



The Sequence of Learning: Religious Education

R.E. is all about encouraging & challenging pupils to think about ideas, express them to others as well as listen to others. It provides pupils with opportunities to explore questions & answers arising from religion & beliefs. It is important that we instil an understanding in pupils that we may all have different beliefs as well as helping them to begin to make sense of their own beliefs. Promoting understanding, respecting and tolerance are three key themes throughout our R.E. curriculum.

The overall aim of our R.E. curriculum at Blean is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Assessment in Religious Education is used to support learning, check understanding and inform next steps. A range of formative assessment strategies are used regularly, including questioning, pupil discussion, reflective responses, retrieval activities and creative outcomes. These enable teachers to identify misconceptions, deepen thinking and adapt teaching accordingly.

Summative assessment is carried out at the end of units to evaluate pupils' knowledge, understanding and ability to express ideas about religion and worldviews. This may include written work, presentations, creative responses or extended discussions. Assessment focuses on progression in knowledge, use of subject-specific vocabulary and pupils' ability to reflect, reason and express informed personal views.

Alongside the study of religious traditions, pupils are introduced to non-religious worldviews, including Humanism. These perspectives are revisited and developed progressively across Key Stage 2 to reflect the diversity of belief systems in modern Britain. This ensures pupils understand that people may hold religious, non-religious or mixed worldviews, all of which influence values, identity and ways of life.

Schools have a statutory duty to teach R.E. with the curriculum being determined by the local Standing Advisory Council on Religious Education (SACRE) which is responsible for producing the locally agreed syllabus for R.E..

AGE RELATED COVERAGE

Early Learning Goal (Discovering)	KEY STAGE ONE (Exploring)	KEY STAGE TWO (Connecting)
People, Culture and Communities: 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. Communication and Language (Listening, Attention and Understanding) Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding. Personal, Social and Emotional development (Self-Regulation) Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Managing Self) Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly. Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Pupils should • Develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. • Use basic subject specific vocabulary. • Raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.	Pupils should • Extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. • Be introduced to an extended range of sources and subject specific vocabulary. • Be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. • Learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

RE	Foundational Knowledge	Curriculum Alignment
EYFS	- Recognise that people have different beliefs and celebrate special times in different ways. - Talk about special places and people in their lives. - Begin to understand the concept of belief and respect for others. - Explore religious stories and celebrations through play and storytelling.	- Supports Early Learning Goals for Understanding the World. - Introduces diversity, respect, and foundational religious vocabulary.
Year 1	- Identify key beliefs and practices in Christianity and Judaism. - Recognise symbols and places of worship. - Explore religious stories and their meanings. - Understand the importance of kindness and respect.	- Meets KS1 expectations for learning about religions and worldviews. - Builds awareness of religious symbols, stories, and values.
Year 2	- Compare beliefs and practices in Christianity and Islam. - Explore festivals and celebrations (e.g. Christmas, Eid). - Understand how beliefs influence actions. - Ask and answer questions about religion and belief.	- Expands comparative understanding of religions. - Encourages enquiry and respectful discussion.
Year 3	- Study Hinduism and Christianity in depth. - Explore religious texts and teachings. - Understand the role of prayer and worship. - Discuss moral choices and values.	- Introduces deeper enquiry into religious practices. - Supports development of moral reasoning and empathy.
Year 4	- Explore Buddhism and Christianity. - Understand the concept of enlightenment and compassion. - Compare places of worship and rituals. - Discuss how beliefs shape identity and community.	- Strengthens comparative religion skills. - Promotes understanding of belief systems and cultural diversity.

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Year 5	- Study Sikhism and Christianity. - Explore commitment, service, and equality. - Investigate religious leadership and community roles. - Discuss philosophical questions and personal beliefs.	- Aligns with UKS2 expectations for religious enquiry. - Encourages critical thinking and personal reflection.
Year 6	- Compare worldviews and non-religious beliefs. - Explore ethical dilemmas and belief-based responses. - Study rites of passage and life events across religions. - Prepare for respectful debate and discussion.	- Prepares pupils for secondary RE and philosophical enquiry. - Supports global citizenship and tolerance.
All Phases	Digital Literacy: Research using digital tools; exploring virtual tours of places of worship. Sustainability: Ethical teachings across religions on stewardship and care for the planet. Financial Education: Religious perspectives on charity, giving, and ethical financial choices. Citizenship: Respect, tolerance, identity, community cohesion, and shared values.	



