



Gladstone Road Primary School Religious Education (RE)

Curriculum design, LTP & Vocabulary Progression 2020/2021

Our **intent** for our Religious Education (RE) approach is for pupils to:

- The Principle Aim- as stated in 2019-2024 NYCC Agreed Syllabus for Religious Education
“The Principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop a response of their own.”
- Introduce and explore their own and other peoples’ beliefs, values and traditions in meaningful and engaging ways (SMSC- spiritual. British Values- Individual Liberty);
- Develop a deep understanding of the theology underpinning religious beliefs and the ways in which these beliefs are lived out in society, locally and worldwide;
- Be reflective and examine different codes for living and consider the value of the rule of law, seeing varying worldviews and values where all people are equal before the law (British Values- Democracy, Rule of Law, SMSC- Moral);
- Develop critical, evaluative thinking skills and consider higher order questioning about identity, purpose and belonging;
- Work cooperatively and develop confidence by sharing diverse ranges of experiences (SMSC- social);
- Grow individually and together with sensitivity and respect towards people of all faiths and none (British Values- Tolerance),
- Be increasingly respectful, open minded, accepting and wondrous about world-wide beliefs and to celebrate diversity of different cultures, faiths and beliefs (British Values tolerance, respect).

We **implement** our Religious Education (RE) curriculum through:

- The North Yorkshire RE Agreed Syllabus; this syllabus is intended to run until 2024;
- The children's learning being real and meaningful by inviting visitors from the local community (FiSS) from various beliefs and trips to experience different religions and places of worship (SMSC-Social. British Values- Mutual Respect, Tolerance);
- Our enquiry-based learning, RE lessons provide opportunities to answer 'Ultimate Questions' about meaning, purpose and truth. Through nurture and respectful relationships, children feel empowered to debate, discuss and answer these (SMSC, Spiritual, Moral, Cultural);
- A democratic classroom is established, whereby where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil (British Values);
- In Early Years RE can be accessed through provision areas;
- Use a range of teaching methods, at a class level and on larger scales such as year group and key stage events to inspire, engage children in RE while making learning enjoyable and memorable (SMSC-Spiritual) ;
- Big books that are high quality and show a range of evidence. Teachers have the highest expectations; the school's marking scheme is implemented and children are proud of their work!

The **impact** of our Religious Education (RE) approach is children

- Children can explain their understanding of different religions and cultures;
- Children will be knowledgeable and respectful of others religions and beliefs on a local, national and global context.
- Pupils are strong in their convictions and opinions and become well rounded citizens;



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- Significant opportunities for development of SMSC and British Values;
- Children will be curious and raise increasingly challenging questions about religion, values and beliefs;
- Express their own views in relation to what they engage with (resources, experiences) during RE lessons selecting examples and evidence to support their views.

Here's what our children say:

Autumn 2020:

EYFS:

Didn't know term religious education; however, when asked about finding out about special occasions and festivals (parties): "I liked the Halloween. It is fun to look at the pictures of parties."

Year 1

1B RE is important because "Because some (different) people might be important to them" and "The gods take care of people"

Year 3:

3C: "Learning RE is important because there are many kinds of religion and people need to respect each other's religion."

Year 4:

4L: "RE is important because it doesn't fit in any other subjects and we need to know about other people and what they believe.

When asked, have you learnt anything new about your beliefs or opinions? 4L: "I changed what I thought about God. I thought he was real but then I didn't."

Another child commented: "No because I don't believe in God."

Year 5:

5GI: "We enjoy RE because we learn about different religions and what others believe."

5GI: RE lessons are fun because: "We get to do posters to explain what you have learnt/ Make things to show what we have learnt/ Everything is bright and colourful."

Year 6:

6M: "We do lots of different things in RE, we draw, write, debate, share ideas and have class discussions."

6F: "There are lots of things which help me in RE lessons, like: the whiteboard; the teacher helps; information and facts; class discussions and other children's questions."



