

EYFS						
EYFS Framework Development Matters Understanding the World Talk about members of their immediate family and community Name and describe people who are familiar to them Communication and Language Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Describe events in some detail			Early Learning Goals Talk about the lives of the people around them and their roles in society. 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.			
Conceptual knowledge Beliefs To know that beliefs are things people think are true. To know that some people have different beliefs about God. To know that there are groups of people who have similar beliefs. Practices To know that some objects are special to different people for different reasons. To know that special objects should be treated carefully. To know how and why some people celebrate special times.			Wisdom and Morality: To know that stories can help us to learn how to behave. To know that some stories are special to different people for different reasons. To know that speaking to others can help us to learn. Community and Belonging To know that some places are special to different people for different reasons. To know that there are people in the community who help others to explore their beliefs and guide them. To know that being part of a community is important to many people.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	I wonder what makes us special? (What makes us special)	I wonder what people celebrate? (What are special times)	I wonder why some places are special?	I wonder what makes the world special?	I wonder what traditions others have?	I wonder what is a special book to you and why is it important?
Festival Celebrated	Harvest Festival	Hanukkah Diwali Christmas	Shrove Tuesday Holi Festival Easter	Eid		

KS1						
Curriculum Framework for Religious Education in England						
Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.						
Requirements						
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.		Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews		Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.		
Year 1						
Conceptual knowledge Beliefs ● To know that to believe is when we accept something is true, especially when we do so without proof. ● To know that some people believe God exists as a powerful, non-human being. ● To know that in some religions, followers believe in one supreme being or God who is loving. ● To know that people have different ways of understanding God on earth (incarnation). ● To know that some people believe that humans have a special relationship with God. ● To know that there are different names for God. ● To know that there are different ways to refer to and represent God. ● To know that people have different ideas about the role of God. Practices ● To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). ● To know that many people have special ceremonies when babies are born. ● To know that many people give money, time or donations to charity as a way of showing that caring for others is important.				Wisdom and Morality: ● To know that some spoken and written words are important to people. ● To know that creation stories provide people with possible answers as to why we are here. ● To know that followers often read religious stories. ● To know that some religious and non religious stories may guide people to care for animals and the planet. ● To know that religious teachings often encourage gratitude for what god created (eg. others and the planet) and a responsibility to look after it. ● To know that some stories may guide people to care for others. ● To know that the way people treat animals and nature reflects their worldview. Community and Belonging ● To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities. ● To know that people with similar worldviews often work together to care for the world and for others. ● To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. ● To know that baby welcoming ceremonies often include symbols and actions to show the baby’s relationship with god.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	How did the world begin?	What do some people believe God looks like?	What is God’s job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Religions Covered	Judaism Christianity Hinduism Humanism	Christianity Hinduism Islam	Christianity Hinduism Judaism	Islam	Islam Humanism	Islam Humanism
Sequence of Learning	Identify things which are natural and man-made. Discuss ideas about how natural things were created. Recall the key elements of the Jewish and Christian creation story in the correct order.	Recognise that different people have different beliefs about God’s form and appearance. Explain how art can be used to express feelings towards God.	Share their interpretations of what different names for God tell people about what God does. Discuss opinions about belief about what God does while respecting others’ views.	Explain different beliefs about who owns the world. Recognise the belief that humans were created last for a reason. Recognise why only humans can care for the world.	Suggest reasons why people might celebrate a new baby. Identify reasons why some Muslim people welcome a new baby with Adhan. Recognise the key parts of Aqiqah and why these are	Describe some reasons why people choose to care for people other than it being their job. Identify why Muslim people might believe Zakat is

