



Long Term Progression in RE Overview 2021-2022

To see how Religious Education will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Reception			
Term & Theme	Autumn	Spring	Summer
Big question/key concept	How do Christians welcome babies? Baptism Harvest/church visit Why do Christians go to church? Why was Jesus' birth special?	How did Jesus show friendship to others? Explore the beauty of our world Which times are special for Christians? Easter	How do Christians look after the world? Why do people of faith have special books?
Prior skills	Asking and answering questions Explanation and reasoning opinions Poss visit to church or experience of being at a baptism.	Recall knowledge of Christians practices : baptism, traditional ways to celebrate Christmas	Recall the importance of Jesus and his teachings to Christians.
Vocabulary	Baptism/ Christening/ Church/ Vicar	Friendship/ Disciples/ Beauty/ World Easter/ New life	Caring/ Our world/ Earth/ Living things Special books/ Bible
Statutory Requirement	<p>Statutory Framework for EYFS March 2021: <i>Educational Programmes for Understanding the World states: [children] listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</i></p> <p>ELG: People, Cultures 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;</p>		
Skills Covered	Enquiry and discussion Sharing opinions: verbalising thoughts Using vocab linked to Christianity	Enquiry and discussion Asking questions related to theme Exploring vocabulary linked to theme	Enquiry and discussion Appreciating different opinions and practices Using new vocabulary in context Making connections with other beliefs.
End point	I can explain how Christians welcome babies (baptism) I know that a special building to Christians is called a church. I know that some Christians choose to go to church. I can explain why Jesus' birth was so special and how it is celebrated	I know how Jesus showed friendship to others. I can recall special times for Christians: Baptism, Christmas, Easter (Lent),	I know how Christians look after our world. I know that Christians have a special book called a Bible. I know that other religious faiths have special books.

Year One			
Term & theme	Autumn	Spring	Summer
Big question/key concept	<p>What does the bible say God is like? Why did Jesus tell the 'lost' parables?</p> <p>How do Christians show they are thankful for what they have? (Harvest) Christmas focus: How and why do Christians celebrate Christmas?</p>	<p>What do Jews believe about Creation? Why is Shabbat important in some Jewish families?</p> <p>Who do Christians follow? Why is Jesus important to Christians? How and why do Christians celebrate Easter</p>	<p>What can we find out about Christianity by visiting the local church? How do Christians show they belong? How do Christians celebrate marriage?</p> <p>How is Israel connected to Jewish people? Where else in the world do we find Jewish communities?</p> <p>Open ended enquiry choice: e.g. How do festivals and celebration bring people together? Life of David</p>
Prior knowledge	<p>Children will: Know that the Bible is the Christians Holy book. Understand that the Bible tells stories that help Christians think about God and Jesus. Retell a few aspects of the Christmas story</p>	<p>Children will: know how Christians describe God know who Christians say Jesus is eg. Why he is special. Retell a few aspects of the Easter Story</p>	<p>Children will: Be able to recall some things Christians do in church. Have some knowledge of the Jewish faith and the importance of shabbat.</p>
Prior Skills	<p>Children will be able to talk about the church, the Bible, and special occasions in the Christian calendar.</p>	<p>Children will be able to talk confidently about Jesus and refer to stories from the Bible. Begin to show curiosity and ask questions about Christian stories</p>	<p>Children will be able to identify a traditional church building from its features. The children will be able to talk about the views of Jewish people regarding the creation and how Jewish people celebrate shabbat.</p>
Key vocabulary	<p>Church, Bible, Jesus. Baptism, Christmas, Easter</p>	<p>Shabbat, Jew, Judaism, creation, Torah, creation. Bible, Christian, Jesus, God,</p>	<p>Church, marriage, wedding, God, Israel, Jewish, festival,</p>
Statutory Requirements	<p>Children will be expected to: Recall the main events from the Christmas Bible stories linking these stories with Christianity.</p>	<p>Children will be expected to: Describe some of what happens at the synagogue and why Shabbat is important to Jews.</p>	<p>Children will be expected to: Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians</p>

