

RE Curriculum Progression Map

	Year 3	Year 4	Year 5	Year 6
Religious Education intent	At Horsell C of E Junior School, Religious Education (RE) is treated as a core subject. We provide an accurate teaching of the world’s main religions and views, enabling pupils to gain a greater insight about the world they are growing up in. Through RE, pupils will be able to articulate key religious concepts and beliefs, be brave by sharing their own opinions and interpretations, and work collaboratively alongside others, including respecting views which may be different to their own.			
The Religious Education Surrey Agreed Syllabus 2023 - 2028 objectives:	<p>By the end of KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate • express their understanding of concepts in theological terms • suggest some ways in which different people might interpret key texts / sources • suggest meanings for a range of forms of expression, using accurate vocabulary • comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities • investigate and describe similarities and differences in lived experience within and between religions / beliefs • describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally & globally) • explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently • suggest what might happen as a result of their own and others’ thinking, attitudes or actions, drawing on examples from their learning • develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview • reflect on possible connections between worldviews and the human search for meaning in life 			
	Autumn 1			
	CHRISTIANITY: How did Jesus change lives – and how is it ‘good news?’	HUMANISM: How do non-religious people celebrate new life?	ISLAM: What helps Muslims to live a good life?	HINDU (SANATAN) DHARMA: Why should Hindus (Sanatanis) live a good life?
Surrey Agreed Syllabus 2023 – 2028 key ideas	<ul style="list-style-type: none"> • Miracles & stories about Jesus through the eyes of Peter • ‘Gospel’ as ‘good news’ • Forgiveness & restoration 	<ul style="list-style-type: none"> • Celebrating new life is important to religious & non-religious people • We have one life to live & it’s worth celebrating • Key principles of Humanism through baby welcoming ceremonies • The importance of the freedom to choose how to live and what to believe 	<ul style="list-style-type: none"> • Five pillars as duties for living a good life • Fasting and celebrating contribute to a good life • Hadith & sunnah as guidance to follow 	<ul style="list-style-type: none"> • Cycle of samsara & impact of karma • Moksha as release from cycle of samsara • Importance of 4 dharma (duties) & artha (honest living) in achieving a good life
Concepts	Gospel Kingdom	Science Reason Empathy	Shahadah Salah Sawm Zakah Hajj hadith	‘sanatan dharma’ Samsara Karma Moksha
Knowledge	By the end of this unit pupils should know:	By the end of this unit pupils should know:	By the end of this unit pupils should know:	By the end of this unit pupils should know:

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	<p>most Christians believe that</p> <ul style="list-style-type: none"> • Jesus befriended ordinary people e.g. fishermen, and the ‘outcasts’ of society e.g. tax collectors, lepers, women. • Jesus showed he was God’s Son by performing miracles • relationships can be damaged, but can also be mended through forgiveness • that Jesus continues to change lives today • that Jesus’ forgiveness enables those who turn to him to have eternal life and be with God forever • that Jesus modelled how to have good relationships with others 	<ul style="list-style-type: none"> • what is meant by “non-religious people” and “worldview” • that celebrating new life is important to many people • why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community • that there are similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies • that for most Humanists, it’s important that a child is given the freedom to choose what they believe for themselves • how ceremonies celebrating new life can help a person develop their identity and recognise how people express belonging through their actions • that ‘new life’ might not just be about celebrating the birth of a child, but can also be a new beginning in a person’s journey through life and can be a celebration of a child or person’s freedom to find their own path in life 	<ul style="list-style-type: none"> • that Islam is a monotheistic religion • that Allah is eternal, omniscient, and omnipotent • that a believer can approach Allah by praying, and by reciting the Qur’an • that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live • what the pillars (or duties) of Islam are and how they help many Muslims to have a good life • the purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person • that times of celebrations also help Muslims to live a good life (Eid-ul-Fitr & Eid-ul-Adha) 	<ul style="list-style-type: none"> • the religion of Hindus is called ‘Sanatana Dharma’ (Eternal Truth), which is widely known as Hinduism • that most Hindus (Sanatanis) believe in only one Supreme Being – Brahman and that every living thing has a spark of Brahman (atman) in it • the impact of this belief on the way many Hindus (Sanatanis) live, according to the principles of ahimsa • many Hindus (Sanatanis) try to live good lives by doing ‘dharma’ (righteous duties) – and that this is different for different people and stages of life • that worship (puja and arti) is a duty throughout life • the story of Rama and Sita (the Ramayana) and what it teaches Hindus (Sanatanis) about dharma and how to live
<p>Skills (Golden threads)</p>	<ul style="list-style-type: none"> • explore Biblical texts and consider the meaning and impact on the lives of people then and now • consider what Christians learn about God / Jesus from the life of Peter • extend their use of subject specific vocabulary such as forgiveness, miracles, restoration • make connections between Christians following God and forgiving others and consider how this may be expressed in daily life 	<ul style="list-style-type: none"> • be able to explain what Humanism is and how and why Humanists celebrate new life • draw conclusions about non-religious beliefs from understanding how babies are welcomed into a Humanist community. • describe why it is important for many people to celebrate the birth of a baby • identify similarities and differences in the ways some people welcome babies and be able to give examples, linking with differences in beliefs 	<ul style="list-style-type: none"> • describe and connect some key beliefs about Allah, worship practices and the pillars and explain how they help to shape a good life for Muslims • use key vocabulary accurately • refer to sources (e.g. Hadith, pillars) when explaining how or why Muslims try to live a good life • explain and make connections between Islam and other religions they have studied • describe the impact of living a ‘good life’ on individuals and / or the ummah (Muslim community) 	<ul style="list-style-type: none"> • explain some key beliefs / concepts in Hindu (Sanatana) Dharma (Hinduism) using correct vocabulary • describe how these beliefs / concepts are expressed through the cycle of samsara • identify and explain how dharma (duty) is presented in the story of Rama and Sita and/or how the couple are an example for Hindus (Sanatanis) to follow

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	<ul style="list-style-type: none"> • recognise diversity in the things that people believe • consider the impact of people’s life experiences on their beliefs – and vice versa • consider their own beliefs and values and those of others in the light of their learning. 	<ul style="list-style-type: none"> • be able to describe how important these celebrations can be to a community • show that they have developed an understanding and respect for what is valued by others and how that value is expressed • be able to share their own personal ideas about new life and new beginnings 	<ul style="list-style-type: none"> • give reasons why living a good life might be important to Muslims and how / why their own ideas might be similar / different • suggest how Muslims’ beliefs might affect their decisions and the challenges this might present 	<ul style="list-style-type: none"> • explain how worship (puja & arti) might help Hindus (Sanatanis) to do their duties • organise their ideas about why Hindus (Sanatanis) should live a good life • investigate and describe similarities and differences in people’s lived experience or views on beliefs within Hindu (Sanatana) Dharma • reflect on how stories and/or practices within Hindu (Sanatana) Dharma relate to their own experiences or questions of living ethically
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Forgiveness – the decision to no longer feel angry at someone who has hurt you • Disciple – one of the 12 special friends of Jesus, who followed Jesus, listened to his teachings and tried to be like him • Resurrection – God bringing Jesus back from death to life; the act of being brought back to life • Gospel – <i>lit. ‘Good News’</i>. The Gospels are the 4 books in the New Testament written by eye witnesses to Jesus’ life; the concept of ‘Gospel’ is the message of ‘good news’ that Jesus brings • Miracle – a supernatural event that can’t be easily explained. People believed only God could do miracles. • Denial / Deny – Peter’s refusal to recognise that he knew Jesus 	<ul style="list-style-type: none"> • Believers’ baptism – a Christian initiation (joining) ceremony marking a person’s commitment to follow Jesus, involving water (often by full immersion) • The Golden Rule – a universally recognised statement: ‘Treat others as you would wish to be treated’, which for Humanists is expanded with ‘...in their situation.’ • Natural – not made by human beings, part of our world • Evolution – a scientific process which occurs naturally in living things, causing them to adapt to their environment or gradually to change • the Big Bang – the scientific explanation for how the Universe started • worldview – the way that someone views the world, which might include religious and/or nonreligious perspectives • Humanism – a structured non-religious worldview which focuses on the one life 	<ul style="list-style-type: none"> • Allah - the Arabic term for God • Tawhid - the oneness of God • Hadith - the words of prophet Muhammad • Salah - prayer • Wudu - (pron. wuzhu**) ablution, the ritual cleaning of the body before worship • Ummah – the Muslim community • Shahadah – ‘There is no God but Allah and Muhammad is his messenger’; Salah – prayer (which includes ritual washing, wudu) • Sawm (Fasting) – Ramadan • Zakah (giving to charity) • Hajj (Pilgrimage) • Raqib – the angel who sits on the right shoulder of a Muslim & records all good deeds • Atib – the angels who sits on the left shoulder & records bad deeds. 	<ul style="list-style-type: none"> • Sanatana Dharma (Hinduism) – the eternal truth & teachings • Sanatani(s) – follower(s) of Sanatana Dharma, also known as Hindu(s) • Brahman – the name that Hindus (Sanatanis) have for God. Brahman appears as needed in the form (manifestation) of other deities. • Manifestation – a revelation / representation of Brahman, showing different aspects / attributes of Brahman’s character • Supreme Being – another name for Brahman, who is part of every living thing • Atman (soul) – a spark of life from Brahman, present in every living thing • Deities / Devas – ‘gods’ and ‘goddesses’ within Sanatana Dharma • Murti – an image or representation of a deity