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	Understand that some Christian and Jewish people believe the story explains how the world was created. Correctly order the key events of a Hindu creation story. Make some links between the Hindu creation story and the Christian and Jewish creation story. Choose appropriate adjectives and adjectival phrases from a selection to describe what people might think about God. Recognise that Humanists use evidence to understand how the world began. Create a thoughtful representation that reflects the Humanist belief of how the world began. Use art to express their ideas about how they think the world began.	Recognise that some Hindu people believe God has many forms. Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. Recognise and explain how Christian, Muslim and Hindu people refer to God. Identify and describe one representation of God from these religions. Show respect for differences and similarities in how different religions represent God. Explain why people use different names for God and show respect for the different names for God across religions.	Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship. Identify which of the 99 names are similar to how God's job is described in the quotes. Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview. Recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms. Compare Zoroastrian beliefs to other religious or worldview concepts of good and bad. Make thoughtful observations about how this belief influences moral choices in daily life.	Identify the belief that God created humans as stewards over nature through scripture. Recognise what some stories about Muhammad tell us about looking after the world. Express why stewardship is important to some Muslim people. Identify why people who believe in ahimsa may think it is important to look after all living creatures. Identify reasons why it is important to care for the world.	important to some Muslim people. Identify the important parts of Jatakarma and why these are important to some Hindu people. Explore similarities between Jatakarma, Adhan and Aqiqah. Identify what a promise means in a Christian baptism. Explain ways in which some people choose a name for a new baby. Describe what happens at religious and Humanist baby naming ceremonies.	important guidance for caring for others. Identify that Tzedakah is a way of caring for others. Recognise ways of caring that take more effort and receive less thanks. Identify ways of caring for others in Bible stories. Recognise some reasons why Humanist people might believe it is important to care for others. Look for similarities between people's beliefs about caring for others. Explain how people use their skills to care for others while being inspired by their beliefs.
Vocabulary	belief, believe, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, idea, Jewish, proof, religion, respect, scripture, Torah, worldview	Allah, belief, believe, Brahman, Christian, Christian Bible, Christmas, God, Hindu, idea, Jesus, Muslim, religion, respect, worldview	Allah, belief, Christian, Christian Bible, Creator, God, Jewish, miracle, Muslim, Trimurti, Zoroastrian	Belief, Brahman, creation, creator, important, Jewish, quote, religion, responsibility, scripture, Torah, worldview	Blessing, Adhan, Aqiqua, charity, community,	Allah, Christian, creation, God, Humanist, Jesus, religion, responsibility, scripture, Sikh, Waheguru, Zakat

Year 2						
Conceptual Knowledge Beliefs - To know that some people believe god performed miracles in the past. - To know that some people believe there are people who are chosen for a special purpose by God. - To know that a prophet is someone who talks about God's plan or will. - To know that some people believe that God has made a promise between himself and his people. - To know that prayer means communicating with God. Practices - To know there are some festivals which are celebrated by religious and non-religious people. - To know festivals usually celebrate a special or miraculous event from the past. - To know that festivals often use light symbolically as part of celebrations. - To know worship means to honour and adore. - To know there are some objects that are special to followers of religious traditions. - To know that one reason religious followers worship is to show gratitude, say 'thank you', to God. - To know that a festival is celebrated by many people and happens regularly. - To know that practices associated with festivals have special meanings. - To know that people from the same faith may celebrate a festival differently. - To know that people pray in different ways in different places. - To know that objects, words and actions can represent an idea of belief. - To know that when some people talk to god they might use their body to show respect. - To know that some people talk to god in different ways and for different reasons.			Wisdom and Morality - To know that books and stories can have different meaning to different people. - To know that religious stories can help us to understand religious beliefs. - To know that stories from long ago can be applied to modern life. - To know that wisdom means knowledge that comes from experience. - To know that guidance means advice, informance or rules given by someone in authority. - To know that values are what people see as important in life. - To know that prophets and gurus are considered to share God's wisdom and guidance have had it revealed to them by God. - To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways. Community and Belonging - To know that many festivals are often celebrated as a community. - To know that some people find praying or worshiping as part of a community helpful. - To know that members of the same community may have similar or different ways of life. - To know that many religious groups have special buildings which may have features linked to beliefs and practices. - To know that offerings used to express gratitude may be used to help a person's local or national community. - To know that within a community people have different values, ideas and beliefs.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Religions Covered	Christianity Hinduism	Hinduism Judaism	Christianity Sikhism Islam	Christianity Islam	Hinduism Islam Judaism	Islam Christianity Judaism Sikhism
Sequence of Learning	Identify reasons people may feel thankful and how this is expressed. Explain how some people celebrate harvest time. Identify the meaning behind some harvest celebrations and practices. Talk about what Hindu and Christian followers might learn from stories about gratitude.	Share examples of where they have seen and experienced candles. Identify three practices associated with Diwali. Understand that some Hindu people use diyas as symbolism. Understand the meaning of Advent to some Christian followers.	Recognise parts of Jesus' birth story that tell us some people believe Jesus is special. Understand that religious stories can help us learn about religious beliefs. Identify some parts of the story that tell some people that Guru Nanak was special as a baby. Identify miracles in the stories that tell some	Identify how some prophets' feelings changed and explain the people's reactions to new prophets. Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews. Describe the story of the Night Journey and identify common prophets in the	Describe what prayer means. Identify some reasons why people might pray. Explain how some people use their bodies during prayer. Identify some similarities and differences between the ways in which people pray. Understand why special objects and items of	To identify some features of mosques and their importance to some Muslims. To explain how the features of an Orthodox Christian church might help some people pray. To make connections between beliefs about the Trinity and Christian places of worship.