The Sequence of Learning: Religious Education



These three **strands** run through the whole curriculum

Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

Expressing (Religious and spiritual forms of expression; questions about identity and diversity)

Living (Religious practices and ways of living; questions about values and commitments)

	Believing	Expressing	Living
EYFS: Pre-school	Begin to understand the idea of different celebrations or festivals learning how people celebrate Christmas, Diwali, Eid and any other celebrations the children celebrate at home. Invite children to share what they find <i>interesting or puzzling</i> in stories linked to celebrations or festivals Play in set up role-play area such as a quiet reflection corner like a “special place”. Adults to use photos of churches, mosques, synagogues: “What do people do there? Invite shared experiences of these places.	Imitate everyday actions and events from their own family and cultural background in their pretend play Use multi-sensory activities to show how people celebrate: <i>Christian celebrations (Xmas and Easter):</i> decorate a small Christmas tree or Easter eggs <i>Hindu celebration (Diwali):</i> create simple Rangoli patterns or diva pots with playdough Play music used in different celebrations and invite free movement/dance.	Begin to understand their place in their family and community by discussing families and groups they attend. Talk about their own experiences of celebrating events like Christmas, birthdays or other significant life or religious events. Use puppets or role-play to talk about sharing, fairness, and helping (linked to Jigsaw: PSHE) Invite children to talk about people in their family or community who help (e.g., nurse, shopkeeper). (Links to ‘People, Culture & Communities’). Discuss themes such as helping, forgiving, saying sorry, or welcoming others (linked to PSHE: Managing self/self-regulation and making relationships)

Foundation for growth EYFS: Year R 	Which stories are special and why? -talk about some religious stories - recognise some religious words, e.g. about God -identify some of their own feelings in the stories they hear - identify a sacred text e.g. Bible, Qur'an -talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do - talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. <i>Noah and the Ark, Christmas nativity story Creation story, Rama and Sita, Hannukah story</i> Which people are special and why? -talk about people who are special to them -say what makes their family and friends special to them - identify some of the qualities of a good friend - reflect on the question 'Am I a good friend?' -recall and talk about stories of Jesus as a friend -recall stories about special people in other religions and talk about what we can learn from them	Which places are special and why? -talk about somewhere that is special to themselves, saying why - be aware that some religious people have places which have special meaning for them - talk about the things that are special and valued in a place of worship - identify some significant features of sacred places -recognise a place of worship -get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Which times are special and why? -give examples of special occasions and suggest features of a good celebration - recall simple stories connected with Christmas/ Easter and a festival from another faith e.g. Diwali - say why Christmas/Easter and a festival from another faith is a special time for Christians/ members if the other faith <i>Diwali, Holi, Christmas, Easter, Hannukah</i>	Where do we belong? -re-tell religious stories making connections with personal experiences - share and record occasions when things have happened in their lives that made them feel special - recall simply what happens at a traditional Christian infant baptism and dedication -recall simply what happens when a baby is welcomed into a religion other than Christianity What is special about our world and why? -talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world -re-tell stories, talking about what they say about the world, God, human beings -think about the wonders of the natural world, expressing ideas and feelings -express ideas about how to look after animals and plants -talk about what people do to mess up the world and what they do to look after it. <i>Links with Science and environmental topics such as welly Wednesday, beach clean, looking after our planet, gardening and growing.</i>
Seed 1 	Who is Christian and what do they believe? -Talk about some simple ideas about Christian beliefs about God and Jesus. -Re-tell stories that show what Christians might think about God, in words, drama and pictures; pupils suggesting what the story means. - Talk about issues of good and bad, right and wrong arising from the stories. -Ask some questions about believing in God and offer some ideas of their own.	What makes some places sacred? -Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. -Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	What does it mean to belong to a faith community? -Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. -Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. -Identify two ways people show they belong to each other when they get married.

		-Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. -Ask good questions during a school visit about what happens in a church. How and why do we celebrate special and sacred times? -Identify some ways Christians celebrate Christmas/Easter. -Re-tell stories connected with Christmas/ Easter and say why these are important to believers. -Ask questions and suggest answers about stories to do with the Christian festivals of Christmas and Easter. - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	-Respond to examples of co-operation between different people.
Sprouting seed 2 	Who is Jewish and what do they believe? -Talk about how the mezuzah in the home reminds Jewish people about God. -Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. -Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. -Ask some questions about believing in God and offer some ideas of their own. What can we learn from sacred books? -Recognise that sacred texts contain stories which are special to many people and should be treated with respect.	How and why do we celebrate special and sacred times? -Identify some ways Christians celebrate Harvest and some ways a festival is celebrated in another religion. -Re-tell stories connected with Harvest and a festival in another religion and say why these are important to believers. -Ask questions and suggest answers about stories to do with the Christian festival of Harvest and a story from a festival in another religion. - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	How should we care for others and the world and why does it matter? -Re-tell Bible stories and stories from another faith about caring for others and the world. - Identify ways that some people make a response to God by caring for others and the world. -Talk about issues of good and bad, right and wrong arising from the stories. -Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. -Use creative ways to express their own ideas about the creation story and what it says about what God is like.

