

Marsh Green Primary School

RELIGIOUS EDUCATION 2023-2024



Long Term Overview - including vocabulary progression

Early Years – 36 hours across the year

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Young Explorers	All about me/Surprise New Life Enrichment: Windmill Farm	New Life/Frosty Enrichment: Wacky Warehouse	Growing/Down on the farm Enrichment: Walton Gardens
Nursery	I spy around me/Sparkle Enrichment: Santa Visit	Ready, steady, red/Blooming Lovely Enrichment: Smythills Farm	Dear Zoo/My Circle Enrichment: Wigan Park
Reception	Changes - Wonderful Me/Changes – Seasons Enrichment: Haigh Hall	Where we live and people who look after it/Yummy, yummy in my tummy Enrichment: Theatre	New Life/Places Enrichment: Blackpool Zoo

Key Stage One – 36 hours across the year

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	<p>Autumn 1 – What does it mean to belong? 1 - group, symbol 2 – ceremony, symbol 3 – unique, special 4 – Christianity, symbolism 5 – belonging, religion 6 – baptism, dedication, ceremony</p> <p>Autumn 2 – Why do Christians celebrate Christmas? 1 - birthdays, special 2 - Christmas, Nativity 3 - gift, wise 4 - poor, love, Epiphany 5 - Jesus, church, God 6 - carols, decoration 7 - Nativity, love, God</p>	<p>Spring 1 – What do Christians believe? 1 - Christian, believe 2 - God, believe 3 - qualities, Christians 4 - special, Bible 5 - associate, forgiving</p> <p>Spring 2 – Why and how do Christians celebrate Easter? 1 - Easter, awakening 2 - Christians, festival 3 - symbol, new beginnings 4 - Jesus, Jerusalem, protects 5 - miracle, palm cross, friends</p>	<p>Summer 1 – Why do Christians love to tell stories about Jesus? 1 - Jesus, Christians 2 - storyteller, significance, parables 3 - Bible, special, parables 4 - precious, parable 5 - moral, culture 6 - valuable, miracle 7 - aspiration, foundations, miracles</p> <p>Summer 2 – What does it mean to be part of a Jewish family? 1 - special, significant, care 2 - Mezuzah, Shema, Jewish 3 - Jewish, artefacts, Mezuzah 4 - celebration, Sabbath, devoted</p>

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			5 - worship, Sabbath, Shabbat 6 - Shabbat, Jewish 7 - community, Shabbat, Judaism
2	<p>Autumn 1 – How do we show we care for others? 1 - talents, parable 2 - special, individual, gift 3 - Jesus, Bible, paralysed 4 - Christians, stories, beliefs 5 - inspired, charity, Good Samaritan, homelessness 6 - traditions, Sikhism, share 7 - raise, local community</p> <p>Autumn 2 – Why and how are Christmas and Chanukah celebrated? 1 - festivals, celebrations 2 - Christmas, Christians, traditional 3 - Mary, Joseph, Bethlehem 4 - Nativity, symbols 5 - Chanukah, festival 6 - Chanukiah, symbolism 7 - compare, festival of light</p>	<p>Spring 1 – Who is an inspiring person? 1 - inspiring, kenning 2 - leader, character 3 - leadership, qualities 4 - leader, Jesus, Moses 5 - Buddha, Guru Nanak</p> <p>Spring 2 – Why and how do special places and symbols show what people believe? 1 - special, sacred, Torah 2 - symbols, artefacts, chalice, stoup, rosary beads 3 - Holy Week, crucifix, palm cross 4 - cross, crucifix, resurrection 5 - special, reflecting, Easter</p>	<p>Summer 1 – What can we learn from Christian and Jewish creation stories? 1 - creation, inventors 2 - inventions, admire 3 - wonder, communities 4 - tradition, rule 5 - Biblical, creation, God 6 - environment, harming 7 - protect, natural world, Harvest, Sukkot.</p> <p>Summer 2 - What do Muslims believe? 1 - Islam, Muslim 2 - respect, Allah, worship 3 - faith, Muezzin 4 - Allah, Muslim, meaning 5 - Sikhism, investigate, prayer beads 6 - recite, allowed, Arabic 7 - Allah, qualities, determine</p>