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	Explain how some Hindus and Christians show their gratitude to God. Explain how Hindu worship may reflect a person's beliefs about gratitude to God. Recognise how worship through songs can be used to express thanks to God. Express ideas about gratitude using music.	Identify what is important to some Jewish people at Hanukkah. Explain what a hanukiah symbolises. Understand their own positionality on what candles mean to them. Provide some examples of what candles mean to some people.	people that some children are special. Make comparisons to other stories. Describe why Krishna might be seen as special by some people. Identify parts of the story that tell us that Muhammad is special to some people. Identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.	Muslim, Christian and Jewish worldviews. Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives. Describe how a guru might be similar to a prophet. Explain what makes some prophets important to the people in the worldviews they explore.	clothing are important to some people when they pray. Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.	To identify some features of a synagogue and discuss their importance. To recognise that community and equality are important values to many Sikh people. To explain what the similarities and differences between places of worship can tell us about some people's beliefs.
Vocabulary	Brahman, church, deity, disciples, festival, mandir, murti, prayer, puja, shrine, symbol/symbolise, temple, worship, value	Diwali, festival, Hanukkah, prayer, sacred, symbol, temple	chosen, deity, Guru, messenger, Old Testament	Guru Granth Sahib, Guru Nanak, messenger, Messiah, Qur'an, value	Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda	Alevi, Bible, cem, church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity

KS2						
Curriculum Framework for Religious Education in England Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.						
Requirements Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.						
Year 3						
Conceptual knowledge Beliefs: ● To know that there are organised and personal worldviews and religious beliefs fit into both of these. ● To know that soul means a person's spiritual and emotional sense of identity. ● To know that some people believe all living things have a soul and that it is immortal. ● To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. ● To know that some people believe spirituality and soul to be unique to humans. ● To know that some people believe connection with a god to be a spiritual experience. ● To know that actions have consequences and that people think differently about what these are. ● To know that forgiveness is cancelling out wrongdoing or removing punishment. ● To know that religious and non-religious people have ideas about the relationship between God and humans. Practices ● To know that rituals are a way of expressing beliefs and ideas about God. ● To know that prayer, meditation and rituals are used to connect spiritually. ● To know that the way scriptures are used and treated reflects beliefs about their importance. ● To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. ● To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance. ● To know that worship can take many forms and often involves symbolism.						
Wisdom and Morality: ● To know that morals are our thinking about what is right and wrong. ● To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. ● To know that the teachings of a religious or non-religious worldview often link with a follower's life choices. ● To know that people's views about what is right and wrong change over time and place. ● To know that many factors affect our morals and life choices. Community and Belonging ● To know that for many people relationships with others and being part of a community are important. ● To know that all communities have rules and guidance for how to live together. ● To know that ceremonies involving water and fire are important occasions for some communities. ● To know that eternal flames are sometimes used as a sign of remembrance in a community.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	What makes us human?	Where do our morals come from?	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Religions Covered	Buddhism	Humanist Judaism Christianity Buddhism Hinduism	Judaism Islam Christianity	Judaism Islam Christianity Hinduism	Christianity	Judaism Christianity

