah</p> <p>I can discuss similarities and differences between different religions and worldviews. S</p> <p>Key Vocabulary Christianity- Christian, God, Bible, creation, world, Creator, Genesis, Stewardship Judaism Shema, mezuzah, Torah, Sabbath. Rosh Hashanah</p> <p>Concepts: Identity Belief</p>	<p>I know that prayer is a way for people to talk to God.</p> <p>I know that people in different religions may pray or meditate for different reasons.</p> <p>I know that there are forms, symbols and artefacts of different Jewish prayers.</p> <p>I know what happens in Islamic prayer</p> <p>I know that prayer is one of the important pillars of Islam</p> <p>I know that prayers in Islam and Judaism have similarities and differences.</p> <p>I know that there are differences in belief and ways of life to do with prayer for Jewish people and Christians.</p> <p>I know that prayer and meditation can help and encourage reflection.</p> <p>I can discuss the impact of prayer in two religions. S</p> <p>Key Vocabulary Sawm Al Fatihah Torah Yom Kippur Prayer Meditation Reflection</p> <p>Concepts: Prayer, symbols, faith,</p>	<p>I know some techniques to help me reflect and be calm.</p> <p>I know that Sikhs value moral values over money.</p> <p>I know that Muslims believe they should look after the natural world.</p> <p>I know how love is viewed in the Bible.</p> <p>I can suggest varied answers to questions about meaning and purpose in the wisdom of the religions I've studied S.</p> <p>Key Vocabulary Reflection Stillness Quietness Learning from silence The gift of peace Gurhu Nanak Morals Allah</p> <p>Concepts: Worship Identity</p>
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Unit C

	C:	1C: I wonder: Questions that Puzzle Us	2C: Holy words; Why do religious people love their scriptures?	3C: Leaders and followers in Family Life (Jewish and Christian)	4C: Why do some people think Jesus is inspiring?	5C: Values: What can we learn from Christians and Humanists?	6C: Expressing spiritual ideas through the arts (Christian) Visit church unit before
	<p>I know about a special celebration and how celebration makes people feel.</p> <p>I know that when you get married you make promises to each other.</p> <p>I know about my own special celebrations e.g birthday, christening.</p> <p>Key Vocabulary birthday, wedding, marry, promise christening, Christmas, Mother's Day, Divali, Easter, minister, (Pam)</p> <p>Concepts: Belief Relationships Worship Identity</p>	<p>I know that some questions are puzzling.</p> <p>I know that God has the answer to many mysteries.</p> <p>I can think of puzzling and mysterious questions that I would like God to answer. (S)</p> <p>I know that religious stories can provide an answer.</p> <p>I know the name of some religious symbols that Christians identify with.</p> <p>I can suggest answers to puzzling questions. (S)</p> <p>Key Vocabulary Beliefs Puzzles Mysteries Questions Big ideas</p> <p>Concepts: Identity Faith,</p>	<p>I know how Muslims use the Qu'ran and why it is important to them.</p> <p>I know what Muslims learn from the Qu'ran about God.</p> <p>I know how Christians use the bible and why the bible is important to them.</p> <p>I know what Christian's learn from the bible about God.</p> <p>I know why religious people love their scriptures.</p> <p>I can recognise the communities that the sacred writings come from. S</p> <p>I can respond sensitively to the question: why do religious people love their scriptures? S</p> <p>Key Vocabulary Bible Islam Christianity Testament Qur'an Scripture</p> <p>Concepts: Identity Worship Belief</p>	<p>I know the qualities that are needed to be a good leader.</p> <p>I know why Jews and Christians believe Moses was chosen by God as a good leader.</p> <p>I know that a role model is a person who influences me in a positive way.</p> <p>I know who Jesus was and that Christians follow him.</p> <p>I know how a Christian is led by their religion.</p> <p>I know the impact a Rabbi has on a Jewish family life.</p> <p>I know the similarities and differences between how Christians and Jews follow their leader.</p> <p>I know what the day in the life of a Rabbi would be like.</p> <p>I can use some religious words and phrases to describe the ways a Christian and Jew might practice their faith at home S</p> <p>Key Vocabulary Christian, Jesus, Leader, Follower, Disciple, Bible, Christian minister, Church, healing, miracle, parable, love, forgiveness</p> <p>Judaism Jewish, Jesus, Synagogue, Rabbi, Jewish Shabbat, Torah</p> <p>Concepts: Worship</p>	<p>I know that images of Jesus reflect the artists' beliefs and backgrounds.</p> <p>I know one of Jesus' parables.</p> <p>I know how Jesus' miracles linked with faith.