

Sunnyside Primary Academy RE progression map

National Curriculum Objectives – to be taught throughout the year

End of Year Statements	Reception	Year 1	End of KS1	Year 3	Year 4	Year 5	End of Key Stage 2
<p>ATI - Learning about religion and belief - Enquiring</p>	<p>Begin to name different religious yearly celebrations.</p> <p>Hear some of the religious stories behind each yearly celebration.</p> <p>Begin to use key vocabulary related to religious yearly celebrations.</p> <p>Explore religious artefacts from different yearly celebrations.</p>	<p>Begin to name the different beliefs and practices of Christianity and at least one other religion.</p> <p>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.</p> <p>Show how different people celebrate aspects of religion.</p> <p>Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.</p>	<p>Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p>Begin to understand what it looks like to be a person of faith.</p> <p>Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>Recall the different beliefs and practices of Christianity and at least one other religion.</p> <p>Retell some of the religious and moral stories from at least three different religious texts and books.</p> <p>Understand what it looks like to be a person of faith.</p> <p>Use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</p> <p>Begin to compare the similarities of at least three different religious texts or stories.</p> <p>To begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>Begin to compare directly different responses to ethical questions looking at a range of different religions.</p>	<p>Begin to make connections between different belief and practices of all religions.</p> <p>Begin to compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Articulate and begin to apply the different responses to ethical questions from a range of different religions</p>	<p>Make connections between different belief and practices of all religions.</p> <p>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>To understand and evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Articulate and apply the different responses to ethical questions from a range of different religions.</p>

Sunnyside Primary Academy RE progression map

End of Year Statements	Reception	Year 1	End of KSI	Year 3	Year 4	Year 5	End of Key Stage 2
AT2 - Learning about religion and belief - Questioning	<p>Begin to ask questions about different beliefs yearly celebrations.</p> <p>Notice how actions affect others.</p> <p>Begin to show own ideas in any creative way.</p> <p>Express own opinions about yearly religious celebrations.</p>	<p>Begin to talk about and find meanings behind different beliefs and practices.</p> <p>Begin to suggest meanings of some religious and moral stories.</p> <p>Either ask or respond to questions about what individuals and faith communities do.</p> <p>Express their own ideas creatively.</p>	<p>Talk about and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious and moral stories.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p> <p>Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p>	<p>Suggest and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</p> <p>Ask and respond to questions about what individuals and faith communities do and why.</p> <p>Use a range of different medium to creatively express their own ideas, thoughts and opinions.</p> <p>Begin to explain their ideas. Use a range of different medium to express their thoughts.</p> <p>Express their own ideas and opinions and begin to give good reasons for those ideas.</p>	<p>Respond to meanings behind different beliefs and practices.</p> <p>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p> <p>Express views about why belonging to a faith community is valuable in their own lives.</p> <p>Begin to make connections between their own ideas and others.</p>	<p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p> <p>Begin to respond thoughtfully to a range of sacred writings/ stories.</p> <p>Provide good reason for what they mean to different faith communities.</p> <p>Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.</p> <p>Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</p>	<p>To reflect and respond to the significance of meaning behind different beliefs and practices.</p> <p>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p> <p>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</p> <p>Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.</p>

EYFS

Past and Present ELG Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now,

drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation,

discussion, stories, non-fiction texts, and maps;

- 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;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and — when appropriate — maps.

Buddhism - SACRE

Key Stage	Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
KS1	<p>There is no deity</p> <p>An ordinary person who became 'awakened' (Buddha)</p>	<p>Building where Buddhists meet</p> <p>Symbols and artefacts found in</p> <p>Buddhist Centres People with a special role (monks, nuns, teachers)</p>	<p>Stories from the life of the</p> <p>Buddha which show his concern to find an answer to the problem of suffering Stories Buddha told.</p>	<p>Buddhists believe in:</p> <ul style="list-style-type: none"> • importance of compassion; • respect for all living things and the intention not to harm them; • importance of being generous, kind, truthful, helpful and patient; and • importance of reflection and meditation, developing inner peace.
KS2	<p>Buddha means 'one who is fully awake to the truth' or Enlightened</p> <p>Through his own efforts, the Buddha overcame greed, hatred and ignorance</p>	<p>Temple Buddhist Community (sangha) - made up of lay people and ordained</p> <p>Features of Buddhist Centres including temples, shrines, artefacts and offerings</p> <p>Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened</p>	<p>Stories told about and by the Buddha, Jataka Tales ...</p> <p>Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy</p>	<p>Symbols – lotus flower, prayer wheel</p> <p>Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives</p> <p>Buddhists aspire to fearlessness, contentment, kindness, meditation Four Noble Truths:</p> <ul style="list-style-type: none"> • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. <p>Samsara - continual cycle of birth and death Key festivals:</p> <ul style="list-style-type: none"> • Wesak - Buddha's birthday • Dharma Day