Key Stage Two – 45 hours across the year

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
3	<p>Autumn 1- What makes some books sacred? 1 - special, sacred, compare, determine 2 - sacred, holy, Guru Granth Sahib, God 3 - Jewish, Torah, scroll, Hebrew 4 - Qur'an, treating 5 - Qur'an, Muslims, holy book 6 - Bible, Christian 7 - literature, books, sacred</p> <p>Autumn 2 – What are the deeper meanings of festivals of light? 1 - significant, celebrated 2 - festivals of light, celebrated</p>	<p>Spring 1 – What do different people believe God is like? 1 - trust, faith, Bible 2 - believe, God 3 - Christians, symbols, Trinity, shamrock 4 - qualities, God, Christian 5 - all-knowing, all-seeing, Atheism</p> <p>Spring 2 – What matters to Christians about Easter? 1 - Easter story, Lent, Holy Week, Palm Sunday 2 - parting, remember, died 3 - traditions, cultures, disciples, humility 4 - Leonardo da Vinci, Last Supper</p>	<p>Summer 1 – What is worship? 1 - worship, special, supporter 2 - worship, believer, Christian 3 - Sunday, holy day, tradition, special 4 - churches, features 5 - hymns, communion, sermon, prayer 6 - worship, synagogue, mosque 7 - worship, mosque, synagogue</p> <p>Summer 2 – What qualities do leaders of religions demonstrate? 1 - famous, leader, qualities 2 - leader, determine</p>

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	<p>3 - nativity, symbols, guiding light 4 - Jesus, light of the world, Christingles, symbolism 5 - Christmas, secular tradition 6 - Diwali, Hindu, represents 7 - Rama, Sita, celebration</p>	<p>5 - resurrection, disciples, Christians</p>	<p>3 - Islam, Prophet Muhammed, Arabic 4 - Prophet Muhammed, Islam, faith 5 - Judaism, Abraham, sacrifice 6 - vocation, enlightenment, Buddhist 7 - priest, vicar, rabbi, Imam</p>
4	<p>Autumn 1- Can religious teachings help us decide the best way to live? 1 - rules, represent, world, symbols 2 - rules, consequences, disobedience, mankind 3 - authority, dilemma, moral decisions 4 - Ten Commandments, respect. culture 5 - rank, compare and contrast, rules 6 - Jesus, neighbour, care 7 - Ten Commandments, respect. culture</p> <p>Autumn 2 – How is Christmas celebrated in other cultures? 1 - Advent calendar, Christians 2 - artefacts, origin, symbols, carols 3 - carols, Christmas, tradition 4 - Christmas, customs, traditional 5 - customs, traditions, historic 6 - nativity, Christian, advent 7 - Christmas, secular society, customs</p>	<p>Spring 1 – What do creation stories teach us about caring for the world? 1 - wonder, special, awe 2 - exist, awe, live 3 - creation, Biblical creation 4 - Hindu creation, believe 5 - Islamic creation, scientific, theory</p> <p>Spring 2 – Why is pilgrimage important to some religious believers? 1 - commitments, sacrifices 2 - journey, pilgrimage, significant 3 - Muslims, duty, Mecca, Hajj 4 - pilgrimage, Lourdes, miracles 5 - Christians, Holy Land, pilgrimage</p>	<p>Summer 1 –Where, how and why do people pray? 1 - communicate, worship, God 2 - pray, morality, God 3 - Lord’s Prayer, meaning 4 - Thanksgiving, supplication, adoration, confessional 5 - Pharisee, answer, prayer 6 - believers, kneel, prostrate 7 -rosary beads, candles, prayer mat, tallit, teffillin</p> <p>Summer 2 – How are faith communities represented in Wigan? 1 - religion, consult, represented 2 - faith, communities, religious buildings 3 - religious groups, traditions 4 - treat, important, value 5 - charter, faith, community 6 - faith, festival, community 7 - worship, preconception, belief</p>
5	<p>Autumn 1- What are the five pillars of Islam? 1 - values, significant, five pillars of Islam 2 - belief, Shahada, Islam 3 - Salah, function, symbolism, Mecca 4 - Zakat, salaries, charity 5 - Sawm, fasting, Muslim, temptation 6 - Hajj, pilgrimage, Mecca, journey 7 -Arabic, Muslim, challenges</p> <p>Autumn 2 – How can art, architecture and poetry express belief? 1 - happiness, express, sculpture 2 - church, worship, hymns</p>	<p>Spring 1 – What is important in Jewish life and worship? 1 - Jewish, faith, practice 2 - Israeli, community, Judaism 3 - Torah, rules, obey 4 - kosher, allowed, Jewish, rules 5 - Orthodox, Reformed, Sabbath</p> <p>Spring 2 – Why is Easter so important to Christians? 1 - resurrection, Easter, festival 2 - death, centurion, dilemma 3 - sacrifice, death, modern 4 - sacrifice, Christians, Lamb of God</p>	<p>Summer 1 and 2 – Why do believers see life as a journey? 1 - journey, timeline, experiences 2 - goals, journey, milestones 3 - events, experiences, ceremonies 4 - baptism, dedication, ceremonies 5 - responsibilities, community, Bar Mitzvah 6 - confirmation, baptism, significance 7 - marriage, ceremony, Christian 8 - symbolism, vows, promises 9 - wedding, album, Christian 10 - Hindu, Christian, sari, Mehindi 11 - funeral, rite of passage, speech</p>