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EYFS <i>Unit of work</i>	Autumn Term <i>Introduction to RE</i> <i>F4 Which stories are special and why?</i>	Spring Term <i>F4 Which stories are special and why?</i>	Summer Term <i>F6 What is special about our world and why?</i>
EYFS	Religions: Judaism Christianity Hinduism Islam Skills to be developed: Expressing	Religions: Christianity Islam Skills to be developed: Believing	Religions: Christianity Judaism Islam Skills to be developed: Living
Key Vocabulary & Definitions	Celebration Doing something enjoyable to mark a special time. Jew Someone who follows the Jewish faith Sukkot A Jewish celebration in the Autumn when Jews remember the sheltering Israelites and give thanks for food. Hindu Someone who follows the teaching and beliefs of Hinduism Diwali Hindu festival of lights Christian Someone who believes in God and lives their life in accordance to the teachings of God/Jesus Christmas When Christians celebrate the birth of Jesus	Christian Someone who believes in God and lives their life in accordance to the teachings of God/Jesus Bible Holy book for Christians Holy Something linked to God and precious for religious people (more than special) Promise A commitment made by someone to do/or not do something. Message (religious) communication from a preacher, believed to be inspired by God. (non-religious) information passed between people verbally or in writing Muslim Someone who follows the Islamic faith Qu'ran Holy book for Muslims	Nature Plants, animals, landscapes, things that happen without human interaction. Creation Something that is made. Torah Religious text for Jews (the old testament of the Bible) Allah God believed in by Muslims.



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KS1 <i>Unit of work</i>	Autumn Term <i>1.2 Who is a Muslim and what do they believe?</i> <i>1.1 Who is a Christian and what do they believe?</i>	Spring Term <i>1.8 How should we care for others and the world, and why does it matter?</i>	Summer Term <i>1.5 What makes some places sacred?</i>
Y1 The threefold aim of RE: A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**	Religions Studied: Islam Christianity Skills to be developed: Believing strand A) Know about & Understand A1, A2, A3 B) Express & Communicate B1 C) Gain & Deploy Skills C1, C3	Religions Studied: Christianity Islam Skills to be developed: Living Strand A) Know about & Understand A2 B) Express & Communicate B1 C) Gain & Deploy Skills C1, C2, C3	Religions Studied: Christianity Islam Skills to be developed: Expressing Strand A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C1
Key Vocabulary & Definitions	Islam Religion followed by Muslims. Belief in 1 God. Muslim Someone who follows the Islamic faith God A being worshipped as a leader/creator/teacher and ruler of the universe Allah God followed and believed in by Muslims Prophet	Neighbour Someone who lives near you. Zakat One of the 5 pillars of Islam, meaning charity Golden Rule Treat others as you would like to be treated yourself. Genesis The first book in the Bible	Sacred Connected/in with God Islam Religion followed by Muslims. Belief in 1 God. Muslim Someone who follows the Islamic faith Christianity Religion followed by Christians who believe in 1 God. Christian Someone who follows the Christian faith. Mosque A Muslim place of worship. Church



