

Curriculum Progression Map



WEST RISE

RE



Progression Document - RE



West Rise Curriculum

At West Rise, we grow respectful thinkers who...

Know how to understand a range of religions and worldviews.

Are able to express ideas and insights about the nature, significance and impact of religions and worldviews

Understand how to gain and deploy the skills needed to engage seriously with religions and worldviews

West Rise Aims and Purpose		
Intent	Aims	Character Traits
<p>RE plays a significant role in the promotion of spiritual, moral, social, cultural development and an understanding of British values. This enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals and communities. It places specific emphasis on pupils valuing themselves and others. It helps them to develop an understanding of the significance of religion in the world today. It also prepares them for the opportunities, responsibilities and experiences of life.</p> <p>RE actively promotes values such as; truth, trust, commitment, patience, forgiveness, courage, responsibility, reconciliation, tolerance, hope, justice, equality, freedom and respect for all.</p>	<ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Express ideas and insights about the nature, significance and impact of religions and worldviews. • Gain the skills needed to engage with religions and worldviews. • Are encouraged to learn about religion and explore the beliefs of others; 	<ul style="list-style-type: none"> • Expand their personal development through openness, exploring beliefs and questions and meanings • Consider their own experiences, giving rise to the opportunity to learn from religion • Develop a sense of identity and belonging • Develop their self-knowledge, self-esteem and self-confidence • Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Team work (paired work/group work)

East Sussex Agreed Syllabus for RE

East Sussex Agreed Syllabus Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>To make connections between</p> <ul style="list-style-type: none"> • Beliefs, teachings and sources • Practices and ways of life • Forms of expression • Identity and belonging • Questions of meaning, purpose and truth • Values and commitments <p>To be able to consider how people's beliefs affect their actions and ways of life. They are encouraged to consider how people's beliefs are expressed in different ways and how these impact on their sense of identity and belonging.</p> <p>To recognise and understand similarities and differences within and between religions. They are also becoming more aware of the place and relevance of religion in the world today.</p>	<p>The East Sussex RE Agreed Syllabus aims to:</p> <ul style="list-style-type: none"> ➤ Promote the spiritual, moral, mental and physical development of pupils at the school and of society. ➤ Prepare pupils for the opportunities, responsibilities and experiences of adult life 	<p>By the end of Key Stage 2 it is expected that children can see a fuller picture of religion in the world and how aspects of religion join together to form a coherent whole.</p>
Subject Content		
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a knowledge and understanding of key religious concepts; • develop the ability to contribute positively to society and cultivate an understanding and respect for others and themselves; • value both the commonality and diversity present in the world through gaining an understanding and respect for the main world religions; • consider their own experiences, giving rise to the opportunity to learn from religion • develop a sense of identity and belonging. • accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • develop spiritual, moral, social, cultural and ethical awareness. • have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. 	

