

Religious Education – Derbyshire Agreed Syllabus

Long Term Progression Knowledge Plan – 2020-2025

- Belonging to a faith community - now Y1, not Y2
- How and why do we celebrate special and sacred times - now Y1, not Y2
- What makes some places sacred - now Y1, probably not Y2
- Who is a Muslim and what do they believe - now Y2, not Y1
- what do we learn from sacred texts - Y2, not Y1

Year Group	Overview	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered – Discrete/Cross Curricular
Reception	Christians	Which stories are special and why? Talk about some religious stories. Recognise some religious words e.g. God. Identify a sacred text e.g. Bible. Talk about what Jesus teaches e.g. keeping promises, saying ‘thank you’. Which places are special and why? Talk about a place special to us. Be aware that some religions have special places. Talk about things that are valued in a place of worship. Recognise a place of worship. Which people are special and why? Talk about people who are special to us. Say what makes them a special person or friend. Identify the qualities of a good friend. What did Jesus tell about being a friend and caring for others? Which times are special and why? Give examples of special occasions and suggest the features of a celebration. Recall simple stories connected with Christmas/Easter and a festival from another faith. Say why these times are special. Where do we belong? Re-tell religious stories making connections. Share times in our lives when we have felt special. Recall what happens at a traditional Christian baptism. What is special about our world and why?	Story, Bible, Christian, God Church, cathedral, worship, pray Special, caring, kind, polite, friendship Christmas, Easter, celebration, festival, birthday, wedding, Christening. Baptism, tradition. Nature, environment, litter, recycle.	Wedding – Su2 <i>Superheroes</i> – A1 <i>Christmas</i> – A2 <i>Chinese New Year</i> – S1 <i>Easter</i> – S2 <i>Autumn</i> – A1 <i>Winter</i> – S1	Discrete Cross-curricular Cross-curricular Cross-curricular Cross-curricular Discrete

		Think about the wonders of the natural world. Express ideas about how to look after plants and animals. Talk about what people do to mess up the world and how we should look after it.		<i>Dinosaurs – S2</i> <i>Under the Sea – Su1</i>	
KS1	Christians Muslims Jewish	Who is a Christian and what do they believe? Talk about believing in God and Jesus. Recognise Christian symbols and images. Talk about simple Christian beliefs. Talk about issues of good, bad, right and wrong from Christian stories. Ask questions about believing in God. Who is a Muslim and what do they believe? Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Identify how Muslims mark Ramadan and Eid-ul-Fitr. Understand that Muslims do not draw Allah or the Prophet but use calligraphy instead. Make links with some of the 99 Names of Allah. Retell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims. Make links between the Holy Qur'an and how Muslims behave. Who is Jewish and what do they believe? Talk about the fact that Jewish people believe in God. Recognise that Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people and give examples of how they celebrate. Retell a story about how Jewish peoples celebrate a Sukkot, Chanukah or Pesach. Make links between some Jewish teachings and how Jewish people live. What can we learn from sacred books? Talk about stories that are used in religion and how people learn from them. Recognise the different ways Christians, Muslims and Jewish people treat their sacred books. Retell stories from the Christian bible and stories from other faiths. Talk about issues of good and bad; right and wrong, from these stories. What makes some places sacred? Recognise that there are special places of worship. Identify at least three objects used in worship in two religions. Identify special objects and talk about how they are used. Describe the ways in which people use music in worship. Suggest meanings from religious songs. How and why do we celebrate special and sacred times?	Symbols, God, Jesus, right and wrong, good and bad. Muslim, Allah, Prophet Muhammad, artefacts, Holy Qur'an Jewish, mezuzah, Shabbat, Sukkot, Passover, candles, challah bread. Christian Bible, Holy Qur'an, Torah scrolls Sacred, holy, worship, church, altar, cross, synagogue, ark, Torah scroll, mosque, calligraphy, prayer mat, minbar	<u>Year 1</u> <i>This is me!</i> – A1 <i>Character Ed.</i> – A1/2 <i>Open the Book</i> – A/S <u>Year 2</u> <i>Character Ed.</i> – S1 <u>Year 2</u> – A1/2 <u>Year 2</u> <i>Creation Story</i> – A1 <u>Year 2</u> <i>Christmas Story</i> – A2 <u>Year 1</u> <i>Local area study</i> – A1/2 <u>Year 1</u>	Cross-curricular Discrete Discrete Cross-curricular Discrete Cross-curricular Discrete