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		Islam				
Sequence of Learning	Understand that everyone has a different worldview based on their influences and personal experiences. Develop an understanding of how some people describe the soul. Compare religious and non-religious world views about the inner self and soul. Explore the meaning of spirituality to different individuals. Learn about the Buddhist practice of meditation including its benefits and challenges. Understand how Buddhism links to beliefs about the inner self.	Understand and explain what it means to be moral. Explore the importance of the Ten Commandments to Jewish and Christian people. Understand how rituals and guidance in religion support individuals in making the right choices. Understand how some people apply religious guidance to daily life. Assess the value of rules and guidance.	Understand what is meant by revelation. Explore reasons why scripture is valued and treated as holy and sacred. Describe the similarities and differences between scripture. Make connections between beliefs about the Qur'an and the Hadith and how they are used. Explore the importance of the Old Testament and New testament. Recognise the value of the Bible by exploring how and why some Christians use it.	Explain which actions can be considered wrong and what consequences may derive from them. Consider the authority which gives the consequences of wrongdoing. Describe how some religious people seek forgiveness. Explore the similarities between some Jewish and Muslim practices of seeking God's forgiveness. Discuss how God's forgiveness can change a believer's life. Describe what might happen to the soul when a believer does something wrong. Investigate some ways Christians 'cleanse' the soul through infant and adult baptism. Explain why Jesus was baptised and sacrificed. Define what karma means to some Hindus and how it can affect the soul. Know that many Hindus aim to live morally by collecting positive karma within their lifetimes to eventually reunite with God.	Making connections between religious stories and the importance of water. Identifying how water is used in some rituals. Suggesting what water might symbolise. Making links between beliefs and actions. Talking about why some Christians choose to be baptised. Explaining water's importance in religious and cultural contexts. Sharing thoughtful insights or reflections on water's importance. Articulating their own ideas about the value of water creatively.	Discuss the importance of fire and its practical and symbolic uses. Explain the relevance of fire in religious stories and what it symbolises. Describe how the fire makes them feel. Identify how fire is used in some rituals and ceremonies. Explain the concept of remembrance, focusing on the context of Jewish and Christian beliefs. Explain the symbolism of fire in religious and non-religious ceremonies. Articulate reasons why fire is considered purifying in different religions.
Vocabulary	worldview, soul, inner self, consciousness, connection, mindfulness, spirituality, meditation.	morality, moral code, right, wrong, Golden rule, reasoning, commandments, Torah, Sabbath, covenant, mitzvot, tallis, tzitzit, prayer shawl, guidance, Yama, Niyama, Shahadah, Salat, Zakat, Sawm, Hajj, pilgrimage,	Abrahamic, scroll, sacred, holy, revelation, Chumash, Shema, dictated, inspired, faith, recite, Hadith, Qur'an, ornate,	Baptism, cleansed, forgiveness, moral, sin, salvation, soul	Abrahamic religions, cleanse, commitment, holy, offering, perspective, Shinto, spiritual	divine, eternal, equality, Guru Nanak, purity, remembrance renewal, community, transformation, Trimurti, unity

Year 4						
Conceptual Knowledge Beliefs ● To know that religious and non-religious worldviews change over time for individuals and groups. ● To know that people from different religions believe some of the same things. ● To know that organised and personal religious beliefs change and develop over time. ● To know that there are historical links and connections between religions. ● To know that sacrifice means giving up something valued for the sake of something else. ● To know that holy means divine, sacred or connected to God. ● To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance. Practices ● To know that the way scriptures are treated and used reflects beliefs about their meaning and origin. ● To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected. ● To know that the ways scriptures are read and used changes over time. ● To know that people with similar worldviews may practice in different ways due to historical events. ● To know that practices change over time.			Wisdom and Morality ● To know that stories and scriptures give insights about how to live. ● To know that religious texts contain different types of writings. ● To know why the Bible has a significant role in public life in many countries, including the UK. ● To know that religious scriptures come from a range of sources and origins. ● To know that religious scriptures are written in different languages and this can affect interpretation. Community and Belonging ● To know that being part of a community with similar beliefs is important to some people. ● To know that the history of religion affects how people see their own and others' communities. ● To know that the language used during worship and prayer is important for some people when connecting with their community. ● To know that for some people outward expressions of belief are important for a sense of belonging. ● To know that disagreement and change happens in communities.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Religions Covered	Sikhism Christianity	Hinduism Buddhism Sikhism		Christianity	Christianity	Judaism Hinduism
Sequence of Learning	Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs Talk about why making connections can be helpful. Identify some different names and ways of describing God. Explain similarities and differences between the ways people from different worldviews understand God. Use scripture to find out what people might believe.	Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions. Giving some reasons why different Hindu texts might be significant to people. Identifying the key events that led to the writing of the Buddhist Canon. Discussing the importance of the Buddhist canon to some people today. Providing examples of why and how the Guru Granth Sahib is respected.	Describe what baby welcoming ceremonies mean to some people. Explain the role of adults in these ceremonies, especially the promises or commitments they make. Describe the significance of commitment ceremonies to some people. Understand the cultural and religious importance of commitment ceremonies. Identify various items of clothing that people wear to express their beliefs. Explain what items may signify about an individual's	Share ideas about what Jesus might have been like. Think critically about different representations of Jesus. Explain the actions and qualities of Jesus which led some people to believe he was the Messiah. Interpret extracts from prophecies in the Old Testament and making connections with events in the New Testament. Explain the meaning of a parable. Identify messages in Jesus' parables.	Identify events involved in the compilation and creation of the first Christian Bible. Comparing different types of writing found in the Bible and discussing their purposes. Explain the criteria used to decide which texts were included in the canonised Bible. Explain the impact of key figures and events on the development of the modern-day Christian Bible. Describe how and why the Christian Bible has developed over time.	Describe some oral traditions in some ancient societies. Understand the reasons written traditions developed. Discuss why new languages develop as a result of diaspora. Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today. Identify religious and cultural uses of Hebrew and Arabic. Describe why some believers choose to learn