	<p>Identify at least 4 aspects of how Christians celebrate Christmas explaining why the event is important to them.</p> <p>To explain the Bible is a Christians' Holy book and identify various kinds of genre</p> <p>Talk about stories in the Bible that describe what God is like</p>	<p>Talk about stories in the Bible that describe what God is like for Christians and Jews</p>	<p>Describe at least 3 things a minister/church leader does.</p>
Skills covered	<p>Ask who and what questions when exploring a religion.</p> <p>Sharing opinions</p> <p>Talk about own experiences and link to communities</p> <p>Raise questions and suggest answers</p> <p>Be curious</p>	<p>Ask who and what questions when exploring a religion.</p> <p>Sharing opinions</p> <p>Talk about a practice from a religion.</p> <p>Retell a religious story and know it is from a sacred text which is special to some people.</p> <p>Recognise some religious symbols and words.</p>	<p>Talk about a practice from a religion.</p> <p>Retell a religious story and know it is from a sacred text which is special to some people.</p> <p>Recognise some religious symbols and words.</p> <p>Show curiosity about and ask questions</p>
End Point	<p>I can recall the main events from the Christmas Bible stories linking these stories with Christianity.</p> <p>I know how Christians celebrate Christmas and can explain why the event is important to them.</p> <p>I understand that the Bible is a Christian's Holy book and can talk about stories in the Bible that describe what God is like</p>	<p>I can ask questions and appreciate different viewpoints. Tell you why Easter is important and how it is celebrated by Christians.</p> <p>I know what a synagogue is and what happens on Shabbat. I know who Christian follow.</p> <p>I understand why Shabbat is important to Jews and why Jesus is important to Christians</p>	<p>I can tell you the key features of a church and at least 3 artefacts that will be found in a church building.</p> <p>I know the job of a church leader. I know that Israel is connected to Jewish people.</p> <p>I understand that Jewish. communities are found all over the world</p>

Year Two			
Term & theme	Autumn	Spring	Summer
Big question/key concept	<p>What books and stories are special to Christians? E.g. bible creation</p> <p>How and why do people have special ways of welcoming babies? (Jews Christians & Others) *Open-ended enquiry choice: What makes people special? Why is light such an important symbol?</p>	<p>How do Christians know how to care for others? What is the most important teaching of Jesus? *What stories of love and forgiveness did Jesus tell and why?</p> <p>*Why is Abraham important to the Jews? What is the Torah and why is it important? What happened when Jesus went to Jerusalem?</p>	<p>Why are celebrations important for Jewish families? *Why is going to the synagogue important to Jews? What is the role of the Rabbi? *Why do Jewish people have special objects and clothing in the home?</p> <p>What is God like for Christians? (Father son and Holy spirit) Open ended enquiry choice: *What does it mean for people with religious faith/no religious faith to work together to make a difference in the wider world/</p>
Prior knowledge	<p>Children will know that the Bible is a Holy book They will recall previous learning linked to baptism Talk confidently about Christian stories and recalling first-hand experiences of baptism and christening celebrations</p>	<p>Children will Recall who Jesus is and be familiar of stories from the Bible. Be able to talk about the Torah and it's importance to Jews. They will be able to recall that Israel is important to Jews.</p>	<p>Children will Be able to recall why Shabbat is important to Jews and be able to talk about what happens in a synagogue. Be able to recall information regarding the Torah.</p>
Prior Skills	<p>Talk about values including care of on another, friendships, love, care of animals' ad respect for all</p>	<p>Awareness of other religions in the world. Appreciate and respect other views</p>	<p>Be respectful of others and their opinions Be respectful of handling artefacts</p>
Key vocabulary	<p>Bible creation special light Welcoming</p>	<p>Bible Torah love forgiveness teaching Israel Jerusalem Jesus Abraham</p>	<p>God, Father, son, Holy Spirit, faith/religion, Rabbi, synagogue, kippah, tallit</p>
Statutory Requirements	<p>Children will be expected to: Identify at least 4 aspects of how Christians celebrate Baptism and explain why this event is important. Talk about stories in the Bible and describe what God is like for Christians</p>	<p>Children will be expected to: To explain why Abraham is important to Jews (and Christians) Show curiosity and ask questions about Jewish stories</p>	<p>Children will be expected to: Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints.</p>