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	<ul style="list-style-type: none"> • Restoration – something being put right / back to how it was, better than it was before • Gentiles – people who are not Jewish 	<p>Humanists believe we have, on being happy and making others happy, and on the freedom to choose how to live as long as it doesn't hurt others</p> <ul style="list-style-type: none"> • Evidence – scientific proof • Atheist – someone who believes there is no god • Milestones – ways of marking stages in life such as birth or marriage • Celebrant – someone who conducts a ceremony, in this unit, a Humanist celebrant • Bar/Bat Mitzvah – a Jewish rite of passage marking the start of adult life for Jewish young people • Godparents – adults who make promises to support Christian parents in bringing up their children • Empathy – the ability to understand and share someone else's feelings of point of view • Happy Human – the symbol of Humanism 	<ul style="list-style-type: none"> • Aqueqah - the Islamic tradition of the sacrifice of an animal as a way of giving thanks to Allah on the occasion of a child's birth • Eid-ul-Fitr – the festival to mark the end of Ramadan, the month of fasting • Eid-ul-Adha – the festival to mark the end of the annual pilgrimage of Hajj 	<ul style="list-style-type: none"> • Trimurti – the three main deities: Brahma, Vishnu & Shiva • Brahma – the deity that represents and controls the power of creation / birth • Vishnu – the deity that represents and controls the power of preservation / life • Shiva – the deity that represents and controls the power of destruction / death • Ashrama – the stages of life (student; householder; 'forest-dweller'; renouncer) • Dharma – duties, which are different at different life stages (ashrama dharma); dharma is also the right thing to do in any given situation • Ahimsa – the principle of non-violence, harming nothing or no-one • Avatar – an incarnation of a deity i.e. the manifestation of Brahman that the deity takes in order to come to earth, sometimes human e.g. Rama is an avatar of Vishnu • Puja – a ceremony of worship, which involves all the senses • Arti – a ceremony that takes place in front of the deities, involving four elements (fire, earth, water and air) • Shrine – a place in the home or the mandir where deities are worshipped • Diwali – a new year festival of light, featuring the female deity Lakshmi, and the epic tale of Rama and Sita, in the Ramayana • Vegetarian – someone who doesn't eat meat
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				<ul style="list-style-type: none"> • Offering – something that is given freely, in this context, presented to a deity • Mala – beads that help Hindus (Sanatanis) focus on praying, sometimes with a mantra
Autumn 2				
	CHRISTIANITY: How can artists help us to understand what Christians believe and do?	CHRISTIANITY: What did Jesus say about God’s kingdom & why was it good news?	CHRISTIANITY: What do Christians believe about creation?	CHRISTIANITY: How is God Three – and yet One?
Surrey Agreed Syllabus 2023 – 2028 key ideas	<ul style="list-style-type: none"> • How Christians show ideas about God through art • Crosses from around the world • Art (incl. Christmas) from different cultures: Jesus ‘like us’ (incarnation) 	<ul style="list-style-type: none"> • ‘Kingdom’ as God’s rule on earth & in heaven • Jesus’ teaching about God’s Kingdom in the Sermon on the Mount & the Great Commandment • Christians living as citizens of God’s Kingdom 	<ul style="list-style-type: none"> • Link with Science curriculum: creation / evolution theories • Humanity has choices – ‘free will’ • All of creation is affected by ‘the fall’ • One day there will be a new creation 	<ul style="list-style-type: none"> • Holy Spirit is God at work in the world • Holy Spirit in relationship with Father & Son • Trinity in baptism of Jesus, creation & Christians’ experience • How does this idea compare with other religions’ beliefs?
Concepts	God Incarnation	Gospel Kingdom	Creation Free will	God Trinity Incarnation
Knowledge	<p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none"> • that Christian art often uses symbols and words to communicate ideas about, and understandings of God • that Christians have used art for 2,000 years to ‘talk’ about God and to worship God • that the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation <p>that most Christians believe that:</p> <ul style="list-style-type: none"> • God came to live on earth in the person of Jesus Christ • Jesus’ life and actions point to his identity as God 	<p>By the end of this unit pupils should know that most Christians believe that:</p> <ul style="list-style-type: none"> • God’s Kingdom is God’s rule on earth • Jesus is the ruler of God’s Kingdom • people who follow Jesus make up the Church and are members of God’s Kingdom <p>Jesus taught his followers how to live in his Kingdom, including:</p> <ul style="list-style-type: none"> • how they should treat others • how they should spend their time • how they should spend their money 	<p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none"> • the creation narrative is shared by Jews, Christians and Muslims • the ‘big Bible story’ begins with creation and its themes are woven throughout • Christian views can differ both within and across denominations • some Christians believe that creation took place over seven days but others have different beliefs <p>most Christians believe that:</p> <ul style="list-style-type: none"> • God created the world and all living things and has put humanity in charge of its care • humans are given free will 	<p>By the end of this unit pupils should know that most Christians believe:</p> <ul style="list-style-type: none"> • God is a Trinity – Father, Son and Holy Spirit • God is Three – and yet One – and each is equal • that each Person of the Trinity has a distinct character and purpose, but is still part of the one God <p>• that this understanding of God is unique to Christianity and is often referred to as a ‘mystery’</p> <ul style="list-style-type: none"> • that symbols are sometimes used to express deep Christian beliefs about the Trinity • that Jesus the Son and God the Father are with Christians in the