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	Describe the links between the story of Guru Nanak and some Sikh beliefs and practices. Explain why equality and harmony were important to many Sikhs in the past and why they are still important today. Use a range of sources to find out what might be important to some people from the Bahá'í faith. Compare what people with different worldviews may think about other religions. Express ideas creatively about how and why World Religion Day is important.	Drawing out connections between beliefs and practices. Comparing and making links between scriptures from different worldviews. Identifying the role and value of scripture in some people's lives.	commitments or convictions. Give examples of religious fasting and dietary restrictions. Explain some reasons why people might demonstrate their commitment to beliefs through their diet. Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways. Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be.	Discuss how different people might interpret accounts about Jesus. Suggest what some Christians may learn from the Easter story.	Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible. Investigate and identify where the Bible is found in different churches and how this has changed over time. Identify examples of how the Bible has influenced modern British life. Present their learning about the Bible's impact and relevance.	and read the language of their religious scripture. Identify an ancient language, a translation and a commentary in a copy of a page of scripture. Consider what might be holy to a believer. Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible. Reflect on why some scriptures have no art or symbols.
Vocabulary	Bahá'í, Bahá'ulláh, harmony, merciful, origin, unity	Baghavad Gita, Buddhist Canon, origin, revealed	commitment, fast, sacrifice, tradition	crucified, Easter, evidence, Gospels, impact, literal, origin, perspective, prophecy, resurrection, sacrifice, saviour, spiritual, viewpoint	authority, Christian Bible, culture, depict, Gospel, impact, interpretation, literal, message, moral, relevant, secular, significance, spiritual, translation	classical, commentary, culture, dialect, diaspora, first language, holy, language, linguist, oral tradition, tradition, transition, translation, written scripture

Year 5						
Conceptual Knowledge Beliefs - To know the meaning of atheist, agnostic and theist. - To know that people have different beliefs about what happens when we die. - To know that some people believe in God, who may judge their actions when they die. - To know that some people believe in life after death and others may believe death is the end of our life in any form. - To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell. - To know that many people who are not religious believe in some form of afterlife. - To know that some people believe they will be reincarnated in a different form after death. - To know that in the UK religious beliefs are a protected characteristic. - To know that in some times and places people did not or do not have religious freedom. - To know that throughout history and in modern times people have had to protest or fight for religious freedom. - To know some of the ways that history, geography and leadership influence people's worldviews. - To know that leadership and authority can impact people's worldviews. - To know that worldviews impact the process of choosing leadership and authority. - To know that some people believe leaders are anointed (chosen by god). - To know that leadership and authority can impact people's worldviews. - To know that some places are valued by certain people due to things that have happened there. Practices - To know that funeral practices often reflect beliefs about life after death. - To know that funerals can be important to help people grieve. - To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). - To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation. - To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.			Wisdom and Morality - To know that ideas about the afterlife come from many sources. - To know that beliefs about life after death can affect how people choose to live their lives. - To know that people are inspired and led by others from within and outside their community. - To begin to understand that scripture can be interpreted in different ways. - To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on. - To know that wisdom means thinking sensibly and taking into account knowledge and experience. - To know that guidance means advice, informance or rules given by someone in authority. - To know that within and between religious and non religious groups people may disagree about challenging issues. Community and Belonging - To know that funerals can be important times for communities to support one another. - To know that communities sometimes fight or protest for the rights of themselves or others. - To know that the community or group someone is part of shapes their sense of belonging. - To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community. - To know that some people may find religious spaces significant even if they are not part of that religion. - To know that some places are of particular significance due to historical, cultural and geographical reasons.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die (Part 1)?	What happens when we die (Part 2)?	Who should get to be in charge?	Why are some places in the world significant to believers?
Religions Covered		Christianity	Judaism Islam Christianity	Christianity Sikhism Hinduism	Islam Sikhism	Judaism Christianity Islam Sikhism
Sequence of Learning	Identify challenges people face because of their religious beliefs. Suggest ways to create positive change. Express the different ways light symbolises celebration. Assess different points of view.	Explain why some people believe Jesus was the Messiah. Give examples of how Christianity spread as a religion. Identify different features of a Catholic church.	Recognise that many people believe in a soul. Make links between a soul and eternal life. Understand there are different Jewish ideas about death. Consider how forgiveness can be part of someone's beliefs about death.	Recognise beliefs about the soul being part of God. Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation.	Explain how religious laws are created, using examples from Islam. Contrast religious law creation with British law creation. Discuss and write ideas on the succession of religious leadership.	Discuss why some people may consider mountains to be sacred, significant or both. Recognise that Jerusalem is a significant place for many Jewish, Christian and Muslim people. Discuss reasons why many Sikhs consider the