		<p>Identify the Torah as a Holy book for Jews and how the rules in the Torah guide a Jew in their lives</p> <p>Talk about who Christians say Jesus is.</p> <p>Recall the main events from the Easter Bible</p>	<p>Begin to talk thoughtfully with respect to a range of spiritual questions e.g. What happens when you die?</p>
Skills covered	<p>Talk about practice from a Religion.</p> <p>Recall and name different beliefs and practices</p> <p>Recognise symbols and actions that reflect a community's way of life.</p> <p>Ask questions about belonging, meaning and truth.</p> <p>Notice and respond sensitively to similarities between different religions and world views.</p>	<p>Ask puzzling questions that challenge us. Recall and name different beliefs and practices and find out meanings behind them.</p> <p>Notice and respond sensitively to similarities between different religions and world views.</p>	<p>Talk about practice from a Religion.</p> <p>Recall and name different beliefs and practices</p> <p>Recognise symbols and actions that reflect a community's way of life.</p> <p>Ask questions about belonging, meaning and truth.</p> <p>Notice and respond sensitively to similarities between different religions and world views.</p>
End Point	<p>I can describe how Christians celebrate Baptism</p> <p>I know why Baptism is important and what makes people special.</p> <p>I understand the meaning of light as a special symbol</p>	<p>I can recall stories of Jesus and explain his teachings</p> <p>I know that Jesus told stories of love and forgiveness and what happened when he went to Jerusalem.</p> <p>I understand why Abraham and the Torah are important to Jews.</p>	<p>I can explain why going to the synagogue, special clothing and the Torah is important to Jews</p> <p>I know what God is like for Christians</p> <p>I understand that people have a range of beliefs and we need to be respectful of them</p>

Year Three			
Term & theme	Autumn	Spring –	Summer
Big question/key concept	<p>*Why is it important to some Christians to mark their faith journey with baptism?</p> <p>*How do the different nativity Stories show the importance of Jesus for Christians? Why do Christians give titles to Jesus at Christmas time?</p>	<p>Why are the 10 commandments important to Jews? What can we find about Judaism by exploring a synagogue? *What is the purpose of a sacred space and why is it important to a believer?</p> <p>What are the important events that shaped Jesus life? *Why do Christians call Jesus 'Saviour' & how does it link with the Easter story? What is Good about Good Friday?</p>	<p>What do sacred texts teach people? How do they influence people? Why do they matter? How do Christians live their life as disciples?</p> <p>What is God like for Christians? *What do Muslims believe about God? *Why are the 99 names important? *What do Muslims learn about God and the natural world? How is a child welcomed into a Muslim community?</p>
Prior knowledge	<p>To recognise the importance of Baptism as a special celebration for Christians To know that Jesus is referred to Son of God and God made man</p>	<p>Know that the Torah is a holy book for Jews, that a synagogue is a place of worship and that Shabbat isa special day for Jews</p>	<p>To know that there are many faiths and religions in the world To know that God is important to Christians and Jews</p>
Prior Skills	<p>To recall the main events from the Christmas Bible</p>	<p>Recall facts about Judaism: important celebrations, Shabbat, Torah and synagogue</p>	<p>Talk about practice from a Religion. - - Notice and respond sensitively to similarities between different religions and world views</p>
Key vocabulary	<p>Baptism Trinity Emmanuel nativity Saviour infant and Believer baptism</p>	<p>Shabbat Torah synagogue holy book saviour Good Friday Easter Resurrection Crucifixion</p>	<p>Sacred disciples' guidance devotion inspiration Muslim pbuh , Qur'an</p>
Statutory Requirements	<p>Children will be expected to Explain Christians see God as 'three in one' (Father, Son and Holy Spirit known as the Trinity) Explain what Christians can learn about Jesus from Nativity Stories Explain how the bible is used in te local church by Christians for guidance, devotion, and inspiration.</p>	<p>Children will be expected to: Describe and explain why the Torah is important to Jews and identify ways that Jews show respect for the Torah. Explain why the 10 commandments are important to both Christians and Jews. Link ideas to other sacred texts/non-religious teachings.</p>	<p>Children will be expected to Explain how the bible is used in the local church by Christians for guidance, devotion, and inspiration. Explain with reference to the creative arts how God has a salvation plan for the humans</p>