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	<ul style="list-style-type: none"> • Jesus’ death on the cross makes Salvation possible for all of humanity 		<ul style="list-style-type: none"> • human choices have led to the fall of all creation which is the cause of suffering • God will one day make ‘all things new’ and end all suffering 	<p>Person of the Holy Spirit and that this makes a difference to how many Christians live</p>
<p>Skills</p>	<ul style="list-style-type: none"> • identify simple similarities and differences between ideas communicated in different examples of art • describe and suggest meanings for symbols and other forms of Christian artistic expression • make links between Christian art and practices • reflect on and creatively respond (using a choice of media) to their own beliefs about Jesus • make links between Christian art and how different Christians may worship God (as individuals and as part of a community) • suggest the impact of Christian art upon beliefs and practices • make links between their ideas about God and other people’s, thinking about where ideas come from (theirs and others’) 	<ul style="list-style-type: none"> • identify simple similarities and differences between earthly kingdoms and the Kingdom of God • describe and suggest the meaning of the Kingdom of God • make links between belief in, and belonging to, the Kingdom and Christian behaviour • investigate and connect aspects of the Kingdom of God, identifying some similarities and differences in children’s lived experience of monarchy and government • identify the impact of belief in God’s Kingdom and discipleship – individually and as a community • compare their own ideas and feelings with those of many Christians • make links between what they and other people think about God’s Kingdom • give reasons for their own beliefs, attitudes and actions about how people should live, especially in relation to their own developing worldview • ask significant questions about how people should live, comparing their ideas with others’ and suggesting answers from their learning 	<ul style="list-style-type: none"> • explore, gather and collect ideas about creation drawing on key texts from the Bible and lived experience of Christians • suggest meanings for a variety of Christian beliefs about creation and the fall, using accurate vocabulary • suggest some ways in which different Christians may interpret key biblical texts • comment on connections between beliefs, values, practices and ways of life with regard to the care of the world / human sin • investigate and describe similarities and differences in belief within and across different Christians communities and the impact on how they live • explain how the hope of a new creation makes a difference to themselves and others, recognising that others may think differently • suggest what happen as a result of their own and others’ attitudes to creation and the fall, drawing on examples form their learning • develop insights of their own in exploring questions of how humans might live in response to creation, relating their own experiences in the world today 	<ul style="list-style-type: none"> • describe the concept of the Trinity as Three and yet One, in their own words • describe and suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary and suggesting similarities / differences • investigate and connect features in Christian art portraying Jesus’ baptism or the Trinity, identifying similarities and differences between different artists’ representations, and linking to different interpretations of the text • identify the impact of beliefs about the Trinity on some Christians’ lived experience or on artists’ work, thinking about what’s the same and what’s different – and what some possible reasons for this might be • compare their own ideas about God as a Trinity with those of others • make links between what they and Christian artists think about the Trinity, giving reasons for beliefs / attitudes / choices • ask significant questions about the Trinity, comparing their ideas with others’ ideas and suggesting answers from their learning • find their own way of representing the qualities of the Trinity, explaining what has influenced their choices

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<p>Vocabulary</p>	<ul style="list-style-type: none"> • Creativity – the act of being creative • Holy Week – the week from Palm Sunday to Easter Sunday • Crucifix - represents the death of Jesus, • Cross – represents the death of Jesus, but also refers to the resurrection (Jesus is not on the cross) • The Nativity – the occasion of Jesus’ birth • Annunciation – the news given to Mary by Angel Gabriel that she would have a baby, God’s Son • Incarnation – (lit. in-carne = in flesh) the concept of God coming to earth as Jesus, God’s Son, who is both fully God and fully human 	<ul style="list-style-type: none"> • Kingdom – a place where a king or queen rules • Citizen – a person who is part of a state, nation or kingdom • Kingdom (for Christians) – the rule of God on earth, which began with the coming of Jesus and will be fully established at the end of time, when Jesus returns to earth to rule as King. Christians follow Jesus’ teachings to live as citizens of God’s Kingdom in the world today. • Incarnation – the belief that God became a human being in the person of Jesus Christ • Good News (‘Gospel’ in Greek) – the Christian message that the coming of God in the person of Jesus is good news for all people • Response – the Christian teaching that God’s love should elicit a response from those whom he loves – this may be a change in attitude, understanding or action • Sovereign – a ruler or monarch 	<ul style="list-style-type: none"> • creation – the act of making something • Creation – the very beginning of life on Earth (& in the Universe), which Christians believe was made by God. God said that in the beginning it was ‘very good’. The account in the Bible can also be found in the Torah and Qur’an • ‘The Fall’ – the Christian belief that the choices made by Adam and Eve in the Garden of Eden had consequences and broke the relationship between God, humankind and the natural world • Evolution – a scientific theory proposed by Charles Darwin about the origins of life • Theory – an idea that needs to be tested / proved • Fact – something that has been proved • Big Bang – the theory that the universe began through expansion from a single point 	<ul style="list-style-type: none"> • Trinity – the Christian belief that God can be known as three distinct persons (Father, Son and Holy Spirit), yet God is still one. They sometimes call this a ‘mystery’! • God the Father is the first person of the Trinity (linking to Christian beliefs in God as CREATOR and parent) • God the Son is the second person of the Trinity (relates to the person of Jesus, linking to INCARNATION & SALVATION) • God the Holy Spirit is the third person of the Trinity (linking to KINGDOM, the work of God in the world through the lives of Christians) • John the Baptist – was Jesus’ cousin (son of Elizabeth & Zechariah), born about 6 months before Jesus’ birth. After John’s death, many of John’s followers became followers of Jesus • Baptism (christening) – an initiation (joining) ceremony for babies, as a sign of welcome into the Christian community • Believers’ baptism – a Christian initiation (joining) ceremony marking a person’s commitment to follow Jesus, involving water (often by full immersion) • Liturgy – a set of words spoken as part of a Christian service, such as a baptism • Unity – being together in heart and mind • ‘In communion’ – being in a united, equal relationship together
<p>Spring 1</p>				
	<p>ISLAM:</p>	<p>SIKHI: What do Sikhs value?</p>	<p>HINDU (SANATAN) DHARMA:</p>	<p>BUDDHISM: What is the ‘Buddhist way of life’?</p>

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	How does worship (ibadah) show what's important to Muslims?		What helps Hindus (Sanatanis) to worship?	
Surrey Agreed Syllabus 2023 – 2028 key ideas	<ul style="list-style-type: none"> Prayer (salah) shows submission to Allah Ummah as an equal community of believers Qur'an as final revelation & guide for living 	<ul style="list-style-type: none"> Duties of Sikhs to pray, work and give Equality is important to Sikhs & is expressed in langar & Sikh community Gurus as teachers & leaders 	<ul style="list-style-type: none"> 'Sanatan Dharma' as a way of life Brahman present in all things & represented in many forms esp. Trimurti Key deities and avatars of Hinduism and their place in Hindu worship 	<ul style="list-style-type: none"> Story of Buddha's enlightenment Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara Eightfold Path as the way to enlightenment esp. meditation
Concepts	Tawhid – Allah is One Ummah Salah submission	Equality 'Pray, Work, Give' Moksha Five Ks Guru	'sanatan dharma' Brahman (tri) murti Puja Arti 'Incarnation'	'Buddha' Samsara Karma Nirvana
Knowledge	<p>To know that Muslims believe:</p> <ul style="list-style-type: none"> there is no God but God (Allah) and that he is without equal that God is one (Tawhid) reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic following the guidance from the Qur'an is of high importance that the mosque is a place of worship and learning is led by an imam that 'salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah that when they pray, men and women pray separately (to avoid distraction) and they stand shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community) 	<ul style="list-style-type: none"> that Guru Nanak Ji* was the founder of Sikhi & that he is not worshipped as a god that 'guru' means 'teacher' and that there are ten gurus of Sikhi <p>That most Sikhs believe:</p> <ul style="list-style-type: none"> that God is one (il Onkar) and can be found in all living things (Naam) that equality is very important in Sikh society that Sikhs have special symbols which reflect Sikh identity, including the Five Ks that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book that the Gurdwara is the home to the Guru Granth Sahib Ji that many Sikhs worship at home and at the Gurdwara that the Nishan Sahib (the orange flag with the Khanda symbol, flown outside every Gurdwara) is considered to be sacred 	<ul style="list-style-type: none"> that most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all other deities are an incarnation/ representation of Brahman to help them to focus on worship that most Hindus believe that every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature. how to recognise a range of deities/ avatars/manifestations of Brahman, their consorts and their attributes how religious beliefs are expressed through features and practices of worship for Hindus, including puja some stories from sacred writings, the key beliefs they communicate and the value they hold for Hindus that festivals and pilgrimage are ways in which some Hindus show their devotion to Brahman 	<ul style="list-style-type: none"> about the story of how Prince Siddhartha Gautama became Buddha that 'Buddha' means 'awakened' or 'enlightened one' that there is no supreme deity in Buddhism that most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating that there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon that most Buddhists follow the Eightfold Path, which is the Middle Way (the 4th of the Four Noble Truths) the Eightfold Path is the means by which dukkha (suffering) can be ended that meditation helps the mind to develop 'Right Concentration' and that there are artefacts that help many Buddhists to meditate that worship and meditation are different