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
What is RE? /School tribes Judaism Buddhism Commitment Humanism	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	What is RE? What do we know about our tribes? Judaism - main beliefs, origins, symbols and meanings, special festivals.	What is RE? What do we know about our tribes? Buddhism - main beliefs, origins, symbols and meanings	What is RE? What do we know about our tribes? What is commitment? Growing in commitment, remaining committed, making sacrifices	What is RE? What do we know about our tribes? Definition of religion, worldviews, main beliefs of Humanists, influential thinkers
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> • Link RE lessons to West Rise Rights and Responsibilities, discussing the consequences of these choices • Show an awareness of the school tribes. • Be aware of the story of Moses receiving the 10 commandments (as written in the Torah) and why this is important to the Jews. • Use personal experiences and feelings to help write rules that would make the world a better place to live. • Identify some of the symbolism of the religion of Judaism. • Know something of the importance of celebrating the Passover festival for Jews. 	<ul style="list-style-type: none"> • Link RE lessons to West Rise Rights and Responsibilities, discussing the consequences of these choices • Know that there are many different beliefs and be aware of need to show respect for the thoughts of others. • Show an awareness of the Schools tribes. • Know about the origins of Buddhism and the role that Siddhartha Gautama played in this. • Know some of the key teachings and beliefs of Buddhists which can influence their attitudes and actions. • Identify some of the signs and symbols of Buddhism. 	<ul style="list-style-type: none"> • Link RE lessons to West Rise Rights and Responsibilities, discussing the consequences of these choices • Know that there are many different beliefs and that we need to show respect for the thoughts and beliefs of others. • Show an awareness of the Schools tribes. • Use their identity and beliefs to help decide on something that they would like to improve at and be able to say why they have chosen this. • Discuss 'Coming of Age celebrations' and how these can vary according to practices and lifestyles according to faith or community. • Recognise the things that they are committed to and which help to shape their identity, making you the person that you are. • Show an awareness of morals and know that there are consequences to the choices made. 	<ul style="list-style-type: none"> • Link RE lessons to West Rise Rights and Responsibilities, discussing the consequences of these choices • Know that there are many different beliefs and that we need to show respect for the thoughts of others. • Be aware that beliefs can shape the lives of individuals. • Discuss the practices and lifestyles associated to belonging to a faith. • Express their own opinion about concepts and questions where there is not necessarily a universally agreed answer, while still respecting the opinion of others. • Compare practices and lifestyles of different faiths thinking also about their own feelings and identity. • Respond sensitively to the thoughts and feelings of others. • Discuss some of the key practices and lifestyles of Humanists.

Subject Content	Knowledge and Skills			
	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
Festivals of light/Christmas Paganism/People of faith Books and places of worship Humanism/Armistice/Human Rights Day	Festivals of light - Diwali, Advent, Hanukkah. The Nativity - focus on Mary receiving the news of a new baby.	The history and origins of Paganism People of faith; Rabbi Jonathan Sacks, Malala Yousafzai, Bear Grylls St Andrews Day	Comparing books of worship and places of worship; Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism The true meaning of Christmas for Christians Christmas and commercialisation	Humanism Armistice Day Christmas around the world
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> Find out about the origins of the Diwali festival, the story of Rama and Sita and importance of light in this festival Look at Rangoli patterns and the way these are used during Diwali. Find out about Advent and think about how this compares with the festival of Diwali. Discover facts about Hanukkah and why light is important in this festival, compare this with Advent and Diwali. Think about why the angel was sent to speak to Mary and the conversation that might have taken place between them Create your puppet ready for your play of the Christmas story, as told in the Bible. Act out the first part of the Christmas story to show the reaction of Mary and Joseph to the news that the angel brought them. 	<ul style="list-style-type: none"> Listen to the key facts and join in with the discussion about Pagans and their key teachings and beliefs. Join in the discussions about Rabbi Sacks, Malala Yousafzai and Bear Grylls and their beliefs. Why might they have acted the way they did? Think about how shared values can affect behaviour and outcomes. Complete the sheet to show what inspires you and the reason why. Complete a piece of work to show your beliefs and how they impact your decisions. Create a mind map to show the key teachings and beliefs of St Andrew and why St Andrews day is celebrated. 	<ul style="list-style-type: none"> Examine the link between worth and worship considering reasons why some people within the same faith choose to adopt different lifestyles. Discuss places of worship, practices within these places and the roles of their spiritual leaders. Look at the similarities and differences in the ways that different religions show their beliefs and the similarities and differences between their places of worship. Discuss the types of books that they enjoy and value and the reason for this while also respecting the thoughts and feelings of others. Discuss how the content of different sacred texts shape the lives of the individuals who follow them and help them contribute to society. Look at the true meaning of Christmas for Christians, recognising that these feelings and beliefs may be different to their own. Take part in the debate about Christmas and commercialisation expressing your own values while showing an awareness of the values and opinions of others. 	<ul style="list-style-type: none"> Work with others to act out a scenario showing an awareness of Humanist morals. Create an acrostic poem for Remembrance, taking into consideration your own values and opinion while respecting those of others. Plan your lesson comparing the way different countries and cultures celebrate Christmas. Prepare resources to support this lesson Deliver your lesson to the rest of the class showing how beliefs can shape the lives of people from other cultures.