	Compare and contrast 'infant; and 'believer' baptism: why they are important Explain how Jews, Muslims, and Christians welcome babies- compare similarities and differences.	Describe and suggest reasons why Christians call Jesus Saviour' using references to key texts	Describe and explain how Christians live their life as disciples- making links to between NT bible stories eg The parables Explain how Muslims describe Allah Recognise the Qur'an and identify it with Islam- how it is treated with respect and believe in the exact words of Allah
Skills covered	Recognise symbols and actions that reflect a community's way of life. - Ask questions about belonging, meaning and truth.	Recall and name different beliefs and practices - Recognise symbols and actions that reflect a community's way of life. - Ask questions about belonging, meaning and truth.	Notice and respond sensitively to similarities between different religions and world views Understand the importance of reflection Describe things religious people do
End Point	I can tell you that God is often referred to as the Trinity I know that God is known as Father, Son, Holy Spirit. I understand the nativity story	I can describe the 10 commandments I know why they are important to Jews and Christians I understand the importance of the Torah to Jews and how it is respected. I understand that Christians call Jesus 'Saviour'	I can explain how the bible is used by Christians and how the Qur'an is used by Muslims I know that Christians use the Bible for guidance. The Qur'an is believed to be the exact words of Allah I understand that Christians believe that God has a plan of salvation for humans

Year Four			
Term & theme	Autumn	Spring	Summer
Big question/key concept	<p>Why is Muhammad (pbuh) important to Muslims? Why and how do Muslim's care for the environment? How and why do some Muslim organisations help those in need?</p> <p>What did Jesus teach in parables about love and forgiveness? What does the parable of the good Samaritan mean for Christians today & how might it impact their behaviour</p>	<p>Why do some people take pilgrimages? What occasions in people's lives are significant and why? What can we learn about Easter from the Arts</p> <p>Open ended enquiry choice: *Is happiness the purpose of life? If not, what is the purpose of life?</p>	<p>Why do some people pray/not pray? Can religion help people find peace? How does a religion influence a person's beliefs? *How do non – religious world views hold people together</p> <p>What are the important events in a Jews life? How and why do Jews celebrate? *How and why is freedom linked to Passover</p>
Prior knowledge	<p>Children can recall the special book with the exact words of Allah written in: The Qur'an Recall stories and parables from the bible</p>	<p>Children know that Easter is a Christian celebration with customs and symbolism.</p>	<p>Understand the importance of the Torah and how it is respected. Describe and explain the 10 Commandments and their importance to Jews</p>
Prior Skills	<p>To give thoughtful responses. Explore belief in action. Understand the meaning of commitment and dedication. Use a variety of ways to express thoughts. Making connections between stories, sayings, and the teachings for Christians.</p>	<p>Consider similarities and differences to religions and world views. To recall and name different beliefs and practices.</p>	<p>Reflect on own values. Discuss ideas about ethical questions. Express ideas clearly. Consider diverse communities. Consider the well-being of all. Think about community, values, and respect</p>
Key vocabulary	<p>Muslim pbuh Allah parables</p>	<p>Pilgrim pilgrimage purpose symbolism</p>	<p>Pray peace belief opinion world view Passover</p>
Statutory Requirements	<p>Children will be expected to: Know that all Muslims believe Muhammed (pbuh) to be a 'messenger of God'. Recall 5 key facts about the story of the 'Night of Power' Muhammed's (pbuh) first revelation. Make a link between 2 Muslim artefacts, fasting during Ramadan and the celebration of id-ul-Fitr</p>	<p>Children will be expected to: Ask simple questions about the decisions people make and suggest what might happen, as a result of different decisions. Make simple connections between questions, beliefs, and answers</p>	<p>Children will be expected to: Describe 3 ways in which the Jews celebrate. Explain why at least one festival is important, e.g. Passover, Yom Kippur, or Rosh Hashanah.</p>

