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| <p>THE FUNDAMENTALS OF RE</p> | <p>Make connections between different beliefs and practices of all religions. Make links and compare stories, beliefs and practices from different religions including differences and similarities. To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate and apply the different responses to ethical questions from a range of different religions.</p> | <p>Interpretation, spiritual, ethical, orthodox, restoration concepts, tolerance, cohesion, interfaith, loneliness, charitableness, consideration, integrity, incarnate marginalised, interpretation, evolution, ritual conflict, prophecies, Anointed One, confirmation leadership, vulnerability, dedication</p> | <p>To reflect and respond to the significance of meaning behind different beliefs. Respond thoughtfully to a range of sacred writings, stories and provide good reasons for differences and similarities in different texts. Express views creatively as to why belonging to a faith community may be valuable. Recognise those with no faith also have belief systems. Discuss and apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</p> | <p>YEAR 6</p> |
| | <p>Begin to make connections between different beliefs and practices. Begin to compare stories, beliefs and practices from different religions. Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Articulate and begin to apply the different responses to ethical questions from a range of different religions.</p> | <p>Humanity, peace, transformation, testimonies respectful, harmony, diversity, crucifixion, exodus saviour, sacrifice, justice, poverty, social structure heaven, interpretation, controversy, stewardship Messiah, responsibility, milestones, preservation resurrection, fasting, discipline, suffering, liberty</p> | <p>Begin to reflect and respond thoughtfully to a range of sacred writings/stories. Provide good reasons for what they mean to different faith communities. Creatively begin to express their views about why belonging to a faith community may be valuable. Begin to recognise those with no faith also have a belief system. Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</p> | <p>YEAR 5</p> |
| | <p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Begin to compare the similarities of at least three different religious texts or stories and respond to meanings and express how these directly relate to right and wrong. To begin to understand the diversity of belief in different religions, nationally and globally.</p> | <p>Clergy, social justice, concept, significance Commitments, dedication, conscience, humanists Principles, ruler, obedience, confession Human nature, symbolism, Holy Spirit characteristics, denial, betrayal</p> | <p>Begin to compare directly different responses to ethical questions looking at a range of different religions. Express views about why belonging to a faith community is valuable in their own lives. Begin to make connections between their own ideas and others.</p> | <p>YEAR 4</p> |
| | <p>Recall the different beliefs and practices of different religions, suggest, and find meanings behind them. Retell some of the religious and moral stories from at least three different religious texts and books and suggest how these relate to right and wrong. Understand what it looks like to be a person of faith.</p> | <p>Teachings, disciples, attributes, abolished, glory, identity, repentance, faith resurrection, salvation, guidance, consequences Kingdom, temptation, commandments, influence heroes, inspirational, Passover, Last Supper evil, identity, Psalm, promise, trust</p> | <p>Ask and respond to questions about what individuals and faith communities do and why. Use a range of different medium to creatively express and begin to explain their own ideas, thoughts and opinions</p> | <p>YEAR 3</p> |
| | <p>Name the different beliefs and practices of religions and begin to look for similarities and find meanings behind them. Retell some religious and moral stories and suggest meanings for them. Begin to understand what it looks like to be a person of faith.</p> | <p>Lord, parable, belief, thankfulness incarnation, advent, freedom, sin, Quran, Islam, revelation, prophet, creator, harvest, sacred, worship, saviour, ceremonies, artefacts</p> | <p>Ask and respond to questions about what individuals and faith communities do. Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p> | <p>YEAR 2</p> |
| | <p>Begin to name the different beliefs and practices of Christianity and at least one other religion and talk about the meanings behind these. To respond and order some of the religious and moral stories and begin to suggest meanings. Understand how different people celebrate aspects of religion.</p> | <p>God, prayer, forgiveness, Christians, qualities, Easter, emotions, express, Muslim, Allah, Messenger, holy, creation, charity, symbol, hope, belonging</p> | <p>Ask or respond to questions about what individuals and faith communities do. Express their own ideas creatively</p> | <p>YEAR 1</p> |
| | <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>God, Jesus, Christmas, Story, friends, celebrations, Festivals, bible, nativity</p> | <p>To understand that people have their own cultures and faiths. To share and celebrate a range of religious practices and special events.</p> | <p>EYFS</p> |

SKILLS

VOCABULARY

SKILLS