	-Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. -Ask and suggest answers to questions arising from stories Jesus told and from another religion. -Talk about issues of good and bad, right and wrong arising from the stories. Who is a Muslim and what do they believe? -Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. - Re-tell a story about the life of the Prophet Muhammad. -Recognise some objects used by Muslims and suggest why they are important. -Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.		
Sprout 3 	What do different people believe about God? -Describe some of the ways in which Christians Hindus and/or Muslims describe God. -Ask questions and suggest some of their own responses to ideas about God. -Suggest why having a faith or belief in something can be hard. - Identify how and say why it makes a difference in people's lives to believe in God). Why is the Bible important for Christians today? -Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. -Give examples of how and suggest reasons why Christians use the Bible today.	Why do people pray? -Describe the practice of prayer in the religions studied. -Make connections between what people believe about prayer and what they do when they pray. -Describe ways in which prayer can comfort and challenge believers. -Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. How do people from religious and nonreligious communities celebrate key festivals? New content from 2022 syllabus -Describe how the way some people celebrate festivals might show something about their beliefs	What does it mean to be a Christian in Britain today? -Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. - Describe some ways in which Christian express their faith through hymns and modern worship songs. - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. -Discuss links between the actions of Christians in helping others and ways in which people of

	-Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. -Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	-Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews -Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons -Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live. -Describe how survey data and interviews might tell us something about people's beliefs and worldviews -Describe how the way people celebrate Christmas might show something about their beliefs. -Suggest how the celebrations studies might make a difference to how pupils think and live.	other faiths and beliefs, including pupils themselves, help others.
Sapling 4 	Why is Jesus inspiring to some people? -Make connections between some of Jesus' teachings and the way Christians live today. -Describe how Christians celebrate Holy Week and Easter Sunday. - Identify the most important parts of Easter for Christians and say why they are important. -Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	Why do some people think life is a journey? -Suggest why some people see life as a journey and identify some of the key milestones on this journey. -Describe what happens in Christian, and Jewish ceremonies of commitment and say what these rituals mean. - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. -Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Why are festivals important to religious communities?	What does it mean to be a Hindu in Britain today? -Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. -Describe some ways in which Hindus express their faith through puja, aarti and bhajans. -Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

		-Make connections between stories, symbols and beliefs with what happens in at least two festivals. -Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). - Identify similarities and differences in the way festivals are celebrated within and between religions, for example festivals of light. <i>Easter, Divali in Hinduism Pesach (Judaism) and Eid ul Fitr (Islam)</i>	How do family life and festivals show what matters to Jewish People? New content from 2022 syllabus -Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people -Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities -Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives - I can... You can... Can you...? ...explain two ways the story of Exodus shows Jewish beliefs about God ...say a way the story of Exodus leads to Jewish people being called chosen people ...describe two meanings of the story of Exodus for Jews today. ...say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance ...list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach ...say simply how two parts of Pesach celebrations link to freedom and justice ...ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach
Small tree 5 	What would Jesus do? (Can people live by the values of Jesus in the 21st century?) -Outline Jesus' teaching on how his followers should live. -Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. - Explain the impact Jesus' example and teachings might have on Christians today.	If God is everywhere why go to a place of worship? -Make connections between how believers feel about places of worship in different traditions. - Select and describe the most important functions of a place of worship for the community. -Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.	What does it mean to be a Muslim in Britain today? -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. -Describe and reflect on the significance of the Holy Qur'an to Muslims. -Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.

	-Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. Why do some people believe God exists? - Outline clearly a Christian understanding of what God is like, using examples and evidence. -Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. -Express thoughtful ideas about the impact of believing or not believing in God on someone's life. -Present different views on why people believe in God or not, including their own ideas.	-Present ideas about the importance of people in a place of worship, rather than the place itself.	- Make connections between the key functions of the mosque and the beliefs of Muslims.
Mature tree with fruit 6 	What do religions say to us when life gets hard? -Express ideas about how and why religion can help believers when times are hard, giving examples. - Outline Christian, Hindu and/or non-religious beliefs about life after death. -Explain some similarities and differences between beliefs about life after death. - Explain some reasons why Christians and Humanists have different ideas about an afterlife.	Is it better to express your religion in arts and architecture or in charity and generosity? -Describe and make connections between examples of religious creativity (buildings and art). - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity & charity as more important than buildings and art. -Apply ideas about values and from scriptures to the title question.	What matters most to Christians and Humanists? -Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. - Describe some Christian and Humanist values simply. -Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. What can be done to reduce racism? Can religion help? New content from 2022 syllabus Describe examples of connections between antiracism and religion --Understand the challenges racism presents to human communities and consider different religious responses

			-Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies -Describe simply two examples of racism, describing what is unfair or unjust in each case -Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts -Give an example of a time when religious people could have done more to reduce racism -Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples -Discuss three or more suggested ways of reducing prejudice and racism -Consider and compare the teachings of two different religions about human unity -Discuss a case study of 'religion against racism' thoughtfully -Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art) What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? -Make connections between beliefs and behaviour in different religions.
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			-Make connections between belief in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions. -Outline the challenges of being a Hindu, Christian or Muslim in Britain today. -Consider similarities and differences between beliefs and behaviour in different faiths.
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The Blean Values: Religious Education

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Questioning – having the confidence to ask relevant questions to find out about views, beliefs and customs of others	Making links – linking learning between other religions and worldviews and our own experiences	Respect – respecting the views and beliefs of everyone, even if we don't agree	Self confidence – contributing to creating a positive view of yourself	Team work – working together to explore big life questions
Expanding horizons – developing appreciation and understanding of other's religions and customs	Generalisation – identifying similarities and differences	Open mindedness – being open to appreciating similarities and differences between us	Challenge –developing confidence to ask questions which may be challenging and listen to the answers, even if we don't agree	Community links – using members of our school and local community as well as places of worship a learning resources
Exploring the unknown – using learning as an opportunity find out about and gain insight into views and beliefs of others		Tolerance – understanding and respect for others		Communication – talking together and listening to each other to discuss big life questions
		Understanding – developing knowledge of religious and other worldviews		Building cross-cultural bridges – understanding, valuing and appreciating each other
Digital technology and media are used where appropriate to enrich Religious Education learning. This may include virtual tours of places of worship, digital storytelling, video and audio resources and multimedia presentations. These tools help pupils to visualise religious practices, access a wider range of voices and express their learning creatively				

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Subject-specific vocabulary is taught explicitly and revisited regularly to support pupils' understanding and confidence in Religious Education. Key terms are introduced in context, modelled by teachers and practised through discussion, written work and creative activities. Retrieval strategies, such as recap questions, vocabulary games and oral rehearsal, are used to help pupils recall and apply vocabulary accurately across different units and year groups.

RE Key Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christian, Bible, church, God, Noah, Ark, Mary, Joseph, God, Christmas, Easter, Shrove Tuesday, Diwali, Holi, Bonfire Night, Hannukah, Judaism, Hinduism, Temple, Qur'an, Eid, Ramadan, Luna New Year, Menorah, prayer, celebration	As EYFS plus Christianity Christian, God, creator, father, Bible, holy, miracle, Church, belief, prayer, baptism, christening, symbol, holy water, candle, cross, worship, lectern pulpit, sermon, priest, vicar, Christmas, Advent, resurrection, cross, Easter, crucifixion, Palm Sunday, Maundy Thursday, Good Friday, Holy Week, Last Supper, Jesus, disciple, Christ, Lord, wedding, marriage, community, parable Islam Muslim, Allah, Muhammad, Prophet, belief, Ramadan, Eid, Mosque, prayer mat, prayer beads, prayer cap, Mecca, call to prayer, Qur'an, Rehal, star, crescent, symbol Judaism Jewish, Shabbat, Mezuzah, star of David, challah bread, Shema, Hebrew, Torah, yad, Tashlich, Yom Kippur, Sukkot, Chanukah (Hannukah), Pesach, God, Covenant, promise, land, belief, obey, day of rest, authority, inspiration, belonging, goodness, beliefs, belonging, values, Sabbath, rules, history, symbolism, remembering, command, prayer, slavery, freedom, holy days,	By the end of Year 6 our expectation is that all pupils will have had exposure to the following General Terms: Forgiveness, commitment, faith, Creator, Role model, word of God, Beliefs, Action, Sacred, Pilgrimage, statement of faith, ceremony, Rites of passage, Death, Revelation, Reflection, action, authority, obedience, ultimate questions, values, inspiration, authority, responsibility, symbolism, commitment, good, evil, justice, moral, freedom, sociological lens, festival Christianity Trinity, creed, father, son, holy spirit, incarnation, Old Testament, New Testament, Gospels, scripture psalm, cathedral, abbey, Anglican. Roman Catholic, Baptist, Methodist, Protestant, Evangelical, Pentecostal. non-conformist, hymn, psalm, mass, holy communion, eucharist, sacrament, rector, minister, baptism, funeral, pilgrim, Eucharist, chalice, Last Supper, Ascension. Pentecost, mission, confirmation, denominations, grace Islam Angels, Revelation, Hajj, 5 Pillars, Id-ul-Adha, Id-ul-Fitr, Ka'bah, Wudu, Shahadah, , Salah, Zakah, Sawm, Hajj, Aqiqah, Shahadah Adhan, Arabia, Muhammad, Pbuh = peace be upon him, The Night of Power, Messenger, submission, Imam, Qiblah, Wudu, Ummah Judaism Use KS1 vocabulary plus: God as king/creator/ruler, commandment, repentance, covenant, one people, covenant, Rabbi, Ark, Exodus, rosh hashanah Hinduism Hindus, Temple, Brahman, Brahma, Vishnu, Shiva, murtis, Ganesh, Lakshmi, Krishna, Saraswati, Rama, Sita, Hanuman, Ravana, Lakshman, diva, rangoli, Divali, Holi, Raksha, Bandhan, rakhi, Om murtis, fire, light, darkness, puja ceremony, arti, lamp, prashad, bell, joss sticks, aum/om, kum kum, samskar (namkara), Lotus, Mandir, Shrine, Karma, Reincarnation, Moksha, Dharma, Ahimsa Year 6 - Humanism and belief codes Humanist, non-religious, code for living, atheist, agnostic, theist, monotheism, evolution. Year 6 – Racism Racism, anti-racism, prejudice, scriptures, justice, stereotyping, fairness, discrimination, favouritism, unfairness, mutuality, equality, wellbeing, unconscious bias				

