

Progression of Knowledge in Religious Education (Year A)

**Skills involving all 3 gems**

**Faith**

Children can talk about the key beliefs of different faiths and use appropriate vocabulary. They can also talk about the Christian Faith through class worship time and collective worship.

**Acceptance**

Children listen to each other's views, thoughts and feelings and they learn to respect each other's similarities and differences, including the beliefs of Christians and the beliefs of other faiths.

**Understanding**

Children are inquisitive about Faith. They ask questions and share their ideas. Children can make comparisons between different families, culture and faiths and talk about the similarities and differences.

	EYFS Ruby Class	Year 1 and 2 Emerald Class	Year 3 and 4 Sapphire Class	Year 5 and 6 Diamond Class
Autumn Term 1	<p><b>Why is the word God so important to Christians?</b>  <b>(Whispering Allah into Baby's ear: Muslim birth custom)</b>                      Can talk about when and where people use their name and why.</p> <p>Can recognise that the word 'God' is an important name for Christians.</p> <p>Can talk about who is important or special to them, their VIPs.</p> <p>Can remember something that happens in the Bible story of Creation.</p> <p>Can recognise that Christians use God's name with care because God is their Creator.</p>	<p><b>Christianity: Why is belonging to God and the church family important to Christians?</b>                      Can talk about how they might welcome people in their family, their class or their religion.</p> <p>Can ask, with respect for people's feelings, what happens to welcome people in groups their friends belong to, including a faith group.</p> <p>Can use the right words to talk about what happens at a baby's baptism.</p> <p>Can talk about a present they have received and why it was important to them.</p> <p>Can talk about why Christian parents might want to baptize their baby, and about questions they would ask them about this.</p> <p>Can ask why a story is being told and what they learn from it, including a Bible story.</p> <p>Can remember the story of Jesus and the children and know who it is special to.</p> <p>Can tell the story of Jesus welcoming children and say why it might be important to Christians.</p> <p>Can suggest why some items used at a baptism (candle, shell, water) are important to a Christian.</p> <p>Can talk about some important things Christians do and say at a Church of England baptism ceremony.</p> <p>Can say what the water and light stand for at a Church of England baptism, or what some of the Promises are about.</p> <p>Can talk about what is important to others, including religious people, about welcoming a new baby, &amp; ask respectfully why.</p>	<p><b>Christianity: How do Christians show that reconciliation with God and other people is important?</b>                      Can use religious words to describe how Christians act out the idea of reconciliation in church services or practices.</p> <p>Can recognise some things that influence them e.g. family, friends, faith, when it comes to admitting they are in the wrong.</p> <p>Can link what is important to them about peace, reconciliation or forgiveness, with the way they think and behave.</p> <p>Can describe what a Christian might learn from the story of the Lost (Prodigal) Son.</p> <p>Can ask good questions about life when thinking about the story of the Lost Son and communicate some of their ideas for answers.</p> <p>Can ask important questions about the reconciliation in life e.g. when looking at sculptures, and compare ideas with others, including Christians.</p> <p>Can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in Reconciliation.</p> <p>Can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt.</p> <p>Can describe how Christians everywhere practise confession and ask God to forgive their sins.</p> <p>Can describe some things that are the same / different in the way Christians confess their sins.</p>	<p><b>Islam: How does Tawhid create a sense of belonging to the Muslim community?</b></p> <p>Can show how the Muslim faith expresses the idea of 'one-ness' in many different ways e.g. prayer direction, prayer words, Kaaba</p> <p>Can ask questions about a Muslim view of the meaning and purpose of life and suggest their own opinions about life's meaning and purpose.</p> <p>Can ask about moral decisions they, and others make, asking if it matters what you have at the 'centre' of your life, and how this might affect your decisions.</p> <p>Can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explaining what they are trying to convey.</p> <p>Can use the right terms to describe the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.</p> <p>Can ask questions about groups people choose to belong to and whether choosing to pray daily, or fast, inspires Muslims and makes them feel they belong.</p> <p>Can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion.</p> <p>Can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid.</p> <p>Can make links that show how the Muslim belief in Tawhid comes from key verses in the</p>