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	<p>A person regarded as an inspiring teacher of the will of God.</p> <p>Pray To thank, ask, or speak to God or some other spiritual being.</p> <p>Mosque A Muslim place of worship.</p> <p>Iman Someone who leads worship in a mosque.</p> <p>Qur'an The holy book for Muslims, believed to be the word of Allah</p> <p>Christianity Religion followed by Christians who believe in 1 God.</p> <p>Christian Someone who follows the Christian faith.</p> <p>God A being worshipped as a leader/creator/teacher and ruler of the universe</p> <p>Church A Christian place of worship.</p> <p>Prayer To thank, ask, or speak to God or some other spiritual being.</p> <p>Bible The holy book for Christians.</p>		<p>A Christian place of worship</p> <p>Community Group of people who live in the same areas. Teachers/classes may want to make their own glossary of terms for this unit as they learn about features of a mosque and church.</p>
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KS1 <i>Unit of work</i>	Autumn Term <i>1.3 Who is a Jew and what do they believe?</i>	Spring Term <i>1.6 How and why do we celebrate special and sacred times?</i>	Summer Term <i>1.7 What does it mean to belong to a faith community?</i>
Y2 The threefold aim of RE: A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**	Religions Studied: Judaism Skills to be developed: Believing strand A) Know about & Understand A1, A2, A3 B) Express & Communicate B1 C) Gain & Deploy Skills C1	Religions Studied: Judaism Christianity Islam Skills to be developed: Expressing strand A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B3 C) Gain & Deploy Skills C1	Religions Studied: Judaism Christianity Islam Skills to be developed: Living strand A) Know about & Understand A1, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C2
Key Vocabulary & Definitions	Judaism Religion followed by Jews who believe in 1 God. Jew Someone who follows Judaism Synagogue A Jewish place of worship. Torah The holy book for Jews. Mezuzah A small scroll with verses from the Torah Challah Bread A rich, soft bread that is served on the Shabbat and Jewish holidays. Shabbat Jewish holy day, from nightfall on Friday to nightfall on Saturday. Seder Plate	Eid-ul-Fitr A Muslim festival marking the end of Ramadan. Ramadan 9 th Month of the Muslim (lunar year) when Muslims fast during daylight hours. Sawm (fasting) is one of the 5 pillars of Islam Passover Jewish Festival celebrates the freedom of the Israelites from Egyptian slavery. Matzot Unleavened bread Sedar Plate A plate divided into 6 sections. Each section is for food to represent an aspect of Passover Easter Christian celebration remembering the death and resurrection of Jesus. Holy Week	Community Group of people who live in the same areas Haji One of the pillars of Islam. A pilgrimage to Mecca that all Muslims should take in their life. Ka'aba The centre of the Great Mosque in Mecca. It is what Muslims face whenever they pray. Visiting it forms part of the Haji. Shabat Holy day for Jewish people, from nightfall Friday to night fall Saturday. (see unit 1.3 for more Judaism vocabulary) Baptism Christian religious rite where an individual is welcomed into the Christian faith. Can happen as a baby or an adult Christening