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	<p>3 - architecture, faith, contrasting 4 - meaning, belief, essence 5 - Jesus, Islam, Judaism, traditions 6 - function, stained glass, represents 7 - worship, compare and contrast, Anglican, Roman Catholic</p>	<p>5 - forgiveness, afresh, Good Friday, crucifixion</p>	<p>12 - rites of passage, importance, religious journey 13 - diary, journey, autobiography 14 - promises, rites of passage, ceremony</p>
6	<p>Autumn 1- Why, where and how do Hindus worship? 1 - roles, characteristics, qualities 2 - Hindu, goddesses, Brahman 3 - Brahman, qualities, Hindu 4 - shrine, puja, worship 5 - Aum, symbol, shrine 6 - offering, puja, shrine 7 - Mandir, Arti ceremony, elements</p> <p>Autumn 2 – Can religions help to build a fair world? 1 - fair, unfairness, experiences 2 - poverty, unfair, countries 3 - Christmas, receive, appeal 4 - Samaritan, neighbour, injustice 5 - charities, poverty, belief 6 - pledge, injustice, world 7 - charity, injustice, fighting</p>	<p>Spring 1 – How are faith communities represented in the UK? 1 - United Kingdom, constitute, representing 2 - identity, history, customs, citizens 3 - represented, religious groups 4 - faiths, represented, communities 5 - tradition, culture, British values</p> <p>Spring 2 – How do Christians follow Jesus? 1 - worshipping, Christians, temptation 2 - teachings, Jesus, behave 3 - vocation, vicar, concept 4 - Bible, represented, reference 5 - church, calendar, festivals, diversity, denominations</p>	<p>Summer 1 – Who has made a difference because of their beliefs? 1 - pride, inspiring, nominate 2 - Nobel Peace Prize, difference, impact, faith 3 - Mother Teresa, actions, missionary 4 - Rosa Parks, boycott, believe 5 - bullying, difference, passionate 6 - Bishop Dinus, Malala Yousafzai, influence 7 - inspiration, shared humanity, impacted</p> <p>Summer 2 – Why do some people believe in life after death? 1 - unanswerable, questions, die 2 - impact, sayings, death 3 - tomb, funeral, special, mourn 4 - heaven, hell, Bible 5 - judgement, passing, failing 6 - reincarnation, death, life 7 - soul, death, believe</p>

Curriculum - Progression of Skills



Subject: Religious Education

Subject Leader(s): Lucy Knott/Kathryn Parkinson

	EYFS	Y1	Y4	Y6
Belonging	<p><u>Being special</u></p> <p>People who help us.</p> <p>I am special.</p> <p>Reflect on 'I am a good friend?'</p> <p>Jesus as a friend to others.</p>	<p><u>What does it mean to belong?</u></p> <ul style="list-style-type: none"> Identify symbols of belonging in their own lives. Identify and describe clothing and symbols associated with belonging in Christianity and other religious traditions. Describe what happens at a baptismal ceremony using some key words such as font, vicar, church etc. 	<p><u>How are faith communities represented in Wigan?</u></p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of faith communities in Wigan. Explain the impact of religion on people's lives. Ask thoughtful, enquiry based questions about faith communities in the local area. 	<p><u>How are faith communities represented in the UK?</u></p> <ul style="list-style-type: none"> Identify key features of the Christian lifestyle. Identify the main festivals in the Church calendar and describe the main events of them. Make links between key Christian beliefs and actions.
	<p><u>Special stories</u></p> <p>Stories Jesus heard.</p> <p>Stories Jesus told.</p>	<p><u>Why do Christians love to tell stories about Jesus?</u></p> <ul style="list-style-type: none"> Recognise that Holy books contain stories that are special to many people and should be treated with respect. Identify and explain the difference between a parable and a miracle. Reflect and talk about their own experiences relating to some of the themes in stories that are told about Jesus, for example friendship or the loss of something, being thankful, bravery and kindness 	<p><u>What makes some books sacred?</u></p> <ul style="list-style-type: none"> Reflect and talk about books that are special to them and why. Identify the holy books of other religious traditions, suggesting reasons why holy books are sacred and different from other books. Recall stories from the bible and suggest simple meanings for these 	
Special books / stories			Y3	