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		<ul style="list-style-type: none"> • that the three main duties of a Sikh are to 'Pray, Work and Give' 		
<p>Skills</p>	<ul style="list-style-type: none"> • use appropriate subject specific vocabulary when they talk • give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives • gather, select and organise ideas about Islam and worship • describe how features of a mosque/ Muslim prayer reveal Muslim beliefs, using appropriate vocabulary • make links between features of a mosque /prayer and Muslim beliefs • explain how prayer helps Muslims to submit to Allah/ how a mosque aids worship for a Muslim • investigate lived experiences of some Muslims through learning about how they worship and what is important to them • suggest how praying or worshipping as a community might benefit Muslims • compare their own ideas (e.g. about prayer) with those of others, including Muslims 	<ul style="list-style-type: none"> • describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs • describe where many Sikhs worship and summarise their main duties, giving reasons why these are central to their beliefs • identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs (e.g. the importance of equality) • make links between Sikh beliefs, texts/ stories and practices • investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara • describe and reflect on how a Sikh's beliefs might impact their life • apply ideas about 'duties' or 'equality' to their own and others' lives 	<ul style="list-style-type: none"> • explain some key beliefs / concepts in Hindu (Sanatan) Dharma using correct vocabulary • describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals and/or pilgrimage • recognise a variety of deities/avatars/ manifestations of Brahman and the attributes that they represent • suggest some meanings from a story from Hindu (Sanatan) Dharma, and how different Hindus might interpret the story e.g. about good & evil / values / how to live • organise their ideas, making comparisons with learning from other religions • make comparisons between their own experiences of places of worship and the mandir, and what happens there • investigate and describe similarities and differences in people's lived experience within Hindu (Sanatan) Dharma and across religions / beliefs • reflect on how worship, stories, festivals and/or practices of Hindu (Sanatan) Dharma relate to their own experiences or the human search for meaning in life 	<ul style="list-style-type: none"> • gather, select & organise ideas about the Buddha and his teachings • consider whether worship and meditation are different things and why this might be • express their understanding of Buddhism using theological vocabulary • express clear views about how following the Eightfold Path might create challenges for a Buddhist • consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • connect the key beliefs and teachings of Buddhism with features of a religion e.g. artefacts, symbols, rituals and what these mean to the Sangha (Buddhist community) • apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, others' and Buddhists' lives • articulate what it might mean for a Buddhist to live a 'good life', reflecting where their ideas/values come from, and consider how this view might be similar to or different from their own personal worldview
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Qu'ran - the Muslim holy scriptures • Allah - the Arabic term for God • Mosque - a place of worship for Muslims • Adhan - call to prayer • Tawhid - the oneness of God 	<ul style="list-style-type: none"> • Sikhi- the preferred term used by Sikhs to denote their faith; it means 'to learn' or 'disciple'. (It's pronounced 'Sick-i') • Guru - spiritual teacher; lit. means 'darkness destroyer' 	<ul style="list-style-type: none"> • Sanatana Dharma (Hinduism) – the eternal truth & teachings • Sanatani(s) – follower(s) of Sanatana Dharma, also known as Hindu(s) • Brahman – the name that Hindus (Sanatanis) have for God. Brahman 	<ul style="list-style-type: none"> • Siddhartha Gautama – the wealthy prince who became... • Buddha – the founder of the Buddhist religion; 'Buddha' means 'awakened one' or 'enlightened one'

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	<ul style="list-style-type: none"> • Ummah - the worldwide Muslim community • Community - a group of people who share things in common such as beliefs • Salah - an Arabic term meaning prayer • Shahada - Muslim declaration of belief that 'There is only one God and Prophet Muhammed is his messenger' – this is whispered into the ear of newborn babies • Adhan - call to prayer • Prophet Muhammad - (peace be upon him- pbuh)- believed by most Muslims to be the last and final messenger sent by God 	<ul style="list-style-type: none"> • Guru Nanak Ji - the founder of the Sikhi faith and the first of the ten Sikh Gurus. • Guru Granth Sahib Ji - the central religious scriptures of Sikhi, regarded by Sikhs as the final Guru. • Il Onkar – the oneness of God • Waheguru - the name most widely used by Sikhs for God- it means 'wondrous enlightener' • Naam Japna - remembering God; naam means 'name' Japna means to remember • Equality – everyone being equal, • Gurdwara - religious place of worship for Sikhs; means 'home of the Guru' • Langar – the community kitchen in a Gurdwara • Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers) • Khalsa – the Sikh community, of baptised Sikhs • Vaisakhi – the birthday of the Khalsa • Amrit - a syrup considered by Sikhs to be divine, and which they drink at religious observances including baptism. • Kara Prashad - a sweet food offering given to everyone in the prayer hall. The same amount is offered to everyone to show that everyone is equal. • Khanda - the symbol of the Sikh faith made up of a double-edged sword, 2 kirpans and a circle • Nishan Sahib - the orange flag with the Khanda symbol, flown outside every Gurdwara. It is considered to be sacred • Mool Mantar - the Sikh statement of belief (creed). It is the opening lines of the Guru Granth Sahib Ji. The first line is 'Il Onkar'- the oneness of God. 	<p>appears as needed in the form (manifestation) of other deities.</p> <ul style="list-style-type: none"> • Manifestation – a revelation / representation of Brahman, showing different aspects / attributes of Brahman's character • Supreme Being – another name for Brahman, who is part of every living thing • Deities / Devas – 'gods' and 'goddesses' within Sanatan Dharma • Murti – an image or representation of a deity • Trimurti – the three main deities: Brahma, Vishnu & Shiva • Brahma – the deity that represents and controls the power of creation / birth • Vishnu – the deity that represents and controls the power of preservation / life • Shiva – the deity that represents and controls the power of destruction/ death • Consort – a companion / 'wife' • Tridevi – the three main female deities, consorts of Brahma, Vishnu & Shiva • Saraswati – a female deity, the consort of Brahma (she also has avatars!) • Lakshmi – ditto, the consort of Vishnu (she also has avatars!) • Parvati – ditto, the consort of Shiva (she also has avatars!) • Om/Aum – the sound that was made at the creation of the Universe • Mantra/chant – a short, sacred text or prayer, repeated many times • Atman (soul) – a spark of life from Brahman, present in every living thing • Avatar – an incarnation of a deity i.e. the form that the deity takes in order to 	<ul style="list-style-type: none"> • Nirvana (Enlightenment) – a state of perfect wisdom and compassion, where the being has escaped the cycle of samsara • Samsara – the cycle of birth and rebirth, which can only be escaped by enlightenment • Meditation – the practice of focussing the mind, 'right concentration' • Shrine – a place where a Buddha statue is located • Dhamma – the teachings of Buddha • Four Noble Truths – realities about suffering and their solutions, these are... • Dukkha – suffering • Samudaya – the desires that cause suffering e.g. greed • Nirodha – the end of suffering • Magga – the way to bring the end, the Eightfold Path • Noble Eightfold Path – eight ways to live that lead to Nirvana, and bring an end to suffering and the endless cycle of samsara • Wheel of Dharma – another way of representing the Eightfold Path, and the symbol of the Buddhist religion • Rebirth – being born again, into a different being • Dhamma – Buddhist teachings • Sangha – the Buddhist community • Triple Gems – three treasures for Buddhists: the Buddha, Dhamma & the Sangha
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			<p>come to earth, sometimes human e.g. Rama is an avatar of Vishnu</p> <ul style="list-style-type: none"> • Ganesha – deity with an elephant head, son of Shiva and Parvati • Purusharthas, Vedas, Upanishads, Smriti, Ramayana, Mahabharata, Purana – sacred writings • Mandir – place of worship for Sanatanis • Puja – a ceremony of worship, which involves all the senses • Shrine – a place in the home or the mandir where deities are worshipped • Pilgrimage – a journey to visit a sacred or special place • Ganges River – a place of pilgrimage for Sanatanis • Holi – spring time festival of colour, featuring the deity Lord Krishna • Diwali (Divali) – a new year festival of light, featuring the female deity Lakshmi, and Rama and Sita • Vegetarian – someone who doesn't eat meat • Offering – something that is given freely, in this context, presented to a deity • Mala – beads that help Sanatanis focus on praying, sometimes with a mantra 	
Spring 2				
	CHRISTIANITY: What is the Bible's 'big story' and why is it like a treasure for Christians?	CHRISTIANITY: What did God promise to his people?	CHRISTIANITY: Why is the idea of rescue so important to Christians – and how does the Bible show this?	CHRISTIANITY: What do Christians believe about the Messiah - and why is it good news?
Surrey Agreed Syllabus 2023 – 2028 key ideas	<ul style="list-style-type: none"> • The Bible tells the big story of God and his people – place stories & concepts • At the centre of it is Jesus 	<ul style="list-style-type: none"> • Covenants and stories from OT, including creation • What impact do God's promises have on Christians, the things they promise and their subsequent actions? 	<ul style="list-style-type: none"> • God's 'Big Story' – the rescue plan • Stories of salvation across OT & NT • 'Salvation' in the Easter story • Creative expressions of salvation 	<ul style="list-style-type: none"> • Jesus as fulfilment of OT prophecies in his birth, life and death • Link with story of Simeon in the temple • What Jesus said about himself