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	<p>A plate divided into 6 sections. Each section is for food to represent an aspect of Passover</p> <p>Matzah A crisp biscuit of unleavened bread traditionally eaten during Passover.</p> <p>Star of David Symbol of Islam.</p> <p>Shema A Jewish prayer kept in a Mezuzah</p>	<p>The week before Easter, starting on Palm Sunday.</p> <p>Good Friday The Friday before Easter Sunday, on which the Crucifixion of Christ is commemorated</p> <p>Easter Monday When Christians celebrate the resurrection of Jesus.</p>	<p>A Christian naming ceremony. Usually performed at the same time as a Baptism.</p> <p>Zakat One of the 5 pillars of Islam, meaning charity</p> <p>Wedding A formal union between two individuals, usually for life.</p> <p>Chuppah A canopy where Jewish marriage ceremonies are performed under.</p>
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Lower KS2	Autumn Term	Spring Term	Summer Term
<p>Y3</p> <p>The threefold aim of RE: A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills</p> <p>Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**</p>	<p><i>L2.7 What does it mean to be a Christian in Britain today?</i></p> <p>Religions Studied: Christianity</p> <p>Skills to be developed: Living strand</p> <p>A) Know about & Understand A1, A2, A3</p> <p>B) Express & Communicate B1, B2</p> <p>C) Gain & Deploy Skills C1, C2</p>	<p><i>L2.1 What do different people believe about God?</i></p> <p>Religions Studied: Christianity Hinduism Islam</p> <p>Skills to be developed: Believing strand</p> <p>A) Know about & Understand A1</p> <p>B) Express & Communicate B1, B2, B3</p> <p>C) Gain & Deploy Skills C1</p>	<p><i>L2.4 Why do people pray?</i></p> <p>Religions Studied: Christianity Hinduism Islam</p> <p>Skills to be developed: Expressing strand</p> <p>A) Know about & Understand A1, A2, A3</p> <p>B) Express & Communicate B1, B3</p> <p>C) Gain & Deploy Skills</p>
<p>Key Vocabulary & Definitions</p>	<p>Faith Trust or confidence.</p> <p>Worship Love and devotion shown to a being or an object considered sacred.</p> <p>Holy Communion Bread and wine are honoured and distributed as the body and blood of Jesus Christ.</p> <p>Hymn A song or poem written in praise of God or a country.</p> <p>Challenge An interesting or difficult problem or task.</p> <p>Denominations A religious group.</p> <p>Pray</p>	<p>Sacred Shown great respect.</p> <p>Symbol An object or picture that represents something else.</p> <p>Qur'an/Koran The Islamic sacred book.</p> <p>Leader One that leads or guides.</p> <p>Prophet A person who predicts the future.</p> <p>Ultimate Reality The state of being completely real.</p> <p>Influence A thing or person that has the power to affect another.</p> <p>Allah The name of the supreme deity in the Muslim religion.</p> <p>Murtis</p>	<p>Beliefs Trust in a person, thing, or idea; confidence.</p> <p>Comfort To give relief from a painful or difficult situation.</p> <p>Evaluate To study carefully and judge.</p> <p>Significance Great value; importance.</p> <p>Lord's Prayer a prayer that begins with the words "Our Father, who art in heaven," taught by Jesus Christ to his disciples.</p> <p>First Surah The first chapter (surah) of the Quran.</p> <p>Gayatri Mantra The Gayatri Mantra not only calms the mind but fills our life with joy and happiness.</p> <p>Mandir</p>



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	<p>To thank, ask, or speak to God or some other spiritual being.</p> <p>Bible The main sacred writings of Judaism and Christianity.</p> <p>Spirituality Made up of spirit, rather than the physical body or world. Having to do with a church or religion.</p> <p>Celebration Anything that is planned or done in order to honour something.</p> <p>Community A group of people who live close together or have shared interests.</p> <p>Injustice An act that is, not legal or not moral; it's wrong.</p>	<p>Small carved statues of Hindu gods and goddesses, used for home-based worship.</p> <p>Atheists A person who believes that there is no god or gods.</p>	<p>A Hindu temple.</p> <p>Reflection Serious thought or consideration.</p>
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Lower KS2	Autumn Term	Spring Term	Summer Term
<p>Y4</p> <p>The threefold aim of RE: A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills</p> <p>Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**</p>	<p><i>L2.8 What does it mean to be a Hindu in Britain today?</i></p> <p>Religions Studied: Hinduism</p> <p>Skills to be developed: Living strand</p> <p>A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C1, C2</p>	<p><i>L2.3 Why is Jesus inspiring to some people?</i></p> <p>Religions Studied: Christianity</p> <p>Skills to be developed: Believing strand</p> <p>A) Know about & Understand A1, A2 B) Express & Communicate B1 C) Gain & Deploy Skills C2, C3</p>	<p><i>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</i></p> <p>Religions Studied: Christianity Hinduism Judaism</p> <p>Skills to be developed: Expressing strand</p> <p>A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C1, C2</p>
<p>Key Vocabulary & Definitions</p>	<p>Mandir A Hindu temple.</p> <p>Puja The act of worship in Hinduism and Buddhism.</p> <p>Duties A task or action that one is required to perform as part of responsibility.</p> <p>Aarti Hindus religious ritual of worship, a part of puja, in which light (usually from a flame) is offered to one or more deities.</p> <p>Bhajans A devotional song in Hinduism.</p> <p>Gandhi A spiritual leader.</p> <p>Tradition The handing down of a culture's beliefs and customs from parents to children over many years.</p>	<p>Gospel The teachings of Jesus Christ.</p> <p>Incarnation A person who stands for some abstract idea, or a person who embodies a God or deity in the flesh.</p> <p>Salvation The saving of a person from sin or evil.</p> <p>Inspiration To move (someone) to act, create, or feel emotions.</p> <p>Unforgiving Not willing to forgive other people.</p> <p>Palm Sunday The Sunday before Easter, on which Christ's entry into Jerusalem is celebrated.</p> <p>Maundy Thursday The Thursday before Easter, observed in the Christian Church as a commemoration of the Last Supper.</p> <p>Good Friday The Friday before Easter Sunday, on which the Crucifixion of Christ is commemorated.</p>	<p>Belonging To be the property of a person or group of persons.</p> <p>Initiation The ceremony with which a person is admitted into a club or group.</p> <p>Jewish Bar/Bat Mitzvah The initiation ceremony of a Jewish boy/girl who has reached the age of 13.</p> <p>Ceremony A formal occasion, especially one celebrating a particular event, achievement, or anniversary.</p> <p>Promise assure someone that one will definitely do something or that something will happen.</p> <p>Journey an act of travelling from one place to another.</p> <p>Karma good or bad luck, viewed as resulting from one's actions.</p> <p>Moksha</p>