		Identify a special time we celebrate and why. Talk about ways in which Jesus was a special person who Christians believe is the son of God. Identify Christian celebrations Christmas/Easter/Harvest and say why these are important. Collect examples of what people do, give, sing and remember at a Christian celebration. What does it mean to belong to a faith community? Talk about what is special and of value to belonging to a group. Show awareness that people belong to different religions. Recognise some symbols of belonging. Give an account of what happens at a Christian baptism. Identify two ways people show they belong to each other when they get married. Identify similarities between two ceremonies studied. How should we care for others and the world, and why does it matter? Talk about how religions teaches that people are valuable. Recognise that some people believe God created the world and so we should look after it. Retell Bibles stories about caring for others and the world. Talk about texts from different religions that promote the 'Golden Rule'. Retell the creation story using your own ideas.	Festival, celebration, Christmas, Easter, Harvest. Community, belonging, baptism, wedding. Creation, nature' golden rules.	<i>The Easter Story – Sp2</i> <u>Year 2</u> <i>Christmas Story – A2</i> <u>Year 1</u> <i>Various topics</i> <u>Year 1</u> <i>Creation Story – A1</i>	Cross-curricular Cross-curricular
Lower KS2	Christians Muslims Hindus Jewish	What do different people believe about God? Identify beliefs about God that are held by Christians, Hindus and /or Muslims. Retell and suggest the meanings of stories from sacred texts about people who encountered God. Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Suggest why having faith or belief can be hard. Identify why faith and belief makes a difference in people's lives. Identify and describe similarities and differences between ideas about what God is like in different religions. Why is the bible important for Christians today? Recall and name some Bible stories that inspire Christians. Identify at least two ways Christians use the Bible in everyday life. Make connections between the stories in the Bible and what Christians believe about creation, the Fall and salvation. Discuss their own and others' view about why humans do bad things and how people try to put things right. Why is Jesus inspiring to some people? Ask questions raised in stories about the life of Jesus and give examples of how Christians are inspired by Jesus. Suggest some	Trinty, Holy Spirit, believer, forgiveness, trust, faith. Easter (progressive), role-model, guidance, wisdom, salvation, incarnation, parable	<u>Year 3 – A12</u> <i>What do Hindus believe?</i> <u>Year 3</u> <i>Why is Easter important? – S1</i> <u>Year 4</u>	Discrete Discrete Discrete Discrete

		ideas about good ways to treat others. Describe how Christians celebrate Holy Week and Easter Sunday. Be able to define key Christian terms (creation, the Fall, incarnation, salvation). Present ideas about important attitudes and values to have making links with Christian values. Why do people pray? Describe what some believers say and do when they pray. Respond about how prayer helps religious believers. Describe the practice of prayer. Describe ways in which prayer can comfort believers. Describe and comment on similarities and differences between how Jewish people and Hindus pray. Why are festivals important to religious communities? Recognise and identify some differences between religious festivals and other types of celebration. Retell some stories behind festivals (Divali, Passover). Make connections between stories, symbols and beliefs with what happens in at least two festivals. Identify similarities and differences within and between different religious festivals. What can we learn from religions about deciding what is right and wrong? Recall and talk about some rules for living in religious tradition. Find out about at least two teachings from religions about how to live a good life. Give examples of rules for living and suggest ways they might help believers to make difficult decisions. Make connections between stories of temptation and why people find it difficult to be good. Discuss with others how people decide right and wrong. Explain the similarities and differences between the codes for living used by Christians and the followers of at least one other religion.	Inspiring, parables, creation, incarnation, salvation <i>Faith, trust, atheist</i> <i>Divali, Passover, festival, sacred, celebration.</i> <i>Belief system, commandment, guides, temptation, morals, thankful</i>	<i>Why is Jesus inspiring to Christians? – A12</i> <u>Year 3</u> <i>What do different people believe? A1</i> <u>Year 4</u> <i>Hindu and Jewish festivals – S12</i> <u>Year 4</u> <i>Living – right and wrong PSHE – Character Ed.</i>	Discrete Discrete Discrete and cross-curricular
Upper KS2	Christians Muslims Hindus Jewish	Why do some people believe God exists? Define the terms theist, atheist and agnostic and give examples of these beliefs. Give two reasons why a Christian believes in God and an atheist does not. Give thoughtful ideas about the impact of believing in God or not on someone's life. Enquire into what atheists, agnostics and theists say about God and express their own ideas.	<i>Atheist, agnostic, theist,</i>	<u>Year 5</u> <i>Character Education</i> <u>Year 6</u>	Discrete

		What would Jesus do? (Can we live by Jesus' values in the 21st century?) Make connections between Jesus' teaching and the way Christians live today. Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. Outline Jesus' teaching on how his followers should live. Interpret two of Jesus' parables about how to live. Express an understanding of what Jesus would do in relation to a moral dilemma from the world today. What matters most to Christians and Humanists? Suggest ideas about why humans can be both good and bad, making links with Christian ideas. Describe what Christians mean about humans being made in the image of God and being 'fallen'. Describe Christian and Humanist values. Express ideas about moral concepts – fairness, honesty, etc. Suggest reasons why it might be helpful to follow a moral code and why that might be difficult. Give examples of the similarities and differences between Christians and Humanist values. What do religions say to us when life gets hard? Question about life, death, suffering and what matters most in life. Define some key terms to do with life after death e.g. salvation, heaven, reincarnation, etc. Outline Christian, Hindu and/or non-religious beliefs about life after death. Explain similarities and differences about this. Explain why Christians and Humanists have different ideas about an afterlife. Explain the difference in belief in karma/heaven/judgement/reincarnation makes on how someone lives. What does it mean to be a Muslim in Britain today? Describe the Five Pillars of Islam and give examples of how these effect the lives of Muslims. Identify three reasons why the Holy Qur'an is important to Muslims and how it makes a difference to how they live. Connect the practice of the Five Pillars and the beliefs about God and the Prophet Muhammad. Make connections to the key functions of the mosque and the beliefs of Muslims. Answer the key question from their own perspective.	<i>Values, moral dilemmas, global community, generosity, justice</i> <i>Bereavement, reincarnation, suffering, faith, karma, humanism</i> <i>Shahadah, Holy Qur'an, Five Pillars of Wisdom</i>	<i>Global issues</i> <i>Character Education</i> <u>Year 5</u> <i>Ecological issues</i> <u>Year 6</u> <i>Egyptians</i> <u>Year 5</u> <i>RE sessions</i>	Cross-curricular Cross-curricular Discrete and cross-curricular Discrete
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