			<p>Can compare people and things which influence them with those which influence others, including a practising Christian.</p> <p>Can link things that they, and others value about the need for 'peacemakers' or 'reconcilers' with the way they choose to think and behave in school.</p>	<p>Qur'an and is supported by stories of the life of Prophet Muhammad.</p> <p>Can explain some key Muslim teachings about Tawhid or the one-ness of Allah, linking these to similar or different beliefs in another faith.</p> <p>Can compare their own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story.</p> <p>Can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here.</p>
<b>KEY VOCABULARY:</b>	VIP, treasure, God, harvest, celebration	Baptism, Christening, Christian	Parable, reconciliation, Desmond Tutu	Kaaba, Ummah, Hajj, Tawhid
<b>Autumn Term 2</b>	<p><b>Why do Christians perform nativity plays at Christmas? (The Muslim story of Muhammad caring for the Ants)</b></p> <p>Can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon</p> <p>Can talk about a person who is important or special to them.</p> <p>Can talk about something interesting in a story about Jesus as an adult.</p> <p>Can tell part of the nativity story e.g. when dressed up as a character or using figures from a crib set.</p> <p>Know something a family is doing at Christmas because they are Christians.</p> <p>Can talk about things that happen to them e.g. places they go at the weekend.</p>	<p><b>Judaism: Why is learning to do good deeds so important to Jewish people?</b></p> <p>Can talk about when someone has done a good deed to help them or their friends or family.</p> <p>Can talk about what is important to them about good deeds that help people and why.</p> <p>Can talk about something that might be a 'mitzvah' or good deed for Jewish people</p> <p>Can suggest why a tzedakah box (pushke) is important to a Jewish family.</p> <p>Can remember the story of Ruth and know it is special to Jewish people.</p> <p>Can ask why a story is told, and what they learned from it, including the story of Ruth.</p> <p>Can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot.</p> <p>Can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue.</p> <p>Can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child</p> <p>Can talk about the possible meanings in a story, including the story of Ruth, and about any questions it raises (e.g. about being welcome).</p> <p>Can talk about what is important to others, including Jewish people, about 'good deeds' and ask respectfully why.</p>	<p><b>How does a Muslim show their submission and obedience to Allah?</b></p> <p>Can link who is important to me, and who I believe I should obey, with the way I think and behave.</p> <p>Can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people.</p> <p>Can recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim</p> <p>Can describe the way the words and use of the adhan or prayer call shows Muslims the importance of prayer.</p> <p>Can compare some things that influence me, and my friends, with how a Muslim parent wants Allah to be first in their baby's life.</p> <p>Can describe what a Muslim might learn from the story of Bilal and the first call to prayer</p> <p>Can ask good questions about life after hearing the story of Bilal and give some ideas for answers</p> <p>Can describe what Muslims might learn from the story of Bilal about God or the Prophet Muhammad</p> <p>Can use religious words to describe some ways Muslims show Allah is important when they pray.</p> <p>Can describe some things Muslims do when they get ready for prayer, and how this is the same / different from others who pray.</p>	<p><b>Christianity: Why is the gospel such good news for Christians?</b></p> <p>Can compare their own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus.</p> <p>Can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible.</p> <p>Can ask questions about the meaning and purpose of life and suggest what answers others, including Christians might give.</p> <p>Can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important.</p> <p>Can use the right religious words to describe and compare what may happen in a church when the Gospels are read.</p> <p>Can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him.</p> <p>Can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, they believe some messages should be shared with all.</p> <p>Can ask about moral decisions they, and others, including Christians, make when we believe something is 'good news' for people.</p>