</p> <p>I know why the story of Easter inspires Christians</p> <p>I can ask and consider some important questions of their own about Jesus, making links between their own and others' responses. S</p> <p>Key Vocabulary Gospel, Parables, Disciple, Trinity, Miracle Crucifixion, Resurrection, Incarnation Lent Fasting</p> <p>Concepts: Worship Relationships</p>	<p>I know that 'a code for living' helps a person make good choices and say no to bad things</p> <p>I know that Humanists have codes for living that do not refer to God.</p> <p>I know that 'freedom of action' is when a person is free to choose how they act in situations depending on beliefs and consequences.</p> <p>I know that the values of Christianity include love, forgiveness, peace, honesty, prayer, worship and fellowship.</p> <p>I know the values that matter most to me, and explore the fact that different people have different values.</p> <p>I know that values make a community happier.</p> <p>I know that peace is deeply valued by both Humanists and Christians.</p> <p>I can explain, with reasons, the significance of religions and worldviews to individuals and communities. S</p> <p>Key Vocabulary Christianity: love, forgiveness, peace honesty, prayer, worship fellowship Humanism integrity, love, truth reciprocity, atheism</p> <p>Concepts: Relationships</p>	<p>I know that 'spirituality' is about the deepest ideas we have about life.</p> <p>I know that Christians represent spirituality through music.</p> <p>I know some different artefacts used by Christians in order to pray.</p> <p>I know the colours used in the Christian calendar and their significance.</p> <p>I know that stained glass shows a significant story for Christians.</p> <p>I can explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living</p> <p>Key Vocabulary belief faith sacred spiritual commitment Christianity church Psalms scripture expression art vision</p> <p>Concepts: Belief Identity</p>

Unit D

Unit D								
		Unit D	1D: Finding out about Christian Churches & Jewish Synagogues Visit Church & Synagogue	2D: Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin	3D: Where does the journey of life lead (Christian, Muslim, Hindu)	4D: Keeping the 5 Pillars of Islam today	5D: Christian Aid and Islamic Relief: Can they change the world?	6D: What will make our community more respectful? (Many religions and beliefs)
		<p>I know that a church is a special place for Christians.</p> <p>I know religious people celebrate festivals.</p> <p>I know that special times are celebrated in different ways for example a birthday.</p> <p>I know that Diwali and Hannukah have similarities because they are festivals of light.</p> <p>I know how to talk about myself and the immediate members of my family.</p> <p><u>Key vocabulary</u></p> <p>Church, temple, Hindu, Christian, christening, birthday, family, life.</p> <p>Concept: Belief Relationships Worship Identity</p>	<p>I know why Christians and Jews go to places of worship, and what happens there.</p> <p>I know that a Synagogue is a sacred place for Jews.</p> <p>I know some of the important features of a Synagogue and how these are used for worship.</p> <p>I know the name of important features in a church and how they are used for worship.</p> <p><u>Key Vocabulary</u></p> <p>Christianity Judaism Synagogue Church bimah, siddur, ark, torah scrolls, stained glass windows, alter, font, pews, pulpit, cross, bible, alter, lectern</p> <p><u>Main Concepts:</u> Worship Identity</p>	<p>I know that Prophet Muhammed is a special or holy leader for Muslim people.</p> <p>I know some religious traditions and artefacts you would find inside a Mosque.</p> <p>I know why a Mosque is a special and sacred place for Muslims.</p> <p>I know that the Qu'ran was revealed to the prophet Muhammed.</p> <p>I know about the Shahadah</p> <p>I know that the Qu'ran is a guide that helps Muslims lead their lives.</p> <p>I know that Allah is most important to Muslims.</p> <p>I can discuss a range beliefs, symbols and actions. S</p> <p><u>Key Vocabulary</u></p> <p>Islam, mosque, wudu, Qur'an Eid Ramadam Shahadah</p> <p>Concepts: Worship Identify</p>	<p>I know the journey a Muslim takes in his/her lifetime.</p> <p>I know that Muslim duties are represented in the 5 pillars of Islam</p> <p>I know that the Aqiqah Ceremony is an Islamic ceremony that celebrates a child's birth.</p> <p>I know the journey a Hindu takes in their lifetime.</p> <p>I know the journey a Christian takes in their lifetime.</p> <p>I know Hindus believe in 4 stages of life</p> <p>I know that Christians believe that the souls life continues after death.</p> <p>I know what my journey through life might look like.