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	<ul style="list-style-type: none"> • Why might the Bible be like 'treasure'? • Using creativity to express ideas / beliefs 			<ul style="list-style-type: none"> • Links to 'I AM' statements in John's Gospel
Concepts	<p>Creation</p> <p>Free will / Fall</p> <p>Covenant people</p> <p>Incarnation</p> <p>Salvation</p> <p>Gospel</p> <p>Kingdom</p>	<p>God</p> <p>Creation</p> <p>Covenant people</p>	<p>Creation</p> <p>Free will / Fall</p> <p>Covenant people</p> <p>Incarnation</p> <p>Salvation</p> <p>Gospel</p> <p>Kingdom</p>	<p>Covenant people</p> <p>Incarnation</p> <p>Salvation</p>
Knowledge	<ul style="list-style-type: none"> • that the Bible is made up of different 'books', but all show Christians something about God • that the Bible is a very old book with a long history, and is treasured by Christians all over the world that most Christians believe that: • the Bible tells one big (unfinished!) story • there are links between events in Genesis and the events of Christmas & Easter • the stories of Jesus' birth, life, death and resurrection are the most important in this big story • the Bible is a source of guidance, comfort & encouragement 	<ul style="list-style-type: none"> • that covenants are agreements that establish relationships • that the biblical history of Israel is shaped by covenants • that the New Covenant is the promise of salvation for all humanity, made possible through the death and resurrection of Jesus <p>that Christians believe that:</p> <ul style="list-style-type: none"> • the New Covenant is made between them and God • God's nature is to give to his people and care for them • all God's promises are fulfilled through the New Covenant in Jesus Christ 	<p>that most Christians believe:</p> <ul style="list-style-type: none"> • humans were made for relationship with God • God is the great rescuer, who also came to earth in the person of Jesus, the Saviour • Jesus' life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan • through his death, Jesus rescued people from sin (atonement) • in his resurrection, Jesus rescued people from death • that this story of salvation has an impact on Christians' lives 	<p>that most Christians believe:</p> <ul style="list-style-type: none"> • ancient prophecies in the Old Testament foretell the birth, life and death of Jesus • Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah' • Jesus himself prophesied his death and resurrection • that a prophecy is a message from God • how the words of Simeon relate to prophecies about the Messiah • what Jesus said about himself & how these relate to many Christians' beliefs about Jesus as the Messiah
Skills	<ul style="list-style-type: none"> • suggest why different parts of the Bible might be important to Christians, making links from with their learning to explain their reasons • make links between the 'Big Story' and some things that Christians believe • describe how people show their ideas about God (theology) or the Bible using their creativity • consider why the Easter or Christmas accounts or stories about Jesus might 	<ul style="list-style-type: none"> • identify simple similarities and differences between biblical covenants, giving examples from their learning • describe and suggest meanings for covenant symbols • make links between Old Testament covenants and the biblical history of Israel • reflect on and creatively respond (using a choice of media) to their own ideas about God's promises 	<ul style="list-style-type: none"> • explore stories from the Bible and draw conclusions about what Christians might learn about God (the rescuer) from them • express their understanding of the concept of salvation using accurate theological vocabulary, especially in relation to the Easter narrative • explain how different people have expressed their ideas about salvation and suggest what might have influenced them 	<ul style="list-style-type: none"> • use key texts to draw conclusions about links between prophecies in the Old Testament and Christians' beliefs about Jesus • express their thinking using theological terms e.g. incarnation / salvation / Messiah etc. • explain links between the words of prophets / Simeon / Jesus and events within the life of Jesus • reflect on and creatively respond (using a choice of media) to the idea

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	<p>be considered most important to Christians</p> <ul style="list-style-type: none"> • reflect on and creatively respond (using a choice of media) to the 'Big Story' of the Bible, explaining their thinking • make links between words from the Bible and how different Christians choose to live (as individuals and as part of a community) • make links between their ideas and other people's e.g. about stories, texts, beliefs or behaviour, thinking about where ideas come from (theirs and others') 	<ul style="list-style-type: none"> • investigate and connect the covenants in the Old and New Testaments, identifying similarities and differences in people's lived experience, both in the biblical narrative and Christians' lives today • identify the impact of belief in God's promises on people's lives – both individually and in community • compare their own ideas and feelings with those of others • make links between what they and other people think about God and how people should behave 	<ul style="list-style-type: none"> • reflect on and creatively respond (using a choice of media) to the concept of salvation for themselves • explain their thinking, relating it to their learning and using accurate vocabulary • comment on connections between some Christians' understanding of salvation and the way they choose to live (as individuals / as part of a community) • reflect on how the salvation story might give Christians meaning in life • relate what Christians believe about life to their own personal views 	<p>of Jesus being the fulfilment of prophecy for Christians, explaining what has influenced their ideas</p> <ul style="list-style-type: none"> • consider the impact of prophecies about the Messiah on the beliefs and worship of the Christian community e.g. in answer to questions such as 'For Christians, if these prophecies are not true, then what...?' or as an explanation for why Jesus is at the centre of Christian worship • develop insights of their own in understanding the importance for Christians of Jesus being the fulfilment of Old Testament prophecies • reflect on their own personal worldview in relation to their learning
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Old Testament – the first part of the Bible, covering the time before the birth of Jesus. Many of these stories are also shared by Jewish people. • New Testament – the second part of the Bible containing the stories about Jesus and his teaching (in the Gospels), the history of the Early Church and many letters written by its leaders (esp. Paul) to churches across the known world. • Sin – choosing to go against the will and laws of God. Christians believe sin has consequences that must be paid for and that Jesus did this once and for all through his death on the cross. • Rescue – the act of being saved from something that might cause harm. • Saviour – one of the names that Christians have for Jesus (lit. rescuer) 	<ul style="list-style-type: none"> • Salvation – the Christian belief that Jesus' death and resurrection have rescued Christians and mended the broken relationship between God and humankind. • Saviour – one of the names that Christians have for Jesus (lit. rescuer) • Covenant – a special agreement between two or more people, which often includes promise, and establishes how a relationship will work. Ancient covenants often involve the stronger party protecting the weaker • Sign – a physical object or event that confirms the presence of (in this case) the covenant • Seal – the completion of the covenant • Promised Land – the homeland that God promised to his people, the Israelites, and their descendants 	<ul style="list-style-type: none"> • Old Testament – the first part of the Bible, covering the time before the birth of Jesus. Many of these stories are also shared by Jewish people. • New Testament – the second part of the Bible containing the stories about Jesus and his teaching (in the Gospels), the history of the Early Church and many letters written by its leaders (esp. Paul) to churches across the known world. • Sin – choosing to go against the will and laws of God. Christians believe sin has consequences that must be paid for and that Jesus did this once and for all through his death on the cross. • Free will – the Christian belief that God gave humankind the ability to choose for themselves what is right and good – or not – including to believe in him. • Rescue – the act of being saved from something that might cause harm. 	<ul style="list-style-type: none"> • Prophet – a messenger from God who speaks God's words to the people. • Prophecy – a message from God. Sometimes these are about events that have not happened yet. Christians believe that in the Bible, many prophecies in the Old Testament are about Jesus. • Messiah – one of the names that Christians have for Jesus ('Anointed One' or rescuer). There is a different understanding of this concept for Jewish people, who are still waiting for the Messiah to come. • Fulfilment – the moment when a prophecy is finally complete; Christians believe that Jesus is the fulfilment of many OT prophecies • Passover – the event from the book of Exodus, where God saved the