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	Begin to use the terms bias, stereotype and prejudice. Explore various viewpoints surrounding religious prejudice. Consider why there are still issues regarding religious freedom today.	Explain the uses of different features of a Catholic church. Identify some reasons why people began practising in different ways. Organise different Christian practices according to their impacts on believers. Identify how different people represent Jesus depending on personal and cultural influences.	Make links between Muslim beliefs about Jannah and the historical geography for many Muslims. Understand that funerals can differ within and between worldviews. Make links between Christian sacraments and beliefs about death. Use the word atonement when discussing forgiving sins. Reflect on the similarities and differences of beliefs held in different worldviews.	Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. List ways a person can gather karma through actions and experiences. Suggest ways some Sikh practices and funeral rites may provide comfort to someone experiencing death. Discuss the meaning of moksha and nirvana, drawing similarities from them. Consider ways enlightenment can be represented in art.	Linking Muhammad's practices, sayings or actions to the formation of some religious laws. Understanding how Guru Nanak chose his successor and how this method compares to other religious or cultural practices. Compare and contrast the leadership qualities of Sikh Gurus, noting virtues and selection methods. Describe how the Guru Granth Sahib's role as a guide compares to that of human leaders. Explain what these symbols represent about his leadership.	Harmandir Sahib significant. Find examples of the Gurus' teachings in the Harmandir Sahib. List reasons why different people might visit the River Ganges. Consider what makes objects and relics significant. Explain why some people might visit a significant place due to their beliefs or commitments. Explore different perspectives about access to significant places.
Vocabulary	Atheist, Bandi Chhor Divas, denomination, devotion, discrimination, interpretation, liberation, prejudice, tolerance	crucifixion, denomination, Holy Spirit, pilgrimage, portrayal, sacraments, succession, The Trinity	Abrahamic, interpretation, portrayal, Yom Kippur	Dharmic, Eightfold Path, enlightenment, Four Noble Truths, karma, liberation, moksha, mukti, nirvana, portrayal, stereotype, reincarnation	admiration, anointed, authority, compassion, dedication, devotion, dignity, Guru Nanak, Guru Panth, Hadith, honesty, humility, integrity, interpretation, Kalgi, Khalsa, Kirpan, law, legal system, Lehna, revelation, role model, sacrifice, selflessness, succession, Sunnah, ummah, wisdom	authentic, cleansing, covenant, Darbar Sahib, descendants, diaspora, exile, Goddess Ganga, Harmandir Sahib, holy, Israelites, Pagan, pilgrimage, Promised Land, relic, replica, sacred, shrine, significant, stupa