Subject Content	Knowledge and Skills			
Parables & fables Food & fasting Making a positive contribution/communities Creation stories	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	What is the difference between literal and non-literal sayings? Comparing parables and fables and looking at the hidden messages within these.	Food and Fasting; Religious rules around food, giving up certain foods, food for celebrations and feasts	Making a positive contribution; charities and communities	Creation stories; Christianity, Islam, Judaism, Hinduism, Sikhism, Ancient Egypt, Big Bang theory
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> Discuss the use of non-literal language. Realise that not everyone is comfortable with the use of non-literal language. Listen to the stories of The Lost Sheep, The Prodigal Son and The Parable of Talents, all taken from the Bible, and think about the meaning within these. Write about the feelings linked to the characters in these stories. Listen to the fables of The Tortoise and the Hare and They Boy Who Cried Wolf written by Aesop. Discuss the morals in these stories and try to link this to events in our everyday lives. Talk about the importance of truth and honesty. 	<ul style="list-style-type: none"> Think about how food is used in their own lives and how it can also be used for different purposes, such as celebration or remembrance. Identify the difference between kosher and non-kosher foods. Create a kosher menu showing an understanding of the importance of what this means to Jewish believers. Think about why people abstain from certain foods. Respecting the fact that this can be linked to their religious beliefs. Create a sheet to show what you might be prepared to give up, the reason why and what it would take to do this. Use key ingredients and vocabulary to create a celebratory food recipe based on the sweet treats eaten during Diwali. Plan a celebratory party thinking about values that are important to you when it comes to celebrating with family and friends. 	<ul style="list-style-type: none"> Create a list of organisations in the local area. Think about how these can shape the lives of individuals in the community. Discuss charities and the work they do in contributing to society. Create an information/fact sheet on a person who has given up their time and energy to support others. Think about which charity they might choose to support, taking into account their own personal values. Create a mind map of activities they could use to support this charity. Create a well presented and eye-catching poster to encourage others to participate in a fundraising activity for this charity. Prepare questions and answers for a radio interview about this activity. 	<ul style="list-style-type: none"> Think about the process of creating something and how this feels. Look at the similarities and differences between the Abrahamic religions. Complete a table to show the similarities and differences between two different creation stories. Answer questions to demonstrate an understanding of Sikh beliefs about creation. Illustrate a part of the of the Ancient Egyptian creation story showing how this will have shaped their beliefs.

Subject Content	Knowledge and Skills			
Easter Christianity Inspirational people Justice and freedom St Patricks Day	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	The events of the Easter Story	Christianity; origins, main beliefs, special places, festivals	Inspirational people; Mother Teresa, Martin Luther King, Greta Thunberg. St David's Day The Easter story	Justice and Freedom St Patricks Day
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> • Think about their own experiences and celebrations at Easter time and listen with respect to the experiences and thoughts of others) • Develop a knowledge and understanding of the key points of the Easter story, according to Christians. • Discuss the events of the Last Supper and the way that Jesus treated his disciples (friends.) Then complete a friendship flower by writing something that you can do for your friends in each petal. • Look at the importance of the symbol of cross to Christians. • Complete your stained glass cross to show some of the key points. • Show a knowledge and understanding of some of the Easter symbols and the idea of new life. 	<ul style="list-style-type: none"> • Discover facts about some of the main beliefs and key teachings of Christianity. • Create a sketch of how they imagine Jesus may have looked. • Follow the PowerPoint that shows the story behind the Ten Commandments which are written in the Old Testament. • Work together to create a set of Guidelines for a Peaceful Classroom, showing respect for the ideas of others. • Write about at least one of the places that are special to Christians. • Complete puzzle pieces to show the connection between the Christian festivals of Christmas and Easter. 	<ul style="list-style-type: none"> • Think about how the beliefs of Nelson Mandela shaped his life and contributed to society. Show a social and moral awareness of how Nelson Mandela was treated and how he might have felt about this. • Create a mind map to show how St David contributed to the lives of Christians. Include details of how people choose to celebrate St David's Day. • Generate questions appropriate to the beliefs of Mother Teresa and her contribution to society. • Show an understanding of how Martin Luther King's beliefs helped to shape the lives of others. • Write dreams for a positive future, thinking about the consequence of choices. • Discuss the impact of Greta Thunberg's beliefs and how she hopes her actions will contribute to a change in the way others act • Share ideas on who inspires them, while respecting that others may have different ideas. Write about their chosen inspirational person explaining how they have made a difference to the way they live their lives. 	<ul style="list-style-type: none"> • Share your opinion on what is fair and unfair remembering that individuals may have similar or differing values. • Through discussion, show an awareness of morals and the fact that choices have consequences. • Join the debate expressing your own opinion while also respecting the opinions of others. • Through debating show an awareness of morals and the importance of understanding that there are consequences to the choices that we make. • Create a piece of work that shows how the beliefs of St Patrick have contributed to society and how people still remember him now.

Subject Content	Knowledge and Skills			
Hinduism Pilgrimages Peace and forgiveness How we learn Working together	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	St George and St Georges Day Hinduism - the origins, main beliefs, festivals and symbols.	Pilgrimages; Buddhist, Hindu, Christian, Muslim, Jewish	Peace and forgiveness	How we learn Working together
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
<ul style="list-style-type: none"> • Write facts about the life of St George and how his beliefs influenced his actions and those of others. • Gain some knowledge in the origins of Hinduism. • Write about one of the Hindu gods or goddesses showing an understanding of some of the key beliefs and how these shared values can affect the way that Hindus act. • Write about some of the items that Hindu's use when worshipping. • Take part in the discussion about Hindu festivals comparing them to other festivals that you are aware of. • Record some of the key points of the story of Holika and Prahlad. • Match Hindu symbols to their names and meanings. 	<ul style="list-style-type: none"> • Take part in the discussion about journeys that they have been on, comparing their experiences to others. • Join in with a quiz to show an understanding of the reason why the Eight Great places are so important to Buddhists • Think of some questions that they would like to ask someone who has been on a Hindu pilgrimage. • Write a diary entry to reflect how such a pilgrimage might influence the attitudes and actions of followers of a faith. • Create a flow diagram of the key points of the story showing the importance of a pilgrimage to Makkah for Muslims. • Listen to the information about the importance of the rituals linked to Jews visiting the Western Wall. 	<ul style="list-style-type: none"> • Work together to create a checklist of acts of peace thinking about their own values, while recognising that others may have different values. • Take part in the discussion about how different religions view peace thinking about how some of their teachings and beliefs are shared. • Reflect on their own experience of exploring inner peace according to their own identity and beliefs. • Take part in a group drama about forgiveness expressing their own values while respecting those of others. • Create a class Venn diagram to show how some teachings and beliefs are shared between religions. • Create a universal symbol for forgiveness. 	<ul style="list-style-type: none"> • Share thoughts about how they learn new things. Create a mind map of these thoughts • Join in the class discussion regarding people who contribute to society by being a good influence on us. • Write about someone who has influenced them and helped to make them the person that they are. • Name some attributes of a person can help to shape the lives of others. • Work as a team to design and construct something that you have decided on together. Remember that as well as sharing your ideas, you need to listen to the ideas of others and then choose the option that the whole group think will work best. 	

Subject Content	Knowledge and Skills			
Sikhism Signs and symbols Islam	Year 3 Knowledge Sikhism; origins, 5K's, places of worship, festivals Comparisons of religions	Year 4 Knowledge Signs and symbols; everyday use, their importance in communication, main religious symbols	Year 5 Knowledge Islam; main beliefs, Qur'an, prayer, festivals	Year 6 Knowledge •
	Year 3 Skills <ul style="list-style-type: none"> • Gain some knowledge of the key teachings, beliefs and religious figures connected to Sikhism. • Work together to sequence the key events in Guru Nanak's life. • Identify a selection of Sikh symbols and explain the meanings of some of them. • Gain knowledge from the information that you are given about the and identify the different features. • Work with your partner to complete the questions on the festival of Vaisakhi • Create a piece of work, showing some of the similarities and differences of the religions that you have learnt about this year. 	Year 4 Skills <ul style="list-style-type: none"> • Write about an item that holds special memories for you and show an understanding of why personal experiences can influence your attitude towards this. • Identify which symbol is linked to which religion. • Follow the instructions to create a lotus flower identifying it as one of the symbols of Buddhism. • Take part in the sorting activity identifying some of the different signs and symbols we use and the importance of these in our lives. • Join in with a game of charades to show the importance of clear and varied methods of communication. • Create a symbol to represent themselves, thinking about the things that interest them the most. 	Year 5 Skills <ul style="list-style-type: none"> • Write some of the key events in Muhammad's life showing an understanding of his role as a spiritual leader and how he lived his life according to his beliefs. • Discuss how the key beliefs of Muslims shape their lives. • Work with a group to create a presentation about the Qur'an showing how this guides Muslims through life. • Discuss as a class, the importance of prayer to a Muslim. • Create a design for a prayer mat appropriate to the religion of Islam. 	Year 6 Skills <ul style="list-style-type: none"> ○

Progression - Vocabulary

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
	<p>Term 1 Rights and responsibilities, choices, consequences, RE, tribes, beliefs, contribute, society, community, lifestyles. Judaism, faith, covenant, Torah, commandments, God, Jewish, Jew, religion, Moses, Mount Sinai. founded, Israel, Abraham, religion. Rabbi, Torah, Yad, Kabbalah, Chai, Kippah/ Yarmulke, Magen David (Star of David), Menorah, Mezuzah, Shofar, Tallit, Tefillin, Tzitzit, Yad, Hamsa Passover</p> <p>Term 2 Diwali, rangoli, diva lamp, festival, Advent calendar, random acts of kindness, wreath, hope, peace, joy, love, Hanukkah, oil, menorah, Christian, Nazareth, angel, Mary, Joseph, emotions</p> <p>Term 3 Literal, non-literal, Parable, feelings, shepherd, reaction, prodigal, characters, talent, skills, Fable, Aesop, moral, truth, untruth, honesty, lie</p> <p>Term 4 Easter, celebration, celebrate, respect, Jerusalem, Passover, palm leaves, Palm Sunday, procession, plotting, disciples, guards, tomb, betray, friendship, support, praises, arrest, crucify, sacrifice, altar, new life, symbols, custom,</p> <p>Term 5 Patron Saint, Emperor, Hinduism, Hindu, India, Indus River, founder,</p>	<p>Term 1 Rights and responsibilities, choices, consequences, RE, religion, religious Sacred, belief, moral, attitude shared values, behaviour, outcomes, Buddhism, Buddhist, Buddha, Siddhartha Gautama, India, palace, suffering, monk, meditation. Nirvana, Enlightenment, Karma, Precepts, Karma, Precepts, Morals. Kalasha (The Treasure Vase), Padma (The Lotus Flower), Sankha (The Conch Shell), Chattra (The Parasol), Shrivasta (The Endless Knot), Dhvaja (The Banner of Victory), Dharmachakra (The Wheel of Life), Matsyayugma (The Golden Fish).</p> <p>Term 2 Pagan, Paganism, countryside, Rabbi Jonathan Sacks, Jew, belief, interfaith dialogue. Patron Saint, celebrate, Malala Yousafzai, Muslim, Qur'an, Islam, Taliban, education, United Nations Christianity, Christian, survival, instruction, faith, inspiration, impact, Malala Yousafzai, Bear Grylls, St Andrew</p> <p>Term 3 Sustain, community, kosher, preparation, Lent, Christian, Ramadan, Muslim, abstain, sacrifice, temptation, celebration, celebratory faith, community, fast, feast,</p> <p>Term 4 Jesus, Bethlehem, Middle East, Nazareth, Ten Commandments, Old Testament, Jerusalem, Lourdes,</p>	<p>Term 1 RE, Sacred, moral, attitude, religion Religious, contribute, society, community, lifestyles, indigenous commitment, committed, improvement, dedication, impact, success, perseverance, sacrifice, goal, progress, coming of age, voting, ritual, Bar Mitzvah, Bat Mitzvah, Holy Communion, Catholicism, perspective. sacrifice, religious, non-religious, benefits, infographic.</p> <p>Term 2 Worth, worthy, worship, value, respect, loyalty, honour, similarities, differences, church, mosque, synagogue, temple, gurdwara reason, text, traditions, commercialisation, materialistic, social media.</p> <p>Term 3 Organisations, local community, charity, charities, contribute, support, respect, values activities, participate, persuade, encourage, persuade, encourage, interview</p> <p>Term 4 equal rights, apartheid, St David, dove, monks, monastery, preaching, cathedral, Catholic, convent, nun, vows, Nobel Peace Prize, Minister, racism, boycott, spokesman, segregation, Asperger, climate change, environment, lifestyle changes, strike, protest</p> <p>Term 5 Peace, freedom, tranquillity,</p>	<p>Term 1 Rights and responsibilities, choices, consequences, moral, attitude, worldview. contribute, society, community, lifestyles. spiritual, ritual, attitude, beyond understanding atheist, agnostic, deist, pantheist, Humanism, humanist, atheist, non-religious worldview, influential, thinkers.</p> <p>Term 2 dilemma, Armistice, surrender, remembrance, wreaths, cultures,</p> <p>Term 3 Creation, created, Judeo-Christian, Abrahamic, Cobra, Vishnu, lotus flower, Brahma, heavens, earth, sky, flora, fauna, Universe, oceans, chaos, swirling, all-seeing, populated, protected.</p> <p>Term 4 Freedom, definitions, Justice, fairness, reasonable, fair, unfair, conflict, debate, support, point of view, counter point. Patron Saint, slave, commemorated, national holiday,</p> <p>Term 5 Tolerance, influence, encouraged, life skills, attributes, successful, teamwork, achieve, inspire, structure, positive</p>

	<p>traditions, gods, goddesses, Brahma, Vishnu, Shiva, Sarawati, Lakshmi, Shakti, Ganesha, Indra, Hanuman, mandir, statues, worship, offerings, puja, Aum (Om), Vedas, Holi, celebrations, Durga, Lakshmi, Krishna, Padma, pranama, conch shell, kalasha, trishul, diva.</p> <p>Term 6 Sikh, Sikhism, Guru Granth Sahib, Guru Nanak, India, Muslim, Islam, Punjab, Punjabi, 5 Ks, Kesh, Kara, Kachera, Kirpan, Kanga, Gurdwara, Vaisakhi, Guru Gobind Singh.</p>	<p>Rome, Canterbury, Catholic, denomination, Anglican, desert, Disciples, livelihood, fishers of men.</p> <p>Term 5 Pilgrimage, journey, special, ordinary, destination, Nepal, India, Ganges, Yamuna, Varanasi, Kumbh Mela, Holy Land, Saints, miracles, Islam, Muslims, Hajj, Kabbah, Mecca (Makkah) Western Wall, temple.</p> <p>Term 6 Memories, special, crucifix, cross, Star and crescent moon, Star of David, Aum, eight spoked wheel, Khanda, Buddhist, lotus flower, signs, symbols, warning, instructions, information, directions, communication, visuals, Makaton, Communicate in Print, SingSign, badge, represent, hobbies, interests.</p>	<p>conflict, Yoga, meditation, tai chi, mindfulness, forgive, forgiveness, definition, condoning, excusing, meditation, universal, reflect.</p> <p>Term 6 Islam, Muslim, faith, founded, prophets, Allah, Muhammad, Pillars of Islam, fast, Qur'an, Makkah (Mecca), prayer mat, mosque, wudu,</p>	
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Progression - Curriculum Links