	<p>Explain how Muslim organisations help people in need</p> <p>Compare and contrast the Christian, Jewish and Muslim ideas of God linking their ideas in with their secular views and perspectives.</p>		<p>Explain the key events in a Jew's Life (e.g. Bat/Bar Mitzvah) and suggest why they are important to Jews.</p> <p>Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts e.g. Abraham.</p>
Skills covered	<p>Ask a range of question about puzzling ideas.</p> <p>Explain and describe the concepts of betrayal and trust</p>	<p>Recognise important places of worship</p> <p>Describe some of the ways that people show that religion is important to them and recognise different viewpoints</p>	<p>Describe how special times are important to some people</p> <p>Make connections between religions</p> <p>Explore and define some of the key wrpds used when studying religion</p>
End Point	<p>I can recall 5 key facts about the story of the 'Night of Power'</p> <p>I know that all Muslim's believe Muhammed (pbuh) is 'messenger of god'</p> <p>I understand that Christian, Jewish and Muslim have different ideas about God linked to their perspectives.</p>	<p>I can explain why some people take a pilgrimage</p> <p>I know that the Arts can inform us about Easter</p> <p>I understand that there are significant occasions in a person's life that are important to them</p>	<p>I can explain how a religion influences a person's beliefs</p> <p>I know about important events in a Jew's life</p> <p>I understand why Jews celebrate and how freedom is linked to the Passover</p>

Year Five			
Term & theme	Autumn	Spring	Summer
Big question/key concept	<p>What do Christian's believers believe about how they should care for the world? How is Christianity a diverse and global faith?</p> <p>How did God show his love for humanity in Jesus? *Why is it important to Christians to believe God came to earth as a human being? Why are gifts given to Jesus at Christmas time?</p>	<p>Why are signs of salvation important in a church community? *Why is the resurrection ascension of Jesus important? *Why do Christians celebrate the same thing in different ways (e.g. last supper)</p> <p>How is Hindu marriage celebrated? How do Hindus welcome babies? Why is Rama important to Hindus How and why do Hindus celebrate Diwali? How are the Christmas and Easter stories connected?</p>	<p>What does it mean to belong to an Islamic faith community? Why are the Five pillars important to Muslims? *How do Muslims express being part of the Ummah Open ended enquiry choice. Take a concept and explore its relevance in religious non-religious world views e.g. love, peace or an enquiry e.g. What do different religions/world views say about life after death? Is death the end? Or generate own questions?</p>
Prior knowledge	That Christians believe in a story of Creation.	Children know that Easter is a Christian celebration with customs and symbolism.	To recall 5 key facts about 'Night of Power' To know that Muslim's believe that Muhammed (pbuh) is a 'messenger of God'
Prior Skills	Be able to ask questions and discuss the	That the Arts can inform us about Easter	TO be able to recognise key features of different religions and make connections,
Key vocabulary	Jesus diverse factual humanity belief	Salvation community Diwali symbolism resurrection Ascension	Ummah Five pillars
Statutory Requirements	<p>Children will be expected to Identify ways that Christians believe God is with them: prayer, worship, peace in hard times</p> <p>Compare and contrast what motivates people of religious faith (e.g. Christian, Hindu or Muslim) and a non-religious belief to work together to impact UK society and the wider world through environmental and global charities e.g. Islamic Aid. Christian Aid.</p>	<p>Children will be expected to: Explain how the celebration of Easter links to the ideas of Jesus reconciling people to God so that Christians can live forgiven in relationship with God (sacrifice and reconciliation) Suggest answers to questions that the resurrection of Jesus might raise. Describe how salvation in a church reinforce the Christian idea of forgiveness.</p> <p>Outline some of the stories of Vishnu, Rama and Sita and explain significance for a Hindu</p>	<p>Children will be expected to: Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five pillars enable Muslims to have peace with God. Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in a mosque.</p>

		Describe how and suggest why Hindu's celebrate Holi and Diwali Compare and Contrast Hindu ways of understanding family with other religious/non-religious views about family Explain the Hindu idea of 'Karma and how actions have consequences'-. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.	Analyse how the main features of a mosque explain the Muslim key beliefs Suggest lines of enquiry and plan investigations into religious and non-religious viewpoints
Skills covered	Link the way I behave to that of a believer Link the things that are important to me and to other people. Describe some practical ways Christians might care for the world. Describe and explain the symbolism of 'good' and 'evil' in the Easter story.	Describe how ritual and symbolism help in worship Explain different ideas about things they value and the vision of life Ask a range of questions	Share my own beliefs about life and death, referring to ideas from religion. Explain how ritual and symbolism help in worship. Describe different ways that people reflect in special places. Explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value.
End Point	I can Identify ways that Christians believe God is with them: I know that religious and non-religious people are motivated to work together. I understand that there are charities that work together to have an impact the wider world	I can explain how the celebration of Easter links to the ideas of Jesus reconciling people to God so that Christians can live forgiven in relationship with God (sacrifice and reconciliation) I can suggest answers to questions that the resurrection of Jesus might raise. Describe how salvation in a church reinforce the Christian idea of forgiveness. I know some of the stories of Vishnu, Rama and Sita and explain significance for a Hindu I can compare Hindu ways of understanding family with other religious/non-religious views about family	I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five pillars enable Muslims to have peace with God. I know the key Muslim beliefs related to Allah (God); marriage and life after death I understand and can describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in a mosque and can analyse how the main features of a mosque explain the Muslim key beliefs

		<p>I understand that Hindu's believe that there is 'Karma and that actions have consequences'-. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.</p>	
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Year Six			
Term & theme	Autumn	Spring	Summer
Big question/key concept	<p>What do Christians believe about the kingdom of God? *What do Christians believe about life after death?</p> <p>What do different people believe about God? *Why do Christians believe God can be Father Son and Holy Spirit? How does Christianity help people find peace with God?</p>	<p>What makes a good leader worth following? E.g. Muhammad (pbuh) Guru Nanak, Jesus. *How do people with a non-religious world view decide what makes a good life? How does a religious belief help elope when life gets hard e.g. Christianity?</p> <p>How and why do Hindus show respect for living things? *Is the idea of 'One God' important to Hinduism? *Why do Hindus make pilgrimage? What symbols are important to Hindus?</p>	<p>*Which teaching of Muhammad (pbuh) do Muslims try to follow? *What do Muslims believe about the origins and authority of the Qur'an? *Why are there so many prophets in Islam?</p> <p>Open ended enquiry choice e.g.. * If God made the world why isn't it perfect? Are science and religion in conflict? Does worship make you happy?</p>
Prior knowledge	Recognise that different people have different beliefs about God.	Be able to refer to previous learning about an important religious person.	Explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value..
Prior Skills	Share ideas and opinions confidently Respect the views of others Tackle thought provoking questions with maturity	Be aware of others' views and opinions. Explore other religions and	ASK a range of questions and recall previous learnt vocabulary
Key vocabulary	God death Holy Spirit Trinity peace kingdom	Religious leaders pilgrimage symbols 'One God'	Qur'an origin prophet conflict
Statutory Requirements	<p>Children will be expected to: Explain the roles of the 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. Explain using key texts (e.g. parables, miracles, teachings) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes, The Lord's Prayer, Jesus' Temptations; Parables of the Kingdom.</p>	<p>Children will be expected to Describe various forms of worship that happen in a Hindu temple, including Puja Identify key Hindu symbols and explain their meaning e.g. Aum, Swastika Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism, and caring for the environment. Compare and contrast Christians/Hindus/Muslim pilgrimages and reflect on how they affect believers.</p>	<p>Children will be expected to Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. Explain how Muslims believe that Muhammed (pbuh) is the last and final prophet Understand that Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</p>

	Identify ways in which Christians believe Old Testament prophecies speak about Jesus. Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God.		Explain why the Qur'an is so important to Muslims Investigate by gathering, selecting, organising or refining questions and ideas about religion/non religion viewpoints
Skills covered	Research why different people think some things are sacred Describe and compare Explain the significance of stories to Christians and how they affect their lives/	Suggest questions and suitable answers Research why different people think some things are sacred Show an insight into understanding into some of the ways religion can influence person's life	Explore a range of terms used when studying religion. Reflect on own feelings and views
End Point	I can explain the roles of the Trinity and the many names linked to Jesus. I know that there are links to viewpoints about God I understand idea of the 'Kingdom of God' and how Christians seek to advance the kingdom on Earth.	I can describe various forms of Hindu worship I know that there are various Hindu symbols I understand the meaning of the Hindu symbols.	I can explain and discuss Muslim's belief about Prophet Muhammed (pbuh) I know that Muslims believe they must follow Allah's guidance and will to have inner peace with God, I understand that Muslims believe that All the Prophets taught the same message.