		Can say what the words in a song / picture about Tikkun Olam are about for a Jewish person.	Can link things that I, and others, say we value as part of our daily routine or lifestyle, with how we actually choose to think and behave.	Can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same.  Can express the Christian belief that Jesus is good news in an image influenced by Forsey or Valotton, or in poem or song, and explain their ideas.  Can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why.  Can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change.
<b>KEY VOCABULARY:</b>	Nativity, crib, costume	Jewish, Mitzvah, Tikkun Olan, Tzadakah box	Bismallah, Salat, Adhan, Muezzin, mu'adhin	Passover, Eucharist, Holy Communion, thanksgiving
<b>Spring Term 1</b>	<p><b>How can we help others when they need it?</b> <b>(The Sikh story of Guru Har Gobind saving the 52 Princes)</b> Can talk about things that happened when they needed help or they helped someone.</p> <p>Can talk about something interesting in a story where someone needed help.</p> <p>Can talk about someone who is special because they helped them when they needed help.</p> <p>Can remember how the traveller in The Good Samaritan story was saved or rescued.</p> <p>Can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass.</p> <p>Can recognise some images of a Christian praying and identify this as part of their religion.</p>	<p><b>Christianity: What did Jesus teach Christians about God in his parable?</b> Can remember Jesus' parable of the Lost Sheep and know who it is special to.</p> <p>To suggest why the story of the Lost Sheep is important to a Christian.</p> <p>To talk about times when they feel alone or lost, or need help at home, in class or in their religion.</p> <p>To ask why Jesus used parables and what they can learn from stories, including a parable.</p> <p>To tell one of Jesus' parables and say why it might be important to Christians.</p> <p>To talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises.</p> <p>To use the right words to talk about how a Christian learns the stories Jesus told.</p> <p>To talk about a book that is important to them and why the Bible is valued by Christians.</p> <p>To say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian.</p>	<p><b>Christianity: Is the cross a symbol of love, sacrifice or commitment for Christians?</b> Can link the things that they, and their friends, value, with what they would be willing to sacrifice.</p> <p>Can recognise how Remembrance Day celebrations might make different people feel.</p> <p>Can link things that are important or precious to them with the way they think about, or behave towards, them.</p> <p>Can compare some things that influence them, and others, with how belief in Jesus' sacrifice influences Christians.</p> <p>Can describe what a Christian might learn from one of the stories of Holy Week.</p> <p>Can ask good questions about life after discussing the Holy Week stories and share ideas for answers.</p> <p>Can describe what Christians might learn from the story of Jesus' death / sacrifice.</p> <p>Can describe how Christians in many different lands use crosses to show they are Christians.</p> <p>Can describe some ways in which a cross is used in the same, or different, ways by Christians.</p>	<p><b>Hinduism: What spiritual pathways to Moksha are written about in Hindu scriptures?</b> Can ask about moral decisions they and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles in life'.</p> <p>Can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita.</p> <p>Can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha.</p> <p>Can ask if being really devoted to something gives life meaning and purpose, suggesting their own answers and those a Hindu might give.</p> <p>Can compare their own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'.</p> <p>Can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them.</p>

		<p>To ask, with respect, what people do in groups their friends and others belong to when they need advice, including Christians.</p> <p>To talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church.</p> <p>To talk about important messages some people, including Christians, want to share and ask, with respect, about why.</p> <p>To talk about whether praying is important to other people, including Christians, and ask respectfully about why.</p>	<p>Can describe some ways Christians show their beliefs on different crosses or in songs about the cross.</p> <p>Can use religious words to describe how Christians may make the sign of a cross to show Christian beliefs.</p>	<p>Can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway.</p> <p>Can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why.</p> <p>Can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna.</p> <p>Can express religious ideas about Krishna in the style of art, craft or storytelling used by Hindus, explaining what they are trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON).</p>
<b>KEY VOCABULARY:</b>	Hero, prayer, cathedral, Lent	Parable, Bible	Sacrifice, holy week, crucifix	Krishna, yoga, moksha, Bhakti, Gita, Janmashtami
<b>Spring Term 2</b>	<p><b>Why do Christians put a cross in an Easter garden? (The Buddhist story of the Monkey King)</b></p> <p>Can talk about something interesting in a story e.g. that makes them ask a question.</p> <p>Can recognise something a Christian is doing because of their religion e.g. making the sign of the cross.</p> <p>Can recognise things which are important to Christians e.g. pictures of Jesus, different crosses.</p> <p>Can remember something that happens in the Christian story of Easter.</p> <p>Can talk about things that happen to them. Eg. going somewhere special, doing things with their family.</p> <p>Can talk about what is important to them e.g. a favourite story, food or souvenir.</p>	<p><b>Christianity: Why do Christians pray to God and worship him?</b></p> <p>Can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen.</p> <p>Can ask why stories are told, including the story of Jesus feeding the 5000 and what they learned from it.</p> <p>Can talk about what happened when someone said thank you to them and why they liked it.</p> <p>Can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian.</p> <p>Can talk about when they need to ask someone for help in their family, or their class, or their faith.</p> <p>Can ask respectfully about whether their friends or other people they know belong to groups which learn how to pray.</p> <p>Can remember the story of Jesus teaching his disciples to pray and know who it is special too.</p> <p>Can suggest what is important about the Lord's Prayer to a Christian.</p> <p>Can talk about some of the phrases in the Lord's Prayer and about any questions they raise.</p>	<p><b>Hinduism: How does the story of Rama and Sita inspire Hindus to follow their dharma?</b></p> <p>Can use religious words to describe how Hindus show the importance of duty at Raksha Bandhan.</p> <p>Can recognise things which influence them (family, friends, faith) to fulfil / neglect their duties.</p> <p>Can link things that are important to them with the way they think about, and tackle, their duties.</p> <p>Can describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Can describe how, like other religious people, Hindus have people to inspire them.</p> <p>Can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita.</p> <p>Can ask good questions to do with their duty in life after talking about Rama and Sita, and share their answers.</p> <p>Can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different.</p>	<p><b>Christianity: What is the great significance of the Eucharist for Christians?</b></p> <p>Can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians.</p> <p>Can compare their own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give.</p> <p>Can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why.</p> <p>Can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means.</p> <p>Can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most.</p> <p>Can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas.</p>