</p> <p>I can ask questions about their own and others' experiences of life as a journey. S</p> <p><u>Key Vocabulary</u> – Life Death Soul</p> <p>Imam, Qur'an, Makkah, The Prophet Muhammad Allah, Aqiqah, The Five Pillars: Shahadah, Salah, Zakah, Sawm, Hajj</p> <p>Hindu terms: Bhagavad Gita, Samskaras, God, Moksha, Dharma, Karma, Reincarnation, River Ganges, Pyre.</p> <p>Christian terms: Jesus, Bible, resurrection, heaven, church, community, fellowship.</p> <p>Concepts: Worship Identity</p>	<p>I know The Five Pillars of Islam how these affect the way Muslims choose to behave.</p> <p>I know what Sala is and why it is important to Muslims.</p> <p>I know what Zakat is and how it is performed</p> <p>I know why fasting is important to Muslims</p> <p>I know what Hajj is and the impact it has on some Muslims.</p> <p>I can make simple links between the teaching of Islam and what Muslims do. S</p> <p><u>Key Vocabulary</u></p> <p>Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Pilgrimage Duty</p> <p>Concepts: Worship Identity</p>	<p>I know that Islamic Relief is a charity where Muslims try to lessen or stop global poverty issues.</p> <p>I know that Christian Aid is a religious charity where Christians are involved in global poverty issues.</p> <p>I know that there are similarities and differences between Islamic Relief and Christian Aid</p> <p>I know the qualities needed to take action to bring about what is right and good.</p> <p>I can explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living. S</p> <p><u>Key Vocabulary</u></p> <p>Islam: Almsgiving, Zakat, Ummah, generosity, Christianity: charity, fellowship, justice, stewardship. fairness, Emergency aid Development</p> <p>Concepts: Relationships Belief Identity.</p>	<p>I know some of the religions of people in my local area.</p> <p>I know some of the places of worship in my local area.</p> <p>I know what a multicultural society is.</p> <p>I know some links between Mandir's and churches in the community.</p> <p>I know contributions that faith communities make to local life.</p> <p>I know how my actions can help us live in harmony.</p> <p>I know why harmony is difficult to achieve in a city.</p> <p>I can examine and explain issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews S</p> <p><u>Key Vocabulary</u></p> <p>Christianity Hinduism Islam Sikhism Buddhism: Tolerance Sensitivity Respect Acceptance</p> <p>Concepts: Relationships Belief. Worship</p>

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Skills:						
Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Beliefs and practices						
Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year	Recall and name different beliefs and practices	Find out meanings behind beliefs and practices	Describe features of the religions and worldviews	Explain with reasons the significance religions and worldviews	Reflect on features of the religions and worldviews	Make connections between different features of the religions and worldviews
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Sources of Wisdom						
Begin to recall parts of religious stories.	Retell some religious and moral stories	Explore and discuss sacred writings.	Suggest meanings to some religious and moral stories	Describe links between stories and other aspects of the communities they are investigating	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings	Understand links between stories and other aspects of the communities they are investigating maybe by offering opinions
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Ways of Life						
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. ELG	Recognise some similarities between communities	Recognise similarities between communities (Hindu, Muslim and Christian)	Describe a range of beliefs, symbols and actions			Understand different ways of life and ways of expressing meaning
Assessment for ARE at the end of each year to show progression in skills Concept: B: Express and communicate – Express and communicate ideas						
Talk about religion from sources of information and use some simple everyday religious terms.	Ask and respond to questions about what communities do, and why	Identify what difference belonging to a community might make to individuals	Reflect on features of religions and world wide views.	Describe varied examples of religions and worldviews	explain, with reasons, the meanings of religions and worldviews to individuals and communities	explain, with reasons, the significance of religions and worldviews to individuals and communities
Assessment for ARE at the end of each year to show progression in skills Concept: B: Express and communicate – Dimensions of Religion						