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	<p>Dharma This is the spiritual law for human beings. It is the way of goodness, truth and duty.</p>	<p>Sin An action that is or is felt to be bad.</p> <p>Resurrection (In Christian belief) the rising of Christ from the dead.</p>	<p>(in Hinduism) release from the cycle of rebirth.</p> <p>Commitment Being dedicated to a cause, activity.</p>
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Upper KS2	Autumn Term	Spring Term	Summer Term
<p>Y5</p> <p>The threefold aim of RE:</p> <p>A) Know about & Understand</p> <p>B) Express & Communicate</p> <p>C) Gain & Deploy Skills</p> <p>Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**</p>	<p><i>U2.1 Why do some people think God exists?</i></p> <p>Religions Studied: Christianity Humanist</p> <p>Skills to be developed: Believing strand</p> <p>A) Know about & Understand A2, A3</p> <p>B) Express & Communicate B1, B2, B3</p> <p>C) Gain & Deploy Skills C1</p>	<p><i>U2.4 If God is everywhere why go to a place of worship?</i></p> <p>Religions Studied: Christianity Humanist Judaism</p> <p>Skills to be developed: Expressing strand</p> <p>A) Know about & Understand A1, A3</p> <p>B) Express & Communicate B1, B2, B3</p> <p>C) Gain & Deploy Skills C1, C2</p>	<p><i>U2.6 What does it mean to be a Muslim in Britain today?</i></p> <p>Religions Studied: Islam</p> <p>Skills to be developed: Living strand</p> <p>A) Know about & Understand A1, A2</p> <p>B) Express & Communicate B1</p> <p>C) Gain & Deploy Skills C1</p>
<p>Key Vocabulary & Definitions</p>	<p>Theism Belief in the existence of a god or gods.</p> <p>Atheism Lack of belief in the existence of God or gods.</p> <p>Agnosticism A person who believes that nothing is known or can be known of the existence or nature of God.</p> <p>Fact A thing that is known or proved to be true.</p> <p>Belief trust, faith, or confidence in (someone or something).</p> <p>Opinion A view or judgement formed about something.</p> <p>Existence The fact or the condition of being or of being real.</p> <p>Sacred</p>	<p>Church A building used for public Christian worship.</p> <p>Synagogue A building in which Jews meet for religious worship or instruction.</p> <p>Mandir a Hindu temple.</p> <p>Anglican Relating to or denoting the Church of England.</p> <p>Pilgrimage When people travel to a place of worship that is usually far away.</p> <p>Valuable Having worth, usefulness, or importance.</p> <p>Communities A group of people living or working together in the same area.</p>	<p>Five Pillars of Islam Five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.</p> <p>Shahadah Sincerely reciting the Muslim profession of faith.</p> <p>Salat Performing ritual prayers in the proper way five times each day.</p> <p>Zakat Paying a charity, tax to benefit the poor and the needy.</p> <p>Sawm Fasting during the month of Ramadan.</p> <p>Hajj Pilgrimage to Mecca.</p> <p>Qur'an/Koran The Islamic sacred book.</p> <p>Mosque</p>



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	Shown great respect.		<p>a Muslim place of worship.</p> <p>Prophet A person who predicts the future.</p> <p>Guidance Advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority.</p> <p>Hadith A collection of traditions containing sayings of the prophet Muhammad.</p> <p>Charity An organisation set up to provide help and raise money for those in need.</p>
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Lower KS2	Autumn Term	Spring Term	Summer Term
<p>Y6</p> <p>The threefold aim of RE: A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills</p> <p>Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**</p>	<p><i>U2.3 What do religions say to us when life gets hard?</i></p> <p>Religions Studied: Christianity Humanist Hinduism</p> <p>Skills to be developed: Believing strand</p> <p>A) Know about & Understand A1, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills</p>	<p><i>U2.7 What matters most to Christians and Humanists?</i></p> <p>Religions Studied: Christianity Humanist</p> <p>Skills to be developed: Living strand</p> <p>A) Know about & Understand A2 B) Express & Communicate B2, B3 C) Gain & Deploy Skills C2, C3</p>	<p><i>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</i></p> <p>Religions Studied: Christianity Humanist Islam</p> <p>Skills to be developed: Expressing strand</p> <p>A) Know about & Understand A1, A3 B) Express & Communicate B2, B3 C) Gain & Deploy Skills C1, C2, C3</p>
<p>Key Vocabulary & Definitions</p>	<p>Soul The spiritual or immaterial part of a human being or animal, regarded as immortal.</p> <p>Heaven A place regarded in various religions as the abode of God (or the gods) and the angels.</p> <p>Karma Good or bad luck, viewed as resulting from one's actions.</p> <p>Reincarnation The rebirth of a soul in another body.</p> <p>Funeral A ceremony or service held shortly after a person's death, usually including the person's burial or cremation.</p> <p>Judgement The ability to make considered decisions or come to sensible conclusions.</p>	<p>Values Standards of behaviour.</p> <p>'Fallen' Having sinned.</p> <p>Moral Code A written, formal, and consistent set of rules.</p> <p>Fairness Just treatment or behaviour without favouritism or discrimination.</p> <p>Honesty The quality of being honest.</p> <p>Freedom The power or right to act, speak, or think as one wants.</p> <p>Truth A fact or belief that is accepted as true.</p> <p>Peace Freedom from disturbance; tranquillity.</p>	<p>Charities Organisations set up to provide help and raise money for those in need.</p> <p>Generosity The quality of being kind and generous.</p> <p>Sacred Shown great respect.</p> <p>Mosques Muslim place of worship.</p> <p>Creativity The use of imagination or original ideas to create something; inventiveness.</p> <p>Community A group of people who live close together or have shared interests.</p> <p>Criticise Form and express a judgement of something.</p> <p>Impact</p>



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	<p>Humanist A follower of the principles of humanism not any other religion.</p> <p>Moksha (in Hinduism) release from the cycle of rebirth.</p> <p>Brahman A member of the highest Hindu caste, originally that of the priesthood.</p>		<p>A marked effect or influence.</p> <p>Architecture Designing and constructing buildings.</p> <p>Calligraphy Decorative handwriting.</p> <p>Worship Love and devotion shown to a being or an object considered sacred.</p> <p>Glory magnificence or great beauty.</p> <p>Aid Help or support.</p>
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Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
Know about & understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and the ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
Know about & understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdoms and beliefs and teachings that arise from them in different communities;
Know about & understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives;
Express and Communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives;	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



Gladstone Road Primary School Religious Education (RE)

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