Christianity – SACRE

Key Stage	Church	Jesus	Bible	Christian Life
KSI	Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do	Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan) Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians	Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews. Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness	Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Explore special times for Christians (welcoming new babies – including baptism) Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.
LKS2	<p>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</p> <p>Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts.</p> <p>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p> <p>Have an opportunity to talk with believers from the different churches.</p>	<p>Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick)</p> <p>Know major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God</p>	<p>Know that the Bible is a 'library' of books. Know it contain different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind.</p> <p>Know that there are four gospels giving 'good news' about Jesus.</p> <p>Know how to find a reference in a Bible using chapters and verses.</p>	<p>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost.</p> <p>Investigate why and how people pray. Hear and talk about some famous prayers.</p> <p>Find out about Christian weddings in a church and compare with other weddings known to your pupils</p>

Sunnyside Primary Academy RE progression map

<p>UKS2</p>	<p>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians.</p> <p>Explore the origin and meaning of the Lord's Prayer and how it is used in worship today.</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.</p> <p>Explore Christian life and practice in another country</p>	<p>Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <p>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important.</p> <p>Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost.</p> <p>Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity)</p> <p>Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.</p>	<p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe.</p> <p>Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice.</p> <p>Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world.</p> <p>Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.</p>	<p>Explore Jesus' teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> ● Personal life – baptism, confirmation etc. ● Making moral decisions and lifestyle choices ● Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade ● The ministry of chaplains in hospitals and prisons ● Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals) <p>Explore what Christians mean by/experience as the Holy Spirit in their lives.</p>
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Hinduism – SACRE

Key Stage	Places of worship	Deities and scriptures	Dharma Living	Hindu life
KS1	<p>Discover how Hindus worship (pu ja) in their homes at home shrines, and about the different items and rituals which are normally used in pu ja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p> <p>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for pu ja.</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</p>	<p>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life.</p> <p>Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	<p>If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan – its meaning and customs.</p>
KS2	<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p> <p>Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when pu ja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bha jans and the Arti ceremony ending with the blessings and sharing of prashad.</p> <p>Discover how a mandir also acts as a community centre.</p>	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</p> <p>(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' – their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p>	<p>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body and experiences the fruits of actions in its previous life.</p> <p>Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Hindu way of welcoming babies, e.g. Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear.</p> <p>The child naming ceremony (Namakarana) and how names are chosen</p> <p>Head shaving is connected to the removal of impurities.</p>

Sunnyside Primary Academy RE progression map

Humanism – SACRE

Key Stage	Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
1	<p>Q: Why humanists believe human beings are special?</p> <p>What human beings share with other animals and what makes us unique</p> <p>Our ability to question and reason, to empathise with other humans and animals, and our creativity</p> <p>How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society</p>	<p>Q: How can we be happy?</p> <p>The Happy Human as a symbol of Humanism</p> <p>Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals</p> <p>Many ways of finding happiness; there is no one recipe for happiness</p> <p>One way to be happy is to make other people happy (Robert Ingersoll)</p>	<p>Q: What are the special ways Humanists celebrate in their lives?</p> <p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends</p> <p>The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it</p> <p>No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness</p>	<p>Q: Why do Humanists think we should be good to each other?</p> <p>Reasons to be good to each other; promoting happiness and avoiding doing harm</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p> <p>Taking care of other living creatures and the natural world</p>
2	<p>Q: How do Humanists decide what to believe?</p> <p>The material world as the only one we can know exists</p> <p>Rejection of sacred texts and divine authority; mistrust of faith and revelation</p> <p>Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor</p>	<p>Q: What are Humanists' views on happiness?</p> <p>Happiness as a worthwhile goal; living a flourishing and fulfilling life;</p> <p>Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others</p>	<p>Q: What do humanist celebrations tell us about the things humanists value?</p> <p>Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths</p> <p>The importance of human relationships</p> <p>The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it</p>	<p>Q: What do humanists value in life?</p> <p>Humanity, the human spirit and human attributes, including our ability to question and reason</p> <p>Human creativity and achievement: intellectual, technological and artistic</p> <p>The natural world and other living things; the environment in which we all live</p>

Sunnyside Primary Academy RE progression map

	<p>Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc.</p> <p>Willingness to adapt or change beliefs when faced with new evidence</p> <p>Q: Why don't Humanists believe in a god or gods?</p> <p>Atheism: the absence of belief in a god or gods</p> <p>Agnosticism: the belief that we can't know whether a god or gods exist or not</p> <p>Absence of convincing evidence for a god or gods Consequences of atheism/agnosticism for how humanists live</p> <p>Humanism as a positive philosophy; living good and happy lives without the need for a god or gods</p>	<p>The absence of the need for religion or the belief in a god or gods to be happy</p> <p>The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive Human beings' responsibility for their own destiny</p>	<p>Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple</p>	<p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p> <p>Our ability to improve our quality of life and make the world a better place for everyone</p> <p>Q: How do humanists believe we can lead a morally good life?</p> <p>The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions</p> <p>The importance of reason, empathy, compassion, and respect for the dignity of all persons</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way</p> <p>Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule</p>
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Sunnyside Primary Academy RE progression map

