










	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs and practices</b> 	<ul style="list-style-type: none"> <li>Begin to talk about their own cultures and beliefs and find out about those of other people.</li> <li>Tell someone about what you celebrate and name another celebration (Diwali / Christmas). Say what happens at a Diwali celebration. (Pick 3 pictures about Diwali and 3 pictures of a birthday party/ Christmas.</li> <li>Know about similarities and differences between themselves and others.</li> <li>Name some festivals or times that are special to lots of people - Christian festivals, Harvest, Christmas, Easter + others.</li> <li>Know the world as a special place</li> </ul>	<ul style="list-style-type: none"> <li>Begin to name some stories from the Bible and order them. (Christmas and Easter stories)</li> <li>Talk about the meanings behind at least one other religion and their beliefs and practise using key vocabulary..</li> <li>Begin to name a practice you would find in a in a Christian family. (going to church/ reading the Bible, prayer, grace before meals.)</li> <li>Explore and begin to name likely features of some Muslim family. (Mosque, Quran, Prayers)</li> </ul>	<ul style="list-style-type: none"> <li>Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.</li> <li>Show how different people use key words and vocabulary to celebrate aspects of their religion.</li> <li>Use key words to name beliefs and practices of Christianity and at least one other religion.</li> <li>Start to respect what other people say about their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Recall and retell the different beliefs of Christianity and at least two other religious texts/ books.</li> <li>Use key words and vocabulary to discuss what a person of faith is.</li> <li>Recall the different beliefs and practises of Christianity and at least one other religion.</li> <li>Describe the uses of sacred places, symbols and artefacts by believers and the community. I can explain how activities at local places of worship create a sense of community.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use the correct vocabulary to discuss some of the similarities and differences in religious and moral stories from at least three different religious texts and books.</li> <li>Recognize the diversity of belief including globally, and begin to compare the different responses from different religions to ethical questions.</li> <li>Begin to compare the similarities of at least three different religious texts or stories.</li> <li>Describe the teachings of significant religious people, identifying some similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make connections including similarities and differences between different stories, beliefs and practises from different religions.</li> <li>Discuss and begin to apply my own and others' ideas about their diverse beliefs and teachings.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and apply different responses to ethical questions from a range of different beliefs and practises.</li> <li>Make links, evaluate similarities and differences across the diversity of belief in different religions, nationally and globally.</li> <li>Understand and evaluate the diversity of belief in Christianity, Buddhism and Hinduism. Particularly with reference to Creation and the after life.</li> <li>Consider how key teachings may impact on faith members and the community.</li> </ul>
<b>Enquiry and interpretation</b> 	<ul style="list-style-type: none"> <li>Tell someone what is special and about belonging to a group. Tell someone about what groups you belong to</li> <li>How do we show respect/tolerance and understanding to others in our community who may have different ideas/ beliefs to us?</li> </ul>	<ul style="list-style-type: none"> <li>Begin to discuss, ask question and suggest meanings of some religious and moral stories.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions, suggest meanings, respond to different beliefs, practises and holy texts and moral stories</li> </ul>	<ul style="list-style-type: none"> <li>Suggest and find the meanings of some religious and moral stories and how these relate to right and wrong.</li> <li>Ask and respond to questions about what individuals and faith communities do, expressing my ideas in a range of different mediums.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to meanings behind different religious stories, morals, beliefs, and practises.</li> <li>Express how these relate (directly) to right or wrong and why belonging to a faith community is valuable and make connections between my own and others ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to respond thoughtfully to arrange of sacred writings/ stories. Provide good reason for what they mean to different faith communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect and respond thoughtfully to the significance of a range of writings and stories from different beliefs and practises.</li> <li>I can express views as why belonging/ not belonging to a faith community may be valuable to individuals and to faith members.</li> </ul>