		<p>Can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs.</p> <p>Can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian.</p>	<p>Can ask whether everyone has the same or different duties in life and compare their ideas with others, including a Hindu view.</p> <p>Can compare some of the things / people that influence them with those that influence others, including how the characters in Ramayana influence Hindus.</p> <p>Can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding.</p> <p>Can link things that they, and others, value as the 'duties of a human' and those valued by Hindus, with how they actually think and behave.</p>	<p>Can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated.</p> <p>Can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching.</p> <p>Can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest their own, and a Christian, answer.</p> <p>Can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'.</p> <p>Can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs.</p> <p>Can discuss some of the benefits and problems associated with always being thankful, including a Biblical view.</p>
<b>KEY VOCABULARY:</b>	Cross, symbol, Easter, Palm Sunday, vicar	Prayer, Lord's Prayer, worship	Dharma, Raksha Bandhan, murti, Diwali, divas	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit
<b>Summer Term 1</b>	<p><b>What makes every single person unique and precious?</b> (A Hindu festival for brothers and sister: Raksha Bandhan)</p> <p>Can talk about something that happens to them now that didn't happen to them when they were little.</p> <p>Can talk about something interesting in the story of Jesus getting lost.</p> <p>Can remember something that happens in the story of Jesus welcoming the children.</p> <p>Can talk about what they think is special (or unique) about them.</p> <p>Can recognise why a 'thank you' song to God is important to a Christian.</p> <p>Can recognise something a Christian might do to follow the Golden Rule which Jesus taught them.</p>	<p><b>How does celebrating Pentecost remind Christians that God is with them always?</b></p> <p>Can talk about times in my family / class when I feel alone or lost, or have to wait.</p> <p>Can talk about what helps me when I feel alone and why.</p> <p>Can remember the story of Jesus' ascension and know who it is special to.</p> <p>Can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost.</p> <p>Can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for.</p> <p>Can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church.</p> <p>Can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost.</p> <p>Can suggest why red and orange colours are often used at Pentecost celebrations.</p>	<p><b>Christianity: What do Christians mean when they talk about the Kingdom of God?</b></p> <p>Can link things that are important to me with the sort of 'kingdom' they would like to live in.</p> <p>Can ask important questions about what life in a kingdom ruled by Jesus would be like and compare ideas with others, including Christians.</p> <p>Can link ideas about what they, and others, would value in a 'good' kingdom with how they would need to think and behave.</p> <p>Can describe what a Christian might learn about Jesus from the story of Palm Sunday.</p> <p>Can describe how Christians from different places believe Jesus is king and want to follow his way of life.</p> <p>Can use religious terms to describe some ways Christians show their belief that Jesus is their king.</p> <p>Can recognise some of the things which influence how they treat other people e.g. family, friends, faith.</p>	<p><b>Christianity: When Christians need real wisdom, where do they look for it?</b></p> <p>Can ask questions about groups we choose to belong to and how we would decide whether belonging to them was wise, and who would inspire us to join.</p> <p>Can ask whether the search for wisdom in life is important for humanity and suggest my own answers and that of a Christian.</p> <p>Can ask about moral decisions I, and others, make as a result of particular values and commitments, relating these to Solomon and the two mothers.</p> <p>Can make links that show how some Christian ideas about wisdom come from the Book of Proverbs, or other Wisdom teachings, in the Bible.</p> <p>Can explain some of the key things Christians say about God's Wisdom and about wise ways to live and link their ideas and beliefs to Bible texts.</p> <p>Can use the right religious words to describe /compare how Christians celebrate God's</p>