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Through Religious Education, pupils explore respectful relationships between people of different faiths and beliefs. They are encouraged to listen carefully, ask thoughtful questions and engage in dialogue that values difference. Learning supports pupils in recognising prejudice and injustice, including racism, and considering how religious and non-religious teachings promote fairness, dignity and respect for all.

SMSC in RE	
Spiritual	Social
Children • use religious words and phrases to recognise and name features of religious life and practice. • recall religious stories. • recognise symbols and other verbal and visual forms of religious expression. • suggest meanings for a range of forms of religious expression. • talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others. • express their own and others' views on the challenges of belonging to a religion.	Children • work collaboratively to explore the practices and beliefs of different religions. • ask and respond sensitively to, questions about their own and others' experiences and feelings. • identify and describe the impact religion has on believers' lives. • describe what inspires and influences themselves and others. • express their own and others' views on the challenges of belonging to a religion. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence. • Encounter ideas about the universality of the obligation to kindness and goodness
Moral	Cultural
Children • In relation to matters of right and wrong, they recognise their own values and those of others. • make links between values and commitments and their own attitudes and behaviour. • raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. • model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religion. • Explore social and religious history in ways that enrich pupils' awareness of issues of race and justice	Children: • ask and respond sensitively to questions about their own and others' experiences. • make links between beliefs and sources, including religious stories and sacred texts. • Identify and describe the impact religion has on believers' lives. • express their own and others' views on the challenges of belonging to a religion. • consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
British Values	
Religious Education supports pupils' understanding of British Values by promoting tolerance, mutual respect and an appreciation of diversity. Pupils explore how different religions and worldviews challenge discrimination and prejudice, and how individuals and communities can work together to promote justice and equality. This learning is built progressively across Key Stage 2 and culminates in explicit study of racism and anti-racism in Year 6. • Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures. • To encourage respect for other people. • Enable pupils to develop their self-knowledge, self-esteem and self-confidence. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law.	

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- Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

An ambitious RE curriculum can give pupils the kinds of rich knowledge of religions and worldviews that enable them to participate fully in the cultural life of modern diverse Britain. RE opens minds to global diversity and cultures.

Effective RE enables all pupils to understand the significance of spiritual and moral issues in our contemporary culture, so that they can both contribute to and benefit from the multicultural society in which they live.

Cultural capital and RE

Effective RE enables pupils to develop cultural competency and cultural navigation skills from their own worldview or religion in relation to the religions and worldviews of others.

RE gives pupils from every background access to the kinds of cultural capital with which religions and worldviews engage - e.g. in the arts, language, literature, sciences, sport, fashion and the economy in all its aspects. This includes the ways religions and worldviews challenge prevailing ideas, e.g. from moral perspectives.