<p><b>Culture and lifestyle</b></p> 	<ul style="list-style-type: none"> <li>Know that different families and communities have different traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Name some practises and lifestyles of being a Christian or a Muslim today.</li> </ul>	<ul style="list-style-type: none"> <li>Show how different people celebrate aspects of religion</li> </ul>	<ul style="list-style-type: none"> <li>Understand what it looks like to be a person of faith.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the diversity of belief in different religions, nationally and globally.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to evaluate the diversity of belief in different religions, nationally and globally.</li> </ul>	<ul style="list-style-type: none"> <li>I can make links between and compare the practises of different religions. I can include similarities and differences. (E.g Differences in the Christian faith.</li> </ul>
<p><b>Oracy and expression</b></p> 	<ul style="list-style-type: none"> <li>Talk about a church visit. Understand that some places are special to members of their community.</li> <li>Talk about what makes a cross in the church is special.</li> </ul>	<ul style="list-style-type: none"> <li>Show/ say what happens in some Churches and Mosques.</li> <li>Express my ideas creatively.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the language and some terminology used within at least two religions.</li> </ul>	<ul style="list-style-type: none"> <li>Use key words and vocabulary related to Christianity and at least one other religion.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make connections between my own ideas and those of others.</li> <li>Engage in critical thinking about my own and others opinions and values.</li> </ul>	<ul style="list-style-type: none"> <li>I can articulate and begin to apply the different responses to ethical questions from a range of different religions.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss and evaluate how Christians, Buddhists and Hindu's lives reflect their different beliefs using appropriate key vocabulary to support my own ideas.</li> </ul>
<p><b>Identity and values</b></p> 	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about the meanings behind what Christians and Muslims do.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to be aware of What it means to be a person of faith?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about what individuals and faith communities do and why.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to meanings behind different beliefs and practises.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to creatively express my views about why belonging to a faith community may be valuable.</li> <li>Relate this to my own life .</li> <li>Begin to recognise those with no faith also have a belief system.</li> </ul>	<ul style="list-style-type: none"> <li>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives.</li> <li>Recognise that those with no faith also have a belief system.</li> </ul>
<p><b>Meaning and purpose</b></p> 	<ul style="list-style-type: none"> <li>Retell stories.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest meanings of some religious and moral stories for Christians and Muslims today.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about what individuals and faith communities do.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest and find meanings behind different beliefs and practises.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and begin to apply the different responses to ethical questions from a range of different religions.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make connections between different belief and practises of all religions.</li> </ul>	<ul style="list-style-type: none"> <li>Respond thoughtfully to a range of sacred writings, stories, and provide good reason for differences and similarities in different texts.</li> </ul>
<p><b>Ethics and values</b></p> 	<p>Talk about the lives of people around them and their role, eg. Vicar/ minister, doctor, teacher</p>	<ul style="list-style-type: none"> <li>Ask or respond to questions about what individuals and faith communities do.</li> </ul>	<ul style="list-style-type: none"> <li>Express my own ideas and opinions in a variety of mediums.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of different medium to creatively express my own ideas, thoughts and opinions. I can begin to express my own ideas and give reasons for these ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and begin to express views about why belonging to a faith community is valuable in my own life.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practises.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply my own and others ideas about ethical questions and to express their own ideas clearly in response.</li> </ul>



<p><b>KEY VOCABULARY</b></p> 	<p>Cross church Bible Quran Christian Muslim. Priest/ vicar Old and new testament. Jesus light festival celebration Same, different, special, place of worship, church, the Bible, Birthday, Christian festivals, Harvest, Christmas, Easter, classroom, home, the cross, the font</p>	<p>Advent, baptism, Bible, Christmas, church, creation, disciple, Easter, faith, God, Harvest, Holy, Hymn, Jesus prayer, priest, vicar, worship.</p> <ul style="list-style-type: none"> <li>Allah, Islam, Mosque, Muslim, prophet, Quran</li> </ul>	<ul style="list-style-type: none"> <li><b>In addition to Y1 Christian vocabulary</b></li> <li>Jewish (Sukkot) Hindu (Divali) Islam, Prophet Muhammed, mosque, Ramadam, fasting, Eid. Allah, Mosque, Quran</li> <li>Church, holy book, sacred text, Name day, Birthday, Christian festivals, Harvest, Christmas, Easter, Lent, classroom, home, the cross, the font, pews, altar, prayer, God, worship, marriage, ceremony Unique, Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>Aum/Om, Brahman, Diwali, Ganesh, Gods and Goddess, Hindu, Hinduism, Mandir, Ofering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship, JW's,</li> <li>Shabat, kosher foods, Jews, Muslims, Christians, Quakers, red crescent, Red Cross, Christian Aid, 5 pillars Advent, Bible, Christ, Christmas, Church, disciples, Faith</li> <li>CHRISTIANITY • Place of worship: Church JUDAISM • Place of worship: Synagogue • Holy book: Torah • Jewish way of life ISLAM Place of worship</li> </ul>	<ul style="list-style-type: none"> <li>Quakers, cathedral, Pentecostal, Salvation Army, Baptist, debate, similarities, differences,</li> <li>Easter, crucifixion, Lent, Faith, Holy, Jesus, Prayer, Disciples</li> <li>Acceptance, Chaur, Sahib, Equality, Family life, Five K's, Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ed Oankar)Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism, (Sikhil) Ten Gurus, Truth, Turban</li> <li>CHRISTIANITY • God • Holy book: Bible • Christian way of life HINDUISM • Holy books • Hindu way of life BUDDHISM • Buddhist way of life</li> </ul>	<ul style="list-style-type: none"> <li>Gospels, Jesus, Guru Nanak, Sikh, Islam, Muhammed, Prophet,</li> <li><b>See Y5 Christianity / Islam/ Sikh/ vocabulary</b></li> <li>CHRISTIANITY • Christian way of life BUDDHISM • Buddhist way of life SIKHISM Sikh way of life Guru Nanak Gurdwara ISLAM • Muslim way of life • Mosque</li> </ul>	<ul style="list-style-type: none"> <li><b>In addition to Y1/ Y2 Christian vocabulary,</b> Creation, Gospel, Grace, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's supper, Mass, Miracle, Myth, New Testament, Old Testament, old, Gospel, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar,</li> <li><b>In addition to Buddhism vocabulary Yr 3</b> and enlightenment, Delusions, Dharma, Sangha (Three Precious Jewels) ordained and lay, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage.</li> <li><b>Hinduism vocabulary Yr 3.</b></li> </ul>
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