	EYFS	Y1	Y2	Y3	Y4	Y5
Special times / festivals	<p><u>Special times</u></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>Birthdays</u> Birthdays (Our birthday and Jesus’s birthday). Christmas Nativity (assembly). Christenings. <u>Special times - Easter</u> What is Easter? What happens at Easter time? Introduce Easter story.</p>	<p><u>Why do Christians celebrate Christmas?</u></p> <ul style="list-style-type: none"> Describe a celebration and a gift which is significant to them; say why it is significant to them. Ask questions as to why Jesus is seen by Christians as God’s gift to the world and recall the gifts given to Jesus and suggest meanings for them. Explain how Christmas is celebrated in church. <p><u>Why and how do Christians celebrate Easter?</u></p> <ul style="list-style-type: none"> Retell stories connected with Easter. Ask questions about the Easter story and how it is a symbol of new life and new beginnings. Identify and suggest meanings for some of the symbols of new life associated with Easter. 	<p><u>Why and how are Christmas and Chanukah celebrated?</u></p> <ul style="list-style-type: none"> Identify and explain some symbols linked with Christmas and their meaning. Describe how Chanukah is celebrated. Say why these festivals are called festivals of light. 	<p><u>What are the deeper meanings of festivals of light?</u></p> <ul style="list-style-type: none"> Recall the key features of the Diwali and Christmas stories. Suggest why Jesus is called the light of the world. Identify symbols of light in both festivals, suggesting reasons for them. <p><u>What matters to Christians about Easter?</u></p> <ul style="list-style-type: none"> Describe the main events of the Last Supper and explain its significance to Christians today. Ask questions and suggest reasons for example, why did Jesus wash the feet of his disciples? Make links between the story of the Last Supper and how Christians remember Jesus today in the Eucharist. 	<p><u>How is Christmas celebrated in other cultures?</u></p> <ul style="list-style-type: none"> Describe the symbolism, practices and beliefs associated with Advent. Make links between the Christmas story and the customs and tradition in other cultures. Identify round the world Christmas customs. 	<p><u>Why is Easter so important to Christians?</u></p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of the key events of the Easter story. Explain why Easter is important to Christians. Ask questions and apply their own ideas and experiences to beliefs about resurrection, sacrifice, hope and life after death.
	Inspiring people	<p><u>Special people</u></p> <p>Am I a good friend? What makes a good friend? People who help us (non -gender specific roles – firemen and women, are all nurses female?)</p>	<p><u>Who is an inspiring person?</u></p> <ul style="list-style-type: none"> Talk about a person who inspires them saying why. Suggest reasons why Christians believe Jesus was a great leader, retelling a story to show what a good leader he was. Ask questions, identify and explain the qualities of a good/inspirational leader. 	<p><u>What qualities do leaders of religions demonstrate?</u></p> <ul style="list-style-type: none"> Describe the life of Mohammad and explain his importance and influence in Islam today. Describe the life of Abraham and explain his importance and influence in Judaism today. Explain the work of a religious leader in a specific religious tradition. 	<p><u>Who has made a difference because of their beliefs?</u></p> <ul style="list-style-type: none"> Explain the life and work of Mother Theresa and how she put into practice the teachings of Jesus. Identify and explain the qualities that inspirational people demand. Reflect upon and express their own views about their own qualities and how they inspire others. 	