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	<ul style="list-style-type: none"> • Resurrection – God bringing Jesus back from death to life. This means that Christians can have hope for the future and be with God after they die. • Prophecy – a message from God, sometimes about what he has planned for the future. Christians believe that in the Bible, many prophecies are about the birth, death and resurrection of Jesus. • Word of God – a name that Christians have for the Bible, which shows that God is the author 	<ul style="list-style-type: none"> • Descendants – the generations that follow • Blessing – God’s favour and protection; ‘being a blessing’ to others means sharing your blessing with others • Communion – (also called The Lord’s Supper or the Eucharist) the sharing of bread and wine as part of Christian worship, just as Jesus did during the Last Supper; the word communion means ‘togetherness’ 	<ul style="list-style-type: none"> • Saviour – one of the names that Christians have for Jesus (lit. rescuer) He is also called Messiah, which also means ‘rescuer’ or ‘anointed one’; salvation – the act of rescuing someone • Atonement [At-one-ment] – the act of paying for sins with a sacrifice, which brings reconciliation • Reconciliation – ‘making up’, the mending of a broken relationship • Resurrection – God bringing Jesus back from death to life. This means that Christians can have hope for the future and be with God after they die. • Prophecy – a message from God, sometimes about things that have not happened yet. Christians believe that in the Bible, many prophecies are about Jesus, the Messiah • Testimony – a personal eye-witness account; evidence or proof of something 	<p>Israelites from the final plague (of death) through the blood of a lamb which marked the doorposts of their houses when the plague passed over them. These events are remembered by Jewish people at Passover (Pesach) every year. Unleavened bread (with no yeast) and wine are key components of the Passover.</p> <ul style="list-style-type: none"> • Manna – bread (lit. ‘What is it?’) that God provided for his people in the desert • Sacrifice – surrendering a life as an offering to pay for sin; the act of giving up something valuable for the sake of something of even greater value • Resurrection – God bringing Jesus back from death to life. This means that Christians can have hope for the future and be with God after they die. • Sin – choosing to go against the will and laws of God. Christians believe sin has consequences that must be paid for and that Jesus did this once and for all through his death on the cross. • Salvation – the Christian belief that Jesus’ death and resurrection have rescued Christians from the effects of ‘the Fall’ and mended the broken relationship between God and humankind. • ‘I AM’ – the name that God gave to himself when talking to Moses in the Burning Bush
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Summer 1				
	JUDAISM: What are important times for Jewish people?	CHRISTIANITY: For Christians, is communion a celebration or an act of remembrance?	CHRISTIANITY: How did the Church begin, and where is it now?	CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?
Surrey Agreed Syllabus 2023 – 2028 key ideas	<ul style="list-style-type: none"> Importance of 'remembering' in Judaism Key festivals: Passover, Yom Kippur & Sukkot, links to stories & practices Bar/Bat Mitzvah as commitment (covenant) to keep mitzvot & ketubah as marriage promises 	<ul style="list-style-type: none"> Communion as a sacrament to 'remember' Passover & new covenant (& Easter) Communion symbolism across the world 	<ul style="list-style-type: none"> Birth of the Church at Pentecost God calls the Church to do God's work in the world and be 'good news' Baptism, worship & service are signs of membership 	<ul style="list-style-type: none"> Command to 'act justly, love mercy, walk humbly' – what does this mean? What difference does the Holy Spirit make? Lord's Prayer – on earth/ in heaven Christians' beliefs about life after death
Concepts	Mitzvot Covenant Shabbat 'shalom'	Salvation	Gospel Kingdom	Incarnation Kingdom
Knowledge	<ul style="list-style-type: none"> that covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants) that the Ten Commandments formed the basis of God's covenant with Moses that mitzvot are Jewish laws, which guide Jewish people on how to live a good life that Jews mark stages in life [milestones] through special ceremonies such as Bar / Bat Mitzvah and weddings that the Shema contains very important words from the Torah and helps Jewish people know how to live that Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling God's faithful provision for his people about the importance of the home and the synagogue during Shabbat and 	<ul style="list-style-type: none"> that Jesus was Jewish and so celebrated Passover how the Last Supper is linked to the Passover meal that most Christians believe that Jesus chose to die about the story of the Last Supper and what Jesus said to the disciples that the symbols of communion are a way of remembering Jesus and his sacrifice that many Christians also talk about 'celebrating' communion, as a way of being thankful for what Jesus has done that by sharing communion as a group Christians are showing unity, and are 'in communion' with each other the meaning of some actions and words involved 	<p>that most Christians believe that:</p> <ul style="list-style-type: none"> the Church is part of God's Kingdom the Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the Church <ul style="list-style-type: none"> Pentecost is the birth-day of the Church baptism, sharing communion, worship and service are signs of membership of the Church the Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus' message 	<p>most Christians believe that:</p> <ul style="list-style-type: none"> they have a new, eternal life in Jesus, who calls them to live distinctively they have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world the Holy Spirit enables them in this way of living God is at work in the world through his Kingdom (i.e. them!) many Christians undertake a diverse range of actions in the world in response to new life these activities may take place at a personal level, a local level, a national level or a global level

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	<p>how different Jewish people might interpret Shabbat rules</p>			
<p>Skills</p>	<ul style="list-style-type: none"> • link features of Jewish celebrations with stories, beliefs or objects • give examples of special times or special words for Jewish people, making links between them • describe some of the practices associated with the ‘milestones’ of a Jewish person’s life and the impact this can have • compare their own lives with those of Jewish families • identify similarities and differences in the ways that different Jewish people celebrate important times • identify the impact of different beliefs on the way Jewish people live • evaluate the importance of special times for Jewish people and for themselves give reasons for their own beliefs, attitudes and actions, thinking about where these come from 	<ul style="list-style-type: none"> • discuss the symbolism of communion as it relates to Jesus’ sacrifice • make connections between the Last Supper and the Jewish festival of Passover • explain connections between what Jesus did and what Christians do in communion suggest how communion helps Christians to remember and express unity • describe how taking communion is an act of remembrance and/or a celebration for Christians • describe how different Christians show the importance of communion as an act of worship • consider whether the similarities / differences in practices are significant • compare their ideas about communion with those of others, including Christians, recognising that differences may arise because of beliefs about Jesus 	<ul style="list-style-type: none"> • explore, gather, select and organise ideas about the Church, drawing on biblical teaching and the lived experiences of Christians • suggest meanings for a range of Christian worship activities, using accurate vocabulary • suggest ways Christians in different contexts interpret following the teachings of Jesus • explain how the Holy Spirit makes a difference to Christians, recognising that there are a range of views on this question • comment on connections between questions, beliefs, practices and ways of life for Christians, explaining their significance for different Christian communities • investigate and describe similarities and differences in lived experience within and between different Christian denominations • describe the impact of beliefs and practices for Christians living in different communities in the world • suggest what might happen as a result of their own and others’ attitudes and actions, drawing on examples from their learning develop insights of their own in exploring questions about the Church, relating to their own experiences in the world today 	<ul style="list-style-type: none"> • explore, gather, select and organise ideas about God’s Kingdom, drawing on biblical texts and lived Christian experience where appropriate • express their understanding of God’s Kingdom in theological terms • suggest some ways in which different Christians may interpret Micah 6.8 & Amos 5.21-24 • suggest meanings for actions undertaken by Christians, using accurate vocabulary • comment on connections between questions, beliefs, values, practices and ways of life with • regard to living distinctively, explaining their importance for different Christians investigate and describe similarities and differences in the diverse ways in which Christians • interpret their call to live distinctively describe the impact of beliefs and practices on the actions of individual Christians (now and in the past) and Christian organisations • explain how the possibility of a new start might make a difference to themselves and others, recognising that others may think differently • suggest what might happen as a result of their own and others’ attitudes and actions, drawing on examples from their learning and experience