Year 6						
Conceptual Knowledge Beliefs - To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times). - To know some of the ways that culture, history, geography and tradition influence people's worldviews. Practices - To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering. - To know that a pilgrimage is a journey to a place of religious significance. - To know that pilgrimages are an important part of some people's life. - To know that pilgrimage helps some people to feel close to God. - To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. - To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition. - To know some of the ways practices are influenced by culture, tradition, geography and history - To know that some people believe leaders are anointed (chosen by God). - To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently. - To know that free will means a belief that humans are able to make their own choices and determine their own fate. - To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.			Wisdom and Morality - To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. - To know that writings from long ago can give people insight into modern day issues. - To know that ideas and beliefs about suffering come from many sources. - To know that some people use stories about how others became close to God to guide them in achieving the same aim. - To know that cultural, historical and geographical context can affect how scripture is interpreted. - To know that people disagree on whether ancient writings are still relevant to modern life. - To know that the same guidance or scripture can be interpreted differently by people. Community and Belonging - To know that people respond in different ways then they see people in their community suffering. - To know experiencing a pilgrimage together can help some people feel a sense of community and belonging. - To know that some people feel significant connection to a building or place. - To know that, for some, the people in a particular space are more important than the place itself. - To know that shared practices can be important to give some people a feeling of belonging. - To know that some practices might demonstrate belonging to a particular community. - To know that shared challenge can bring people closer together. - To know that particular places can be significant to their religion based on scripture and historical events.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Why does religion look different around the world (Part 1)?	Why does religion look different around the world (Part 2)?	Why is it better to be there in person?	Why is there suffering(Part 1)?	Why is there suffering(Part 2)?	What place does religion have in our world today?
Religions Covered	Judaism	Buddhism Hinduism Sikhism	Judaism Islam Humanism	Christianity	Buddhism Sikhism	
Sequence of Learning	Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances. Compare similarities and differences between the Abrahamic religions. Recall why different worldviews may have interpreted similar origins differently.	Recognise some ways Hindu worship is influenced by geography, history and culture. List how some people in the Hindu community practise their religion in the UK. Suggest similarities and differences between how people practise their religion in the UK and India. Understand that being part of a religion does not	Identify the common features and significance of both religious and non-religious gatherings. Suggest reasons people might attend such events. Explain the importance of place, people and practice in the context of gatherings. Articulate the importance of Jerusalem to Jewish people.	Make links between the creation story in Genesis and the concept of suffering. Suggest some ideas as to why suffering exists in the world. Discuss passages from Genesis that relate to free will, demonstrating an understanding of context. Identify different reasons why humans may make	Consider different responses to suffering. Explore their own views and responses to suffering. Acknowledge that many Buddhists accept that suffering is a part of everybody's lives. Define the words Hukam and Naam and explain how they can be helpful to some Sikhs. Share reasons why many Sikhs live good lives despite	Reflect on their own learning and how it has impacted their personal development. Analyse census data to identify trends and changes in the religious makeup of the UK. Reflect on how their local area's data compares with an alternative area and national trends.

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	Give reasons about why Shabbat can be observed differently. Consider how geography and culture can affect religious traditions. Explain why people may choose to wear head wear or hair coverings to support their belief.	always mean a person is a theist. Consider how a person may identify as a Sikh. List ways some Sikhs feel part of the community. Consider the symbolism of light in different worldview stories. List some similarities and differences between the way Buddhist monks and lay people spend their day. Describe different ways a Buddhist can practice to fulfil a discipline.	Discuss why the Dome of the Rock is important to some Muslim people. Identify the significance of Makkah for many Muslims. Explain the significance of various pilgrimage sites in different religious worldviews. Make thoughtful connections between the pilgrimage sites and the concept of spirituality.	choices that cause suffering. Relate stories such as Adam and Eve's choice in Genesis, Jesus' temptation and concepts from other religions to the theme of human wrongdoing and suffering. Draw connections between stories from scripture. Understand the different perspectives on suffering and divine intervention presented in these stories from scripture. Explain why some people turn to prayer during times of suffering. Make connections between teachings about Jesus and how some Christians view and respond to suffering. Use scripture and personal responses to support their understanding.	the belief that God has a plan for them. Explain some Shinto beliefs about kami. Rank ideas to show their personal responses. Consider how their learning has reflected or developed their own views about suffering.	Discuss reasons for the changing uses of religious buildings over time. Analyse and respond to data about religious diversity across the world. Discuss the historical and geographical influences on the spread and current distribution of religions. Explain the concept of freedom of religion or belief. Consider their own responses to issues related to freedom of religion and belief. Demonstrate an understanding of the need for tolerance and respect. Explore the role of learning about religion and worldviews in daily life.
Vocabulary	attributes, Charedi, covenant, descendants, hijab, Israelites, kippah, kippot, melacha, melachot, monotheist, niqab, omnibenevolent, omnipotent, omnipresent, omniscient, Reform	diversity, Jain	Hajj, secular	contradictory, Fall, free will, suffering, temptation	Hukam	census, discriminate, diversity, protected characteristics, secular