Subject Content	Curriculum Links			
Art and Design	Year 3	Year 4	Year 5	Year 6
	Rangoli patterns Symbols	Designing symbols	Symmetrical patterns (Islamic prayer mats) Charity poster Design a universal peace symbol Design a prayer mat	Creating a tribe symbol Lesson resources
Computing	Year 3	Year 4	Year 5	Year 6
Design Technology	Year 3	Year 4	Year 5	Year 6
	Puppets for Nativity story	Create a board game linked to Buddhist beliefs Making a Lotus flower Food and ingredients - creating a menu		Lesson resources
English	Year 3	Year 4	Year 5	Year 6
	Drama - Nativity story Speaking and listening Presentation of work (including spelling of CEW and topic words) Comparison of stories and meaning within them. Hindu Stories	Speaking and listening Presentation of work (Inc. spelling of CEW and topic words) Hot seating Interviewing Diary entries Instructions	Speaking and listening Presentation of work (inc. spelling of CEW and topic words) Debate Persuasive language Interviewing	Speaking and listening Presentation of work (inc. spelling of CEW and topic words) Poetry Delivering a lesson Debate
Geography	Year 3	Year 4	Year 5	Year 6
	School Tribes Location of origins of religions Location of Nazareth and Bethlehem in the Christmas story	School Tribes Location of origins of religions Location of Christian places of importance Location and journeys linked to pilgrimages.	School Tribes Location of origins of religions Areas of the world linked to inspirational people Climate change	School Tribes Knowing the location of some of the countries of the world (Christmas around the world) Areas of the world linked to inspirational people
History	Year 3	Year 4	Year 5	Year 6
	School Tribes History around origins and growth of religions St George and the Romans Romans and Bible stories Chronological order	School Tribes Paganism and the link to the Bronze Age/Stone Age History around origins and growth of religions	School Tribes History around origins and growth of religions Inspirational people of the past	School Tribes Inspirational people of the past
	Year 3	Year 4	Year 5	Year 6

Latin	Advent - linked to Latin word adventus (arrival) Comparison of beliefs regarding gods and goddesses (Hinduism and Roman)	Pagan - linked to Latin word Paganus (of the countryside) Comparison of beliefs regarding gods and goddesses (Pagan and Roman)	The Bible and Latin	
Mathematics	Year 3	Year 4	Year 5	Year 6
			Symmetrical patterns (Islamic prayer mats)	
Music	Year 3	Year 4	Year 5	Year 6
Physical Education	Year 3	Year 4	Year 5	Year 6
			Fundraising activities - sport based?	
Science	Year 3	Year 4	Year 5	Year 6
				Creation of the world
S.P.H.E.R.E.	Year 3	Year 4	Year 5	Year 6
	Respecting and valuing ourselves and others Promoting values such as; truth, trust, commitment, patience, forgiveness, courage, responsibility, reconciliation, tolerance, hope, justice, equality, freedom and respect for all. Kindness calendar Partner work/group work Friendships	Respecting and valuing ourselves and others Promoting values such as; truth, trust, commitment, patience, forgiveness, courage, responsibility, reconciliation, tolerance, hope, justice, equality, freedom and respect for all.	Respecting and valuing ourselves and others Promoting values such as; truth, trust, commitment, patience, forgiveness, courage, responsibility, reconciliation, tolerance, hope, justice, equality, freedom and respect for all. What is commitment? Charitable activities	Respecting and valuing ourselves and others Promoting values such as; truth, trust, commitment, patience, forgiveness, courage, responsibility, reconciliation, tolerance, hope, justice, equality, freedom and respect for all.