Talk about their community. (UW)	Observe and recount different ways of expressing identity and belonging,	Identify what difference belonging to a community might make to individuals.	Respond sensitively for themselves	suggest why belonging to a community may be valuable, in their own lives	suggest why belonging to a community may be valuable for the diverse communities being studied	Understand the challenges of commitment to a community of faith or belief,
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Reflection						
Talks about past and present events in their own life and in the lives of family members	Express their own ideas and opinions in response using words, music, art or poetry	Explore questions about belonging, meaning and truth	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth,	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth	Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Community						
Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6 PSED	Find out about examples of co-operation between people who are different	Respond with ideas to examples of co-operation between people who are different	Respond with ideas to examples of co-operation between people who are different	Describe ways in which diverse communities can live together for the well-being of all	Respond thoughtfully to ideas about community, values and respect	Understand and apply ideas about ways in which diverse communities can live together for the well-being of all
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Values and Commitment						
Begin to talk about what makes themselves and other people happy and sad.	Explore questions.	Find out about questions of right and wrong	Begin to express their ideas and opinions about questions of right and wrong in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair	Express their own ideas clearly in response ethical questions, including ideas about what is right and wrong and what is just and fair	Apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair

Buddhist	Christianity	Hinduism	Islam	Judaism	Sikhism	Non-religious worldviews
6A Religion and the individual: Exploring commitment 6D: What will make our community more	YR: Festivals: how are they celebrated? (Christmas, Easter) 1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?'	YR: Festivals: how are they celebrated? (Diwali) 2B: Symbols of belonging: what can we learn?	1B: Special stories: what can we learn? 2B: Symbols of belonging: what can we learn? 2D: Beginning to learn from Islam:	YR: Festivals - Hanukkah 1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?'	4A: What can we learn from visiting sacred places? (Any two faiths) 6B: Words of Wisdom from Sikhs,	4B: Does a beautiful world mean there is a wonderful God? 5C: Values: What can we learn from Christians and Humanists?

<p>respectful? (Many religions and beliefs)</p>	<p>1B: Special stories: what can we learn? 1D: Finding out about Christian Churches 2B: Symbols of belonging: what can we learn? 3C: Leaders and followers in Family Life 3D: Is life like a journey? 4A: What can we learn from visiting sacred places? (Any two faiths) 4B: Does a beautiful world mean there is a wonderful God? 4C: Why do some people think Jesus is inspiring? 5A: Temptation: What can we learn from Muslims and Christians? 5C: Values: What can we learn from Christians and Humanists? 5D: Christian Aid and Islamic Relief: Can they change the world? 6B: Words of Wisdom from Sikhs, Muslims and Christians 6C: Expressing spiritual ideas through the arts (Christian) 6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>3A: Divali: how and why is the festival celebrated and what does it mean? 3D: Is life like a journey? 4A: What can we learn from visiting sacred places? (Any two faiths) 6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>Muslims and Mosques in Telford and Wrekin 3D: Is life like a journey? 4A: What can we learn from visiting sacred places? (Any two faiths) 4D: Keeping the 5 Pillars of Islam today 5A: Temptation: What can we learn from Muslims and Christians? 5B: Prayer: asking questions and seeking answers 5D: Christian Aid and Islamic Relief: Can they change the world? 6B: Words of Wisdom from Sikhs, Muslims and Christians 6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>3C: Leaders and followers in Family Life 4A: What can we learn from visiting sacred places? (Any two faiths) 5B: Prayer: asking questions and seeking answers 6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>Muslims and Christians 6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>6D: What will make our community more respectful? (Many religions and beliefs)</p>
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