Islam – SACRE

Key Stage	Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
1	<p>Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</p> <p>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p> <p>Explore stories connected with the mosque (name, when was it built)</p> <p>Meet the people who go to the mosque.</p>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example.</p> <p>Know that the Qur'an was sent to him as a guide for the people. Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)</p> <p>Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</p>	<p>Know that the Qur'an is a special book for Muslims.</p> <p>Know that it has 114 chapters.</p> <p>Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.</p> <p>Qur'an was sent to Prophet Muhammad as a guide to humanity.</p>	<p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Special times for Muslims (e.g. welcoming new babies)</p> <p>Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?</p> <p>Explore some stories about Muslims e.g. going for Hajj</p>
2	<p>Look at the Muslim calendar how is it different?</p> <p>Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque.</p> <p>Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them.</p> <p>Have an opportunity to question believers.</p>	<p>Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad.</p> <p>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.</p> <p>Link stories- Prophet & the woman who used to throw rubbish.</p> <p>Prophet and how he was given the title of the 'truthful'.</p> <p>Consider and discuss how Prophet is a role model for Muslims.</p> <p>Discuss the birthdate of the Prophet Miladun Nabi.</p> <p>What do Muslims do in celebration?</p>	<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power.</p> <p>Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text.</p> <p>Know how to find a reference in a Qur'an.</p> <p>Listen to a Qur'an verse or chapter in Arabic. Find its meaning.</p> <p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>	<p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware)</p> <p>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</p> <p>Prayer – why and how people pray.</p> <p>Understand some of the actions that form a prayer.</p> <p>Prayers can be offered at the mosque or at home or wherever a Muslim is.</p> <p>How does prayer help a Muslim? Make your own prayer mats.</p>

Judaism – SACRE

Key Stage	Synagogue	Shabbat	Torah and Commandments	Jewish life
1	<p>Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.</p> <p>Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.</p> <p>Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.</p>	<p>Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening.</p> <p>Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world.</p> <p>Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.</p> <p>Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.</p>	<p>Know that Torah is the holiest document for every Jewish person.</p> <p>Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.</p> <p>Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.</p> <p>Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people).</p> <p>Know that the stories in the Torah are known to Christians as the Old Testament.</p> <p>Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.</p>	<p>Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world.</p> <p>Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.</p> <p>Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn.</p> <p>Know some basic information related to Rosh Hashanah (New Year), Yom Kippur. Find out about the Maccabbees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.</p> <p>Listen to some Chanukah songs, sing some in English. Play dreidel.</p> <p>Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.</p>

Sunnyside Primary Academy RE progression map

<p>KS2</p>	<p>Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all the time, devout married women covering heads, complete equality in Progressive Synagogues).</p> <p>Listen to the sound of the Shofar.</p> <p>Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition.</p> <p>Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail.</p>	<p>Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people.</p> <p>Know some differences between the ways Traditional and Progressive Jews celebrate Shabbat. (using light, driving cars)</p> <p>“Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life.</p> <p>The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</p>	<p>Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow.</p> <p>Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.</p> <p>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms.</p> <p>Find out about King David and his story. Interpretation of Psalms.</p> <p>Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p>	<p>Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons).</p> <p>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.</p> <p>Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.</p> <p>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one’s actions and for the whole community?</p> <p>Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.</p> <p>Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.</p>
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Sikhism – SACRE

Key Stage	Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
1	<p>What do Sikhs believe about God and the creation that we live in?</p> <p>Why Sikhs believe we are all special</p> <p>How Sikhs believe that we are all Gifts from that One Creator</p> <p>How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator</p> <p>What can be learnt from the lives of the 10 Gurus</p> <p>How the Guru Granth Sahib is respected as the Living Guru</p>	<p>What does it mean to belong to a family?</p> <p>Where male and female are treated equal</p> <p>Where all race, religions and nationalities are treated equally</p> <p>Where respectfully we have all been created differently</p> <p>How may the 5ks help a Sikh to always remember God is with them.</p> <p>Why would they be described as Articles of Faith and not symbols.</p>	<p>How does a Sikh family choose to name a child that they have been blessed with?</p> <p>How going to the Gurdwara brings people together: example when a Turban is first tied on a child.</p> <p>How life and death are celebrated and accepted.</p> <p>Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.</p>	<p>Why do Sikhs think we should be good to each other?</p> <ul style="list-style-type: none"> • RESPECT • EQUALITY • FORGIVENESS <p>How can Meditation, honest living and serving humanity help us become better people?</p> <p>Doing good deeds.</p>
2	<p>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</p> <p>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru?</p> <p>What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life – how does reincarnation work?</p>	<p>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</p> <p>What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).</p>	<p>What happens in Sikh celebrations and ceremonies in the Gurdwara?</p> <p>How does music and meditation play an important part in Sikh ceremonies.</p> <p>Explore how music and meditation can make you feel</p> <p>How is the Guru Granth Sahib respected in the Gurdwara?</p>	<p>Why is Seva (Selfless Service) such an important aspect of human life?</p> <p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</p> <p>In what ways do Sikhs make a difference in the local community?</p> <p>How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?</p>