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				<ul style="list-style-type: none"> • develop insights of their own in exploring questions raised by the study of the Christian way of living, relating to their own experiences in the world today • reflect on possible connections between a Christian worldview and the human search for meaning
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Covenant – a formal agreement between two ‘parties’, indicating a relationship between them e.g. God and his people, a married couple • Mitzvot – the Hebrew word for ‘commandment’, a rule • Ten Commandments – the ten mitzvot that are the basis of rules for living for Jewish people, given to Moses by God on Mount Sinai as a sign of his covenant promise • Torah – lit. ‘the Law’ or ‘teachings’, but also the name of the Holy book for Jews • Rite of passage / milestone – a special time to mark a stage in life e.g. birth or marriage • Bar/Bat Mitzvah – lit. Son / Daughter of commandments; the rite of passage marking commitment to the Jewish (synagogue) community • Shema – words from the book of Deuteronomy which are the first prayer in the Torah and speak about how Jewish people should honour God with all their ‘hearts, minds, soul and strength’ • Tefillin – small black boxes containing the Shema & other key scriptures, which some Jewish men & boys wear on their foreheads and arms. The wearing of tefillin is 	<ul style="list-style-type: none"> • Salvation – the Christian belief that Jesus’ death and resurrection have rescued Christians and mended the broken relationship between God and humankind. • Saviour – one of the names that Christians have for Jesus (lit. rescuer) • Communion – (also called The Lord’s Supper or the Eucharist) the sharing of bread and wine as part of Christian worship, just as Jesus did during the Last Supper; the word communion means ‘togetherness’ • Eucharist – a more traditional word for the communion service, based on the Greek word eucharistia which means ‘thanksgiving’ • Sacrifice – surrendering a life as an offering to pay for sin; the act of giving up something valuable for the sake of something of even greater value • Passover – the Jewish festival of Freedom, commemorating the Exodus from Egypt and their release from slavery to the Egyptians. God had commanded his people to remember these events every year. • Seder – the special name for the plate and symbolic food items that Jewish people use during the celebration of Passover. 	<ul style="list-style-type: none"> • Holy Spirit – the 3rd person of the Trinity & one of the ways that Christians understand God. Jesus promised that he would send the Holy Spirit as a helper for his followers. • Pentecost – Christian festival, celebrated on the last Sunday of May, remembering the sending the Holy Spirit to the disciples in Jerusalem. Sometimes described as the Church’s birthday • Church – the global, worldwide Church established by Jesus himself • Early Church – the first organised groups of followers of Jesus, as seen in the Acts of the Apostles and addressed in the Letters of the New Testament • Inaugurate – to begin something for the first time • Worship – giving your time and attention to something, often used to mean singing or praying to God, but also through serving others • Dwell – [ref. to the Holy Spirit] to live with; to linger, or ‘sit’ with • Baptism (christening) – an initiation (joining) ceremony for babies, as a sign of welcome into the Christian community • Believers’ baptism – a Christian initiation (joining) ceremony marking a person’s 	<ul style="list-style-type: none"> • Justice – making things fair, acting in a way that is morally right • Mercy – acting with compassion and kindness; showing forgiveness when punishment might be expected • Humility – not proud • Reconcile / reconciliation – restoring friendly relations with someone

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	<p>considered a mitzvot from the Shema for some.</p> <ul style="list-style-type: none"> • Mezuzah (pl. mezuzot) – lit. ‘doorpost’ a small box containing the Shema, affixed to all doorposts in Jewish homes • Ketubah – a Jewish marriage contract, containing promises made by the couple to each other • Huppah – the canopy under which Jewish couples are married, symbolising the home • ‘Promised Land’ – the land of Israel, that God promised would be the home for Abraham and all his descendants • ‘foot festival’ – yearly festivals that Jewish people (in the past) were obliged to travel to Jerusalem for • Pesach (Passover) – a Jewish Springtime festival, one of the three foot festivals, which commemorates the Exodus, God rescuing the Israelites from slavery in Egypt • Seder – lit. ‘order’, part of the celebration of Pesach, which involves a meal. The items on a seder plate all symbolise different parts of the story • Sukkot – a Jewish harvest festival (also a foot festival), commemorating how God provided manna and quail for the people on their journey through the desert to the Promised Land • Sukkah – a temporary shelter made for the 8-day festival of Sukkot, commemorating the ‘tabernacles’ (dwellings) set up by the Israelites each night of their journey • Shabbat – the day of rest for Jewish people. Sabbath is another word people use. 	<ul style="list-style-type: none"> • Altar – the special table in a church where communion is laid out • Covenant – a special agreement between two or more people, which often includes promises • Sacrament – a religious practice that is especially important or significant, ‘holy’ 	<p>commitment to follow Jesus, involving water (often by full immersion)</p> <ul style="list-style-type: none"> • Testimony – someone about to be baptised in Believers’ Baptism may speak first to share the story of their journey to baptism • Creed – a set of core beliefs shared by a community • Denomination – different parts of the Church, sharing many core beliefs but also with differences in belief and practice egs include Church of England (Anglican), Roman Catholic, Baptist, Methodist, Free Church, Pentecostal, Brethren and many more • Global – all over the world • Unite – to be together, of one heart and mind • Persecution – treating someone badly because of the things that they believe • Illegal – against the law • Inclusive – to include people, regardless of who they are 	
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	<ul style="list-style-type: none"> • Shalom – a Hebrew word meaning ‘peace’; a state of complete wholeness and wellbeing 			
Summer 2				
	<p style="text-align: center;">THEMATIC:</p> <p style="text-align: center;">Why do people use creative ways to express their beliefs?</p>	<p style="text-align: center;">THEMATIC:</p> <p style="text-align: center;">How do people try to make the world a fairer place?</p>	<p style="text-align: center;">THEMATIC:</p> <p style="text-align: center;">How did all begin?</p>	<p style="text-align: center;">THEMATIC:</p> <p style="text-align: center;">What can be done to reduce racism? Can RE help?</p>
Surrey Agreed Syllabus 2023 – 2028 key ideas	<ul style="list-style-type: none"> • People from different traditions express themselves through the arts in different ways & why this is • Some ideas and beliefs are easier to express through the arts / symbolism 	<ul style="list-style-type: none"> • There are situations of social and economic unfairness in the world • Many religions and belief systems teach it is important to share and give to those who are in need & care for the environment • Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration) • How can we make a difference? 	<ul style="list-style-type: none"> • What are the different beliefs about what happened? • Are there common threads across religions? • Can you believe in both God and science? • Is it important to know how the world began? 	<ul style="list-style-type: none"> • What do we mean by ‘racism’? • What can we learn from two statues in Bristol? • How can the Golden and Silver Rules challenge racism? • Can good RE promote justice & equality for all?
Concepts	This unit will explore some different ways in which people use their creativity to express the things that they believe.	This unit will explore how many different communities try to bring justice where they see unfairness around them.	This unit will investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it’s possible to know for sure.	This unit will explore the place of RE in helping to challenge racism and prejudice and promote justice and equality.
Knowledge	<ul style="list-style-type: none"> • that the ‘creative arts’ can be used to express beliefs, deep feelings and emotions • that art forms used by people to express ideas and beliefs include music, art, poetry, dance and drama • why some people from different religions and people with non-religious beliefs express themselves through the arts in different ways (<i>i.e. that creativity may be way of expressing a person’s spirituality or what gives them meaning in life & that for others, creativity is a response to God as well as a way of expressing their beliefs about God</i>) 	<ul style="list-style-type: none"> • that we are all members of communities and that our actions affect others • that we are all human beings with the same needs, which is reflected in international laws such as UN Rights of the Child • that seeing the world from another person’s point of view can help make us better global citizens • that there are situations of social and economic unfairness in the world • that many religions and beliefs teach that it is important to share and give to those who are in need, and make a difference in the world, which includes environmental action 	<ul style="list-style-type: none"> • the desire to understand how & why the world began is common to many worldviews • there are a wide range of beliefs about how & why the world began but also common threads within these beliefs [<i>*NB include Buddhist beliefs if needed</i>] • that some people will look to science to explain how & why life in the universe began • these different understandings may or may not include a belief in a divine origin for the world • different beliefs about how the world began can help to shape people’s worldviews and actions 	<ul style="list-style-type: none"> • attitudes and cultural practices change over time and some beliefs that were accepted in the past are being challenged now • the majority of religions and beliefs are present across many different cultures and ethnic groups • many people from different religious and belief traditions show concern about racism • there are texts from different religions that ask people of faith to treat all humanity well • the Golden and Silver Rules are shared across religions and beliefs and can help people to live in a way that

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	<ul style="list-style-type: none"> • that some ideas and beliefs are easier to express through the arts • that symbols are used to convey deep meanings without words • how to express their own ideas using their creativity, and reflect on their where their ideas might come from 	<ul style="list-style-type: none"> • that they can make a difference in the world 		<p>values and treats others fairly and without prejudice</p> <ul style="list-style-type: none"> • significant people from different religion and belief traditions have set examples that we can learn from • their own actions can make a difference
<p>Skills</p>	<ul style="list-style-type: none"> • identify and describe similarities and differences in the way that people use the arts to express beliefs, religious and non-religious • consider how different forms of creative expression might demonstrate diversity in the things that people believe & convey deeply-held beliefs and values • identify and suggest meanings for a range of contrasting symbols and language, using appropriate vocabulary • identify how the Arts can help to express the beliefs of a community or bring a community together • appreciate that mysteries in life can be difficult to explain in words and that the Arts can help to do this • create their own piece of art that conveys their beliefs or inner feelings with justifications • suggest how art/the creative arts, as a source of inspiration or as a response to God, can make a difference to themselves and others 	<ul style="list-style-type: none"> • suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning • make links between how different people address issues of injustice & their beliefs, and talk about the reasons for some similarities and/or differences • talk about the impact of beliefs and practices on different people's lived experience or their communities • explain what difference people's actions (e.g. charities) can make to the lives of others • respond sensitively to the views of others • express their own ideas about justice, fairness and/or equality • describe some of the challenges of taking action to address injustice • give reasons for some of the views they have, relating to where their ideas come from 	<ul style="list-style-type: none"> • explore, gather, select and organise ideas about how / why the world began, drawing on key texts/sources and concepts where appropriate • express their understanding of concepts of how / why the world began in theological terms • suggest some ways in which different people might interpret key texts/sources • comment on connections between beliefs, explaining their importance to different communities • describe the impact of beliefs about how /why the world began for different people • explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently • suggest how actions may be affected by their own and others' thinking, attitudes and actions, drawing on examples from their learning • develop insights of their own around the question of how / why it all began • reflect on possible connections between worldviews and the human search for 	<ul style="list-style-type: none"> • describe 3 or more examples of responses to racism, saying what they think is unjust in each case • consider and explain some examples of racism, connecting these to peoples' beliefs, texts and values • express reasoned, deep and varied ideas, related accurately to beliefs and teachings, about the reduction of racism and prejudice (e.g. in art) • discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism • explain / comment on connections between teachings, attitudes and actions for different people and consider the impact on our local and global communities • explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings

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<p>Vocabulary</p>	<ul style="list-style-type: none"> • Creativity – using your imagination to make something • Concept – a big idea • Creative Arts – the collective noun for all forms of creativity • Calligraphy – decorative writing, often using a special pen or brush • Geometric – shapes arranged in a regular pattern, mathematically • Ka’aba – the Black Stone at the centre of the most important Mosque for Muslims, in Makkah • Makkah – the Holiest City for Muslims, and place of pilgrimage when Muslims go on Hajj. • Kiswah – the embroidered cloth that covers the Ka’aba • Shema – words from the book of Deuteronomy which are the first prayer in the Torah and speak about how Jewish people should honour G_d with all their ‘hearts, minds, soul and strength’ • Mezuzah (pl. mezuzot) – lit. ‘doorpost’ a small box containing the Shema, affixed to all doorposts in Jewish homes (except the toilet!) • Hora – a Jewish wedding dance • Ramayana – the epic tale of Rama and Sita from Hinduism, told at Divali through dance • Divali – the Hindu festival of Lights • Vaisakhi – the birthday of the Khalsa, the Sikh community • Khanda- the symbol of the Sikh faith made up of a double-edged sword, 2 kirpans and a circle • Nishan Sahib- the orange flag with the Khanda symbol, flown outside 	<ul style="list-style-type: none"> • Religious people – people who believe in God or gods • Non-religious people – people who don’t believe that there is a god • Humanist – a non-religious person who believes in the importance of happiness for all, and looks to science and reason to understand the world together with empathy and compassion to live an ethical, and meaningful life • Ummah – Muslim community • Zakah – giving to charity, one of the Five Pillars (duties) of Islam • seva / sewa – the act of selfless service, in Sikhi and Hindu Dharma, the duty to Give • service – something that is done to help another person • charity – an organisation that helps and gives to people in different ways • volunteer (noun & verb!) – (n.) someone who volunteers, offering to help without payment or reward; (v.) the act of being a volunteer • langar – a community meal prepared by Sikhs to share with anyone who needs food • gurdwara – the place of worship for Sikhs • Vand chako – the duty of giving for Sikhs • Dana – generosity (<i>Buddhism & Hinduism</i>) • metta – loving-kindness (<i>Buddhism</i>) 	<p>meaning</p> <ul style="list-style-type: none"> • creation – the act of making something • Creation – the very beginning of life on Earth (& in the Universe), which religious people believe was made by God. In the Jewish and Christian accounts, God said that in the beginning it was ‘very good’. • Origins – the beginning of something • Myth – an ancient story, often explaining the history or origins of people or civilisations • Evolution – a scientific theory proposed by Charles Darwin about the origins of life • Theory – an idea that needs to be tested / proved • Fact – something that has been proved • Big Bang – the theory that the universe began through expansion from a single point 	<p>Anti-racist key concepts:</p> <ul style="list-style-type: none"> • Fairness • Prejudice • Racism • Ethnicity • Justice • Hate speech • White privilege <p>Specific religions:</p> <ul style="list-style-type: none"> • Islam, Judaism, Christianity, Hinduism, Buddhism and Sikhi • Non-religious world views <p>The language of shared human experience:</p> <ul style="list-style-type: none"> • Racism • Tolerance • Sensitivity • Respect • Acceptance • Prejudice
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	every Gurdwara. It is considered to be sacred			
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