		<p>Can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost.</p> <p>Can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers.</p> <p>Can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises.</p> <p>Can talk about an important message that people might want everyone to hear, including a message important to Christians.</p>	<p>Can ask good questions, about the right way to live based on Jesus' parables, and share some answers.</p> <p>Can describe what Christians might learn from the 'Sheep and Goats' about what God is like and how to live.</p> <p>Can compare who they listen to when it comes to how they behave with who other people are influenced by, including Christians.</p> <p>Can describe how Christians pray for God's Kingdom to come in different ways e.g. through songs or the Lord's Prayer.</p> <p>Can describe some different ways that Christians show their belief in Jesus as King through songs and various art forms.</p>	<p>Wisdom in the Bible e.g. dance, song, flags, drama.</p> <p>Can express Christian feelings and beliefs in an image or dance based on a Bible passage and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society and why Christians may be called foolish for belonging to groups which value religious sources of wisdom.</p> <p>Can discuss some of the benefits and problems of holding strongly to the value of wisdom, including the wisdom spoken of in the Bible, and being committed to act wisely.</p> <p>Can show how two parables express Christian beliefs and feelings about wisdom and foolishness in different ways and suggest why.</p> <p>Can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining how acting on his teaching is wise even if it is tough.</p> <p>Can compare my ideas about whether the purpose of life is to become wise or search for wisdom, with those of others, including a Christian.</p>
<b>KEY VOCABULARY:</b>	Precious, special, unique, thanksgiving	Pentecost, Holy Spirit, Ascension	The Lord's Prayer, parable	Proverbs, sermon on the mount, Psalms, foolishness, wisdom, Solomon
<b>Summer Term 2</b>	<p><b>How can we care for our wonderful world?</b> (Tu B'Shevat-the Jewish holiday for planting trees)</p> <p>Can talk about and remember the different things created by God in the Bible story of Creation</p> <p>Can talk about something interesting or wonderful in the Creation story or in the world around them.</p> <p>Be able to talk about what they think is special or wonderful in the natural world.</p> <p>Can talk about when they have looked after or cared for someone or something themselves.</p>	<p><b>Why do Jewish families say so many prayers and blessings?</b></p> <p>Can talk about what I would say thank you for in the world around me.</p> <p>Can talk about why saying thank you, including for food, is important for me.</p> <p>Can suggest why it is important for Jewish families to build their Sukkah in a special way.</p> <p>Can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why.</p> <p>Can use the right words to say how a Jewish family celebrates Sukkot: God, sukkah, lulav, blessings.</p> <p>Can remember the Biblical story of creation and know it is special to Jewish people.</p>	<p><b>Judaism: What symbols and stories help Jewish people remember their covenant with God?</b></p> <p>Can describe what a Jewish person might learn from Noah about the idea of a covenant with God.</p> <p>Can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises.</p> <p>Can describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it.</p> <p>Can describe how Jewish and Christian people both read and discuss Bible stories to know about God.</p> <p>Can recognise some of the things which influence their ideas about promises e.g. family, friends, faith.</p>	<p><b>How did Buddha teach his followers to find enlightenment?</b></p> <p>Can ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha.</p> <p>Can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life.</p> <p>Can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.</p> <p>Can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment.</p> <p>Can suggest who I think would be important to ask about suffering in life and say why Buddhist</p>

	<p>Can talk about and remember the story of the naming of the animals and know it is special to Christians.</p> <p>Know why a song / prayer about God's world is important to Christians</p> <p>Know something a Christian does because they believe God wants them to care for the world.</p>	<p>Can ask why a story is told, and what I learn from it, including the Creation story.</p> <p>Can tell the story of creation and say why it might be important to Jewish people.</p> <p>Can talk about the meaning in a story, including the story of Creation, and about any questions it raises.</p> <p>Can talk about some things Jewish families do together as part of Shabbat worship in the home.</p> <p>Can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story.</p> <p>Can talk about things that my family or my class might like to do or happen on a day of rest.</p> <p>Can ask about what happens in groups my friends or others, belong to on a special day, including Shabbat.</p>	<p>Can describe what Jewish people might learn from the stories of Abraham about a covenant with God.</p> <p>Can ask good questions about life after hearing the stories of the Exodus and share some of their ideas.</p> <p>Can link objects which hold important memories for them with how they think about and treat them.</p> <p>Can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Can compare some of the memories that influence them with how the story of Passover (Pesach) might help Jewish people think about their covenant with God.</p> <p>Can ask important questions about the role of trust in relation to promises and compare their ideas with others, including a possible Jewish response.</p> <p>Can link things that they, and others, agree are valuable e.g. their home/ school agreement, with how they choose to think and behave in class.</p>	<p>groups would be inspired to ask what Buddha said.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments.</p> <p>Can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path.</p> <p>Can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain.</p> <p>Can make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha.</p> <p>Can ask questions about the meaning and purpose of life and suggest various ideas/ answers including my own and a Buddhist's.</p> <p>Can describe, and compare, with examples from interviews, how belonging to Buddhist groups can involve different practices and experiences.</p> <p>Can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school.</p>
<b>KEY VOCABULARY:</b>	Caretaker, service, environment	Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony	Exodus, Passover, Sedar, Shavuot, Omer	Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation