

# Religious Education Knowledge and Skills Document

Substantive knowledge		EYFS	KS1		LKS2		UKS2	
		Programme A & B	Programme A	Programme B	Programme A	Programme B	Programme A	Programme B
		<p><b>Unit A: Playful approach to RE</b> This unit provides a series of examples for the teacher to use and develop in continuous provision. In the Reception Class as Children will explore, question and respond to religious stories, celebrations, objects, music and experiences in play, talk and experience. There are opportunities for engagement with RE experiences, stories, music and activities through talk and play.</p> <p><b>Unit B: Special times: welcoming a baby and enjoying a wedding</b> This unit enables pupils to find out more about celebrations they have experienced and to learn about and from the celebrations of others. Pupils are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others.</p> <p><b>Unit C: Celebrating Festivals</b> This unit focus on celebrations they have experienced and to learn about and from the religious festivals of different faiths. The focus is on enabling children to reflect on what it means to join in with a festival and why people celebrate in annual festivals like Diwali, Christmas, Eid and Hanukkah.</p> <p><b>Unit D: Myself – who am I?</b> In this unit of RE work children think about aspects of identity shown in family, community and the choices they make. They hear some religious stories about who we are, and talk about some beliefs linked to these stories. They discover that some objects are special because they can help us answer the question: who am I? There are opportunities to share what happens in their own family life and to find out what happens in a place of worship. They are enabled to think simply about their own identity and sense of belonging. These different kinds of belonging are part of who we are. The unit then considers religious examples of signs of belonging such as special clothes, special food and special objects with a focus on Christianity.</p>	<p><b>Unit A: Creation and Thanksgiving</b> In this unit children develop a simple understanding of key Jewish and Christian beliefs and other beliefs about the beginnings of life and the Earth's 'Creation'. They will have the chance to express thanks and be creative themselves</p> <p><b>Unit B: Special stories for Christians and Muslims</b> Children will learn about stories from the two religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims.</p> <p><b>Unit C: Questions that puzzle us</b> In this unit children use materials from Christianity and other religious traditions to explore 'big questions' that children might want to ask, including some religious or spiritual questions. It will enable pupils to see that some big questions have no certain answers, but they are interesting.</p> <p><b>Unit D: Christian Churches, Jewish Synagogues</b> In the unit children discover the uses and designs of holy buildings and begin to find out how to enquire into them. They will build their knowledge of worship and learn what makes a sacred building, using the examples of synagogue and church for Jewish and Christian communities.</p>	<p><b>Unit A: Respect for Everyone</b> In this unit children learn What 'respect' means, and at how it can be built. Children develop awareness of what makes people special. It is explores the knowledge that everyone has similarities and differences, but in Christian and Jewish belief we are all special: God made us unique, and each person is valuable and loved.</p> <p><b>Unit B: Symbols of faith and belonging</b> This unit develops the understanding that symbols can have more meaning than meets the eye. They learn a symbol can mean different things to different people.</p> <p><b>Unit C: Holy Words</b> This unit provides an introduction to the sacred texts of Christianity and Islam. They explore belief in God and pupils will be invited to think about the words that are most important to them.</p> <p><b>Unit D: Beginning to learn Islam</b> In this unit children find out about festivals, stories and worship in Muslim life.</p>	<p><b>Unit A: Worship and festivities – Diwali</b> In this unit we find out about celebration and festivities in Hindu life, making links to their own experience of religious or family celebrations. There are opportunities for pupils to look below the surface of religious practice to think about religious beliefs and ideas as well.</p> <p><b>Unit B: Living in harmony</b> Children learn about who they care for and how they show this and learn about examples of caring shown in different religions. They will be able to think for themselves about questions to do with how they show they care for others.</p> <p><b>Unit C: Leaders and followers</b> Children learn about the significance of leaders in religion, primarily in Christianity and Judaism. They focus on the impact of these leaders on families' daily lives.</p> <p><b>Unit D: How and why do religions see life as a journey?</b> Children focus on the spiritual journey a believer will take in their lifetime. They explore key aspects of life and death for Christians, Muslims and Hindus. To learn about pilgrimages and about the metaphor of life as a journey. Think about their own lives as a journey, develop understanding of the 'milestones' in life's journey.</p>	<p><b>Unit A: What can we learn from sacred places?</b> In this unit children will be learning about sacred places as spaces to worship God. They explore features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others.</p> <p><b>Unit B: Does a beautiful world mean there is a wonderful God?</b> This unit focuses on the exploration of meanings in the creation stories of the Bible. Children will explore the narratives for themselves and develop their understanding of the ways these stories guide and inspire believers.</p> <p><b>Unit C: Why do some people think Jesus is inspirational?</b> Children explore key aspects of Jesus' life and teachings and consider the impact that believing in Jesus will have on a believer's life and reflect on the importance of Jesus for Christians today.</p> <p><b>Unit D: Learning from Islam – keeping 5 Pillars</b> Children learn about the significance of the five Pillars of Islam, and to reflect on the sources of strength in their own lives. The unit deals with Islam. Through a focus on the beliefs and concepts associated with the 5 Pillars and their impact on the life of a Muslim.</p>	<p><b>Unit A: What can we learn from religions about temptation?</b> In this unit pupils engage thoughtfully with questions of good and evil, right and wrong through thinking about temptation. The focus is on Islamic and Christian understandings of good and evil. They consider what can be learned from stories, examples and teachings of the Muslims and the Christians, referring to their own experiences, beliefs, commitments and values.</p> <p><b>Unit B: How and why do Muslims and Jews pray?</b> This unit focusses on the practice of prayer in Jewish and Muslim traditions. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims and Jews may find in prayer, making links to their own feelings.</p> <p><b>Unit C: Values: what matters most?</b> This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians and Humanists. people's ideas.</p> <p><b>Unit D: Beliefs and actions in the world</b> In this unit pupils will learn about the work of two major faith based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. inspiration. They will consider the personal challenge to make the world a better place.</p>	<p><b>Unit A: Religion and the individual</b> In this unit pupils gain a knowledge and understanding about Christian and Buddhist teaching on behaviour and action. They develop their understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church. They build up their learning about the ways in which Buddhists try to follow the teaching and example of the Buddha.</p> <p><b>Unit B: Words of Wisdom</b> This unit uses examples of 'words of wisdom' from Sikhs, Christians and Muslims to enable pupils to think for themselves about sources of guidance or wisdom in their own lives. Pupils' reflect upon their own values.</p> <p><b>Unit C: How do people express their spiritual ideas through the arts?</b> This unit enables pupils to engage with spiritual ideas through the arts. Pupils are enabled to think for themselves about the meaning, history and spirituality behind the works of art, drama, and music studied. Pupils are encouraged to consider what can be learned from these expressions of faith.</p> <p><b>Unit D: Religions in the local community</b> There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school. Pupils encounter some ideas and practices from the six principal religions in the UK. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.</p>
Substantive concepts		These core Christian concepts are woven through the units, children revisit and develop them throughout their curriculum journey. They form the basis of many of the key questions posed to learners e.g. What is it like to follow God? They are as follows: God, Creation, People of God, Prophecy, Wisdom, Incarnation, Gospel, Salvation, The Kingdom of God						

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<b>Declarative Knowledge</b>	<b>Christianity</b>	I know Christians make promises when they get married. I know Christians believe each person belongs to God who cares for people like a good shepherd. I know the outline of the creation story from Genesis 1. I know the Christian Holy book is called the Bible. I know some things found in a church or synagogue. I know a Church is a special place for a Christian.	I know Christians follow Jesus. I know that Christians worship God. I know a story from the bible. I know that Christians follow the bible because they believe it is the word of God.	I know that some stories from the Old Testament give an insight into the teaching of Jesus about God in the New Testament.	I know the meaning of the following story – The Good Samaritan I know Christians believe Moses was chosen by God as a good leader. I know Christians believe Moses was chosen to lead the slaves out of Egypt. I know Christians believe the soul can be with God after death. I know what Christian believe about the stories of Seven Days and the Garden of Eden.	I know what Christian and Jews believe happened “in the beginning.” I know the symbols Jesus used to describe himself e.g. shepherd, vine branch etc. I know there is no authentic visual image of Jesus. I know the meaning of one of Jesus’ parables. I know one of Jesus’ miracles. I know the events of Holy Week. I know Christians believe Jesus was crucified and then resurrected.	I know Christians value love and forgiveness. I know peace is values by both humanists and Christians. I know Christian aid is a charity involved in global poverty issues. I know the ten commandments are Christian teachings.	I know the names of some sacred texts – Bible I know Jesus taught his followers about Good and Evil. I know Saint Paul teaches about love in the Bible. I know stories from the life of Jesus are often used to create works of art which are also expressions of the spiritual.
	<b>Judaism</b>	I know the Jewish holy book is called the Torah. I know the Christian Holy book is called the Bible. I know some things found in synagogue. I know a synagogue is a special place for Jewish people.			I know Jews believe Moses was chosen by God as a good leader. I know Jews believe Moses was chosen to lead the slaves out of Egypt. I know some ways which Judaism is practiced today. I know what Jews believe about the stories of Seven Days and the Garden of Eden.	I know the importance of the Sabbath to Jews.	I know about the artefacts of Jewish prayer.	I know the names of some sacred texts –Torah,
	<b>Islam</b>	I know Muslims usually say ‘Peace be Upon Him’ when they mention the Prophet. I know the Muslim Holy Book is called the Qur’an.	I know for Muslims belief in one God is linked to every human being equal and deserving fair treatment. I know that Muslims worship Allah. I know the Qur’an was revealed to Muhammed (PBUH). I know how a Qur’an is handled.	I know the Qur’an is the word of Allah for Muslims so they treat it with the utmost respect. I know that Muslims believe there is no other God but Allah. I know that the prophet Muhammed (PBUH) is a special holy leader for Muslims. I know that the words of the shahadah are very important to Muslims.	I know the meaning of the following story- , Umar Ibn Al Khattab. I know the 5 pillars of Islam are duties to support the way of life for a Muslim. I know Muslims believe in life after death which centres on the Day of Judgement.	I know the Five Pillars of Islam. I know Muslims believe Muhammed (PBUH) is the Prophet of Allah. I know Muslims believe there is no God except Allah.	I know Muslims fast during the month of Ramadan. I know Muslims make a pilgrimage to Makkah/Mecca. I know prayer is a pillar of Islam. I know Islamic relief is a charity involved in global poverty issues.	I know what the Qur’an says about Allah’s creation I know the names of some sacred texts -, Qur’an.
	<b>Hinduism</b>			I know why the story of Rama and Sita is linked to Divali. I know the names of some Hindu Gods and Goddesses. I know some of the practices associated with Divali. I know what the symbolism of light and dark is in the festival of Divali.	I know Hinduism does not not emphasise a fixed set of beliefs rather the idea of Dharma, the performance of duties and the way of life. I know a Hindu’s life is a journey from one body to another I know the significance of Divali for Hindus. I know why Hindus are inspired by the symbolism of light and dark in the festival of Divali.			I know some key features of a mandir. I know the names of some sacred texts –Vedas.

	Sikhism				I know the meaning of the following story- Bhai Ghanaiyana			I know Sikh wisdom helps followers to value justice, service to others and appreciating the Divine more than money. I know the names of some sacred texts - Guru Granth Sahib.
	Buddhism						I know the five precepts are Buddhist teachings	I know Buddhist teachings are known as Dharma.
	Humanism						I know peace is valued by both humanists and Christians.	
	Religious/ other Concepts	I know what a celebration is. I know some things which a special celebration might involve. I know a pilgrimage is a religious journey.	I know a neighbour could be anyone who needs our help. I know what respect means. I know what a symbol is.	I know everyone needs care at some time. I know a neighbour could be anyone who needs my help.	I know that some people give 'extra special' care because of their religious belief e.g Mother Theresa. I know what a pilgrimage is.	I know we are all inspired by other people sometimes.	I know what temptation is. I know people can be good without a god	I know silence can give me an opportunity to deepen my thinking. I know people use the word spiritual differently. I know which religious groups are represented in my local area. I know the names of some sacred texts - Analects of Confucius.

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Procedural Knowledge	Christianity	I know that Christians think of Christmas as a story of light. I know that Easter celebrates the resurrection of Jesus. I know some ways that Christians celebrate Easter. I know that Jesus was a storyteller.	I know that Christians believe that God created the world. I know how Christians use and respect their holy books. I know a reason that Christians believe that God is like a Good Shepherd. I know what is inspiring about a miracle story of Jesus. I know that God can be thought of as a maker or artist by Christians. I know that Christians think Jesus was a healer. I know that in a church there are symbols, and it is a place for prayer and for learning.	I know how to explore Christian symbols.	I know how following Jesus will make a difference in the life of a Christian. I know how Christians follow their faith at home. I know how the following story teaches people about caring for others - The Good Samaritan.	I know how believing in Jesus can impact a Christian's life. I know what Jesus' miracles show about him. I know how the events of Holy week influence the lives of Christians.	I know how Christians like to help the poor. I know how the ten commandments influence modern life.	I know how Christians might use the teachings and examples of their religious teachings to help them to make decisions. I know how music can be significant within the Christian church. I know some ways how Christians use objects to concentrate and think about God. I know how triptychs, banners and icons and stained glass windows enable Christians to express their worship, beliefs, thoughts and feelings.

	<b>Judaism</b>	I know what Jews do at Purim.	I know that in synagogue there are symbols, and it is a place for prayer and for learning.		I know how following the Torah has an impact on Jewish life. I know how Jews follow their faith at home. I know some ways that the Jewish community is led.	I know about the festival of Rosh Hashanah. I know about Shabbat.	I know why prayer is important in Judaism.	
	<b>Islam</b>	I know some ways that Muslim families welcome children. I know that Eid-ul-Fitr celebrates the end of Ramadan and is celebrated by Muslims.	I know how Muslims use and respect their holy books.	I know that the Qur'an guides Muslims in their daily life.	I know how the following story teaches people about caring for others - Umar Ibn Al Khattab.	I know how Shahadah is used with a baby and in the call to prayer. I know why Salah is important. I know how a Muslim practices some of the Pillars of Islam.	I know about the practice and impact of Zakah. I know why Muslims make a pilgrimage to Makkah/Mecca. I know how Muslims and Jews pray. I know why prayer is important in Islam. I know how Muslims like to help the poor.	I know how the Qur'an teaches about the beauty of creation.
	<b>Hinduism</b>	I know that Diwali is a Hindu festival.		I know how Hindus celebrate Diwali. I know how some Hindu artefacts are used.				
	<b>Sikhism</b>	I know some ways that Sikh families welcome children.		I know how to explore Sikh symbols.	I know how the following story teaches people about caring for others - Bhai Ghanaiyana			
	<b>Buddhism</b>							I know how the 5 Precepts of Buddhism could make up a moral code. I know how Buddhists might use the teachings and examples of their religious teachings to help them to make decisions.
	<b>Humanism</b>							
	<b>Religious/ other Concepts</b>	I know about some objects from different religions.	I know that religious people can answer a mystery with a belief.	I know that books are attributed as special for different reasons by different people. I know how people can give and receive care.	I know how religion can impact on the lifestyles of believers. I know how my own life can be seen as a journey. I know how to reflect upon the beauty of the natural world.		I know how my actions have consequences. I know how and why forgiveness works to mend broken friendships.	I know how to use breathing exercises to calm myself. I know how religion in my local area compares to religions in other areas.

Skills	<p>I can name a religious celebration.</p> <p>I can discuss a celebration that I have been part of.</p> <p>I can respond sensitively to characters and ideas in religious stories.</p> <p>I can be respectful of the beliefs, views and cultures of others.</p> <p>I can recognise difference and similarities between myself and others when thinking about families, communities and traditions.</p> <p>I can retell the story of the special candlestick at Hanukkah.</p> <p>I can recognise some symbols of Easter.</p> <p>I can explain some ways that Hindus may celebrate Diwali</p> <p>I can explore some religious artefacts.</p> <p>I can say a wedding is a special day.</p> <p>I can identify 3 examples of belonging from a religious community.</p> <p>I can recognise a Christian idea about belonging to God.</p> <p>I can talk about who I belongs to in relation to family, friends and school.</p> <p>I can recall the name of a sign of religious belonging.</p>	<p>I can recount a simple outline of a Christian creation story.</p> <p>I can recognise puzzling questions about how the world began.</p> <p>I can describe what a Christian or Jew might believe about the beginning of the Earth.</p> <p>I can retell a story from the Muslim religion.</p> <p>I can retell a story from the Christian religion.</p> <p>I can compare stories from the Muslim and Christian religions.</p> <p>I can talk about puzzles and mysteries that are interesting.</p> <p>I can talk about stories that include mysteries and puzzles.</p> <p>I can talk about worship in two religious buildings.</p> <p>I can retell stories about the symbols of worship that I have studied.</p> <p>I can make links between the worship of two different communities.</p> <p>I can compare a church and a synagogue.</p> <p>I can identify features of a church or a synagogue.</p> <p>I can name the 5ks of Sikhism.</p>	<p>I can identify some Christian religious beliefs e.g. we were all made by God</p> <p>I can make links between religious stories and my own life.</p> <p>I can explain the importance of symbols.</p> <p>I can identify some key religious symbols and some symbolic actions.</p> <p>I can recognise similarities between communities.</p> <p>I can respond sensitively to special religious objects and stories.</p> <p>I can retell a story from the bible.</p> <p>I can respond sensitively to the question – Why do religious people love their scriptures.</p> <p>I can recognise some similarities and differences between the Bible and the Qur’an.</p> <p>I can name two thing found in a mosque.</p> <p>I can retell a story about the Prophet Muhammed (PBUH).</p> <p>I can suggest two reasons why the Qur’an is important to Muslims and talk about what guides them in their lives.</p> <p>I can name the festival of Eid Al Fitr and identify some of the features of the festival.</p> <p>I can explain why words whispered to a Muslim baby and shouted from the minaret at prayer times are important.</p>	<p>I can describe ways in which Hindus worship.</p> <p>I can describe how some Hindu artefacts are used.</p> <p>I can make links between Diwali and my own celebrations and life experiences.</p> <p>I can retell the story of Rama and Sita.</p> <p>I can describe how religious leaders teach about caring.</p> <p>I can recount the Christian story of the Good Samaritan.</p> <p>I can recount the Muslim story Umar Ibn Al Khattab.</p> <p>I can recount the Sikh story of Bhai Ghanaiyana.</p> <p>I can explain what have learnt about Shabbat.</p> <p>I can say what qualities make a good leader.</p> <p>I can describe the difference following Jesus makes to the life of a Christian.</p> <p>I can describe 3 things Jews or Christians do to practice their faith at home.</p> <p>I can find similarities between how Christians and Jews follow Jesus.</p> <p>I can describe the similarities and differences between the journey of life and death for Christians, Muslims and Hindus.</p> <p>I can make a link between my life and the metaphor of life as a journey.</p> <p>I can identify some key features of the journey of life and death for Christians, Hindus and Muslims.</p> <p>I can retell the events of the Aqiqah ceremony.</p> <p>I can describe the concept of a person being reincarnated.</p> <p>I can state the differences and similarities of the life and death journey taken by Muslim, Christian and Hindu believers.</p> <p>I can reflect on the ways in which my own journey of life is moving.</p>	<p>I can describe what is meant by sacred.</p> <p>I can describe and compare a sacred place.</p> <p>I can explain the value of sacred places to religious believers.</p> <p>I can reflect on the significance of sacred places in my own life.</p> <p>I can describe some ways two sacred places are used.</p> <p>I can retell the creation stories of Seven Days ad of the Garden of Eden as told by Jews and Christians and explain some beliefs that come from them.</p> <p>I can make links between the stories I have heard and some beliefs about creation and origin that I hold.</p> <p>I can ask questions about God and the creation story.</p> <p>I can express my own ideas about the stories of how God asked people to look after our world.</p> <p>I can say why Jewish people thank the Almighty for the gift of a fruitful world.</p> <p>I can say why Christians believe God is like a loving father.</p> <p>I can identify the impact that believing in Jesus has on the life of a Christian.</p> <p>I can use vocabulary such as resurrection, forgiveness to describe key aspects of Jesus’ life and teachings.</p> <p>I can describe what the symbols used in the ‘I am’ sayings show about Jesus.</p> <p>I can identify similarities and difference in the way in which Jesus has been portrayed.</p> <p>I can describe one of Jesus’ parables.</p> <p>I can describe the importance of Jesus’ teaching in the Sermon on the Mount for Christians.</p> <p>I can describe one of Jesus’ miracles.</p> <p>I can describe what happened to Jesus in the last week of his life.</p> <p>I can make links between my own life and choices and the Muslims that</p>	<p>I can describe things Muslims or Christians think are wrong and some things they think are good.</p> <p>I can retell the story of Jesus’s temptation.</p> <p>I can sensitively respond to religious stories.</p> <p>I can make links between actions and consequences in my own life.</p> <p>I can talk thoughtfully about the words used in prayer by Jews and Muslims.</p> <p>I can use silence and stillness to think clearly.</p> <p>I can describe the ideas of humanists.</p> <p>I can describe some Christian and humanist values.</p> <p>I can describe a project of Christian aid or Islamic Relief.</p> <p>I can tell a story about the Prophet or about Jesus that relates to money or generosity.</p> <p>I can apply the ideas of generosity and charity.</p>	<p>I can apply forgiveness, compassion and forgiveness to my day to day life.</p> <p>I recognise similarities and differences in Christian and Buddhist teachings</p> <p>I can explore and describe the symbolism and teachings behind church liturgical colours.</p> <p>I can talk about what being spiritual means.</p> <p>I can describe how music enables Christians express their thoughts and feelings in worship.</p> <p>I can explore the meaning of a Bible story or Christian belief through the use of mystery plays.</p> <p>I can describe some ways in which Christian artists express their beliefs about Jesus through their work.</p> <p>I can describe some of the religious diversity of our region.</p> <p>I can identify 4 major religions.</p> <p>I can compare the religions fooled in my local area to those followed in contrasting locations in the UK.</p> <p>I can describe three things in a mandir and how they help a Hindu to worship.</p> <p>I can describe what happens at a church.</p> <p>I can understand how and why Christians find the community of the church so important.</p> <p>I can compare acts of worship and artefacts in a mandir with those in a church.</p> <p>I can describe what a harmonious community is like.</p>
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						<p>choose to practice the Pillars.</p> <p>I can describe some key qualities of Muhammed (PBUH).</p> <p>I can identify how Muslims pray.</p> <p>I can describe the practice of charity and Zakah in Islam.</p> <p>I can describe the features of Ramadan and the festival of eid Ul Fitr.</p> <p>I can describe some of the main parts of the Hajj experience.</p>		
Vocabulary		<p>Hindu, Divali, Christian, Easter, Christmas, Jewish, Jew, Purim, celebration, Skih, Muslim, wedding, marriage, birth, Eid-Ul-Fitr, Ramadan, Church, Mosque, Synagogue, Temple, Torah, Qu’ran, Bible, Menorah, Sukkot, pilgrimage, Communion, symbol</p>	<p>Christianity, Judaism, Christian, Jewsih, people, creation, beginning, God, Bible, Testament, Qu’ran, Surah, Jesus, Prophet, Muhammad (PBUH), beliefs, puzzles, mysteries, questions, Church, Synagogue, holy, sacred</p>	<p>Christianity ,Christian, Judaism, Jewish, respect, neighbour, Sikh, Sikhism, kara, kirpan, Ik Onkar, khnada, crucifix, crown of thorns, Holy, worship, symbol, sacred, Bible, testament, Qur’an, Surah, Shahadah, prayer, mosque, wudu, minaret</p>	<p>divali, divas, aum, mandir, Rama, Sita, Hanuman, Lakishima, Ramayana, murti, Prasad, Karma, celebrate, festival, saced, devotion, shrine, ritual, symbol, worship, sharing, friendship forgiving, goodness, generosity, kindness, bible, Jesus, Gospel, Guru, langar, sewa, Prophet, hadith, Torah, Shabbat, Christian, Jesus, disciple, John’s Gospel, eternal life, healing miracle, parable, Jewish, synagogue, Rabbi, Shabbat, Torah, life, death, sou, Imam, Qur’an Makkah, Prophet, Muhmmmed (PBUH), Allah, Aqiqah, the five pillar, Shahadah, Salah, Zakah, Sawm, Hajj, Bhagavad Gita, Samskaras, God, Moksha, Dharma, Karma, reincarnation, River Ganges, pyre, resurrection, heaven, church, community, fellowship</p>	<p>Church, alter, lecturn, font, pulpit, Mosque, mihrab, minaret, quabba, minbar, wadu, Gurdwara, manji sahib, langar, chaur, rumala, Christian, God, Bible, creation, world, Creator, Genesis, father, Jew, Jewish, Sherma, mezuzah, Torah, Sabbath, Christ, Gospel, Rabbi, shepherd, parable, disciples, trinity, miracle, crucifixion, resurrection, incarnation, Islam, Shahadah, salat, salah, zakat, Ramadan, Eid Ul Fitr, Hajj, Makkah, Kaa’ba, ritual, pilgrimage, charity, almsgiving, duty</p>	<p>Jesus, Gospel Temptation, Allah, submission, shaytan, stoning the devil, moral choice, good, evil, Sawm , rakah, Dua, Al Fatihah, Torah, Simchat Torah, Yom Kippar, prayer, meditation. Reflection, love, forgiveness, peace, honesty, fellowship, integrity, personal responsibility, reciprocity, atheism, almsgiving, Zakat, Ummah, generosity, charity, justice, stewardship, fundraising, fairness, empowerment, emergency aid</p>	<p>New testament, parable, precepts, enlightenment, dharma, Torah, covenant, atonement, disciple, forgiveness, commandment, moral, ethics, compassion, dilemmas, temptation, reflection, stillness, quietness, gift of peace, belief, faith, sacred, spiritual, commitment, worship, Psalms, scripture, Christianity, Hinduism, Islam, Sikhism, tolerance, sensitivity, respect, acceptance.</p>
Visits and Visitors		<p>Visit to a Church</p>			<p>Visit to Church – Christmas</p> <p>Visit to a synagogue.</p>	<p>Visit to Church – Christmas</p> <p>Visit to a Mosque?</p>		<p>Visit to a Mandir (virtual?)</p>