Worship / Places of worship	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>Special places</u></p> <p>Understand that some places are special to members of their community.</p> <p>Why are some places special and what makes them special?</p>	<p><u>What does it mean to be part of a Jewish family?</u></p> <ul style="list-style-type: none"> • Talk about and explain how a Jewish home is different or the same as their home. • Identify a variety of Jewish artefacts found in a Jewish home, explain what they are used for. • Describe how Shabbat is celebrated by a Jewish family, giving a reason why Jewish people do not work on the Sabbath and three examples of things that they would not be allowed to do. 	<p><u>Why and how do special places and symbols show what people believe?</u></p> <ul style="list-style-type: none"> • Reflect on an object special to them, explaining why • Know the main features and functions of a Christian church • Make links between the symbols of Easter and the Easter story. 	<p><u>What is worship?</u></p> <ul style="list-style-type: none"> • Identify and describe key features found in places of worship. • Ask thoughtful questions about why people choose to attend a church, mosque or synagogue. • Reflect on how people worship and why. 	<p><u>Where, how and why do people pray?</u></p> <ul style="list-style-type: none"> • Explain what prayer is and why it is important in different religions. • Ask questions and suggest reasons for why and how people pray to God. • Recall some famous prayers and their meaning. 	<p><u>What is important in Jewish life and worship?</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the Jewish religion. • Identify some key Jewish religious artefacts and explain their function in Jewish life and worship. • Describe and explain the main features of Jewish life such as Shabbat and kosher. 	<p><u>Why, where and how do Hindus worship?</u></p> <ul style="list-style-type: none"> • Enquire into the nature and qualities associated with Hindu Gods. • Explain the beliefs about God in Hinduism. Identify the key features of a Hindu shrine explaining the beliefs they respect. • Reflect and identify their personal characteristics and qualities. <p><u>How do Christians follow Jesus?</u></p> <ul style="list-style-type: none"> • Describe and explain what a Christian does to show that they follow Jesus, making links between key Christian beliefs and actions. • Identify key features of Christian lifestyle. • Identify the main festivals in the Church calendar and explain the events
Caring for each other and the world	Y2		Y4		Y6		
	<p><u>How do we show we care for others?</u></p> <ul style="list-style-type: none"> • Talk about the talents of Jesus and how he used them to help others. • Demonstrate knowledge of the work of famous Christians, such as Dr Barnardo and the Salvation Army and how they helped others. • Ask questions about why we should care for others. 		<p><u>Can religious teachings help us to decide the best way to live?</u></p> <ul style="list-style-type: none"> • Recall some of the Ten Commandments and explain how people put them in to practice today. • Make links between religious rules for living and a believer's daily life. • Identify neighbours and suggest ways you can show you care for them. <p><u>What do creation stories teach us about caring for the world?</u></p> <ul style="list-style-type: none"> • Enquire into and describe the main features of creation stories from different religions and cultures, identifying links between them and how believers care for the world. • Ask questions and suggest reasons for the different creation stories and their teachings. • Reflect on the beauty of the world. 		<p><u>Can religions help to build a fair world?</u></p> <ul style="list-style-type: none"> • Ask and respond to questions about fairness and injustice in the world. • Identify examples of injustice in the world and suggest solutions. • Explain how and why religion wants to fight injustice in the world. 		

	Y1	Y2	Y3	Y4	Y5	Y6
Religious and secular beliefs	<p><u>What do Christians believe?</u></p> <ul style="list-style-type: none"> • Identify some qualities that Christians associate with God. • Give an opinion on the best quality God has. • Identify and explain a belief or practice associated with Christianity. 	<p><u>What do Muslims believe?</u></p> <ul style="list-style-type: none"> • Describe some of the key features of a Muslim child's daily life and identify how it is different and the same as their own. • Suggest a reason why Muslims are not allowed to have images of Allah. 	<p><u>What do different people believe God is like?</u></p> <ul style="list-style-type: none"> • Share ideas about God and respond sensitively to the ideas of others. • Identify and explain some qualities that Christians associate with God. • Demonstrate knowledge and understanding of the nature of God in one other religious tradition. • Give a reason why someone might not believe in God. 	<p><u>Why is pilgrimage important to some religious believers?</u></p> <ul style="list-style-type: none"> • Describe and explain the main features of the Islamic pilgrimage to Mecca. • Identify the main features of the Christian pilgrimage to Lourdes. • Explain some reasons why pilgrimage is important to the life of believers. 	<p><u>What are the Five Pillars of Islam?</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the five pillars of Islam. • Identify the challenges of keeping the five pillars for Muslims living in Britain today. <p><u>How can art, architecture and poetry express belief?</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how art, architecture and poetry express religious beliefs and aid worship. • Explain how culture can influence religious art. • Explain the reasons why some religions restrict the use of religious art. 	<p><u>Why do some people believe in life after death?</u></p> <ul style="list-style-type: none"> • Ask questions and suggest answers to the question, 'What happens when you die?' • Demonstrate knowledge and understanding of what Christians and Hindus believe about life after death. • Explain how beliefs in life after death may affect a person's everyday life.