

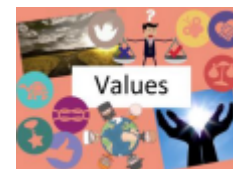
Purpose:

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The Curriculum Framework for RE aims to ensure all pupils:

- 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 and deploy the skills needed to engage seriously with religions and worldviews.

Threshold concepts:



St John's Progression Document

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Subject: Religious Education & Worldviews



How learning starts in the early years:	T1 What makes people special? (Discovery RE) T2 How do people celebrate? Diwali (Discovery RE) Incarnation (UC) Why do Christians perform Nativity plays at Christmas? T3 What can we learn from stories? (Discovery RE) T4 Salvation (UC) Why do Christians put a cross in an Easter garden? T5 What makes places special? (Discovery RE) T6 Creation (UC) Why is the word God so important to Christians?					
	Key Stage One		Key Stage Two			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breath Of Study (NC Ref) Schemes to support planning:	T1 - Christianity Creation (U.C.) Who made the world?	T1 - Christianity God (U.C.) What do Christians believe God is like?	T1 - Hinduism Diwali (Discovery RE) Would celebrating Diwali at home and in the community	T1 - Judaism Beliefs and Practice (Discovery RE) How special is the relationship Jews have with God?	T1 - Sikhism Beliefs and moral values (Discovery RE) Are Sikh stories important today?	T1 - Islam Beliefs and moral values (Discovery RE) Does belief in Akhirah (life after death) help

<u>Understanding Christianity</u> Discover RE/Jigsaw RE	T2 - Christianity Incarnation (U.C.) Why does Christmas matter to Christians? T3 - Judaism Rosh Hashanah and Yom Kippur (Discovery RE) Are Rosh Hashanah and Yom Kippur important to Jewish children? T4- Christianity Salvation (U.C.) Why does Easter matter to Christians? T5 - Judaism Shabbat (Discovery RE) Is Shabbat important to Jewish children?	T2 - Christianity Gospel (U.C.) What is the Good news that Jesus brings? T3 - Judaism Passover (Discovery RE) How important is it for Jewish people to do what God asks them to do? T4 - Christianity Salvation (U.C.) Why does Easter matter to Christians? T5 - Judaism (Discovery RE) Rites of Passage and good works What is the best way for a Jew to show commitment to God?	bring a feeling of belonging to a Hindu child? T2 - Christianity People of God (U.C) What is it like to follow God? T3 - Hinduism Hindu beliefs (Discovery RE) How can Brahman be everywhere and in everything? T4 -Christianity Salvation Why do Christians call the day Jesus died Good Friday? T5 - Christianity Kingdom of God When Jesus left what was the	T2 - Christianity Incarnation/God What is the Holy Trinity? T3 - Judaism (Discovery RE) Passover How important is it for Jewish people to do what God asks them to do? T4 - Christianity Salvation (U.C.) Why do Christians call the day Jesus died Good Friday? T5 - Christianity Creation/fall (U.C.) What do Christians learn from the Creation story?	T2 - Christianity Incarnation (U.C. 2B.4) Was Jesus the Messiah? T3 - Sikhism (Discovery RE) Beliefs into action How far would a Sikh go for his/her religion T4 - Christianity Salvation(U.C.) What did Jesus do to save human beings? T5 - Sikhism Prayer and Worship (Discovery RE) What is the best way for a Sikh to show commitment to God? T6 - Christianity God (U.C.)	Muslims lead good lives? T2 - Islam Beliefs and practices (Discovery RE) What is the best way for a Muslim to show commitment to God? T3 - Christianity Creation and Fall (U.C.) Creation and science: conflicting or complementary? T4 - Christianity Salvation (U.C) What difference does the resurrection make for Christians? T5 - Christianity
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	T6- Christianity (Discovery RE) Jesus as a friend Was it always easy for Jesus to show friendship?	T6 - Humanism (Understanding Humanism age 5-7) What is a Humanist? What do Humanists believe?	impact of Pentecost? T6 - Hinduism (Discovery RE) Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu?	T6 - Humanism (Understanding Humanism age 7-11) What is a Humanist? What do Humanists believe?	What does it mean (for Christians) if God is holy and loving?	Gospel (U.C)) What would Jesus do? T6 - Humanism (Understanding Humanism age 11+) What is a Humanist? What do Humanists believe?
AMV Syllabus	Christianity (God and Creation) What do Christians believe about God? Christianity (Incarnation) What do Christians believe about Jesus? Judaism (God and the Covenant) What do Jewish people believe about	Christianity (Gospel) What do Christians believe about love? Judaism (Torah) What do Jewish people believe about Torah? Christianity (Salvation) What do Christians	Christianity (God and Incarnation) What do Christians believe about God and Incarnation? Hinduism (Dharma / Deity / Atman) What do Hindus believe about Dharma? What do Hindus believe about Deity? What do	Judaism (Torah) What do Jewish people believe about Torah? (God and the Covenant) What do Jewish people believe about God and the Covenant? Christianity (Salvation)	Christianity (God and Incarnation) What do Christians believe about God and Incarnation?	Islam (Islam and Iman) What do Muslims believe about Islam and Iman? What do Muslims believe about submission to Allah? Christianity (Salvation) What do Christians believe about Salvation? Christianity (Gospel)

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	God and the covenant?	believe about forgiveness? Humanism What is a Humanist? What do Humanists believe?	Hindus believe about Atman?	What do Christians believe about Salvation? Humanism What is a Humanist? What do Humanists believe?		What do Christians believe about love and Agape? Humanism What is a Humanist? What do Humanists believe?
Knowledge and Understanding	God and Creation - Christians find out about what God is like and how he wants people to live from the Bible. - There is a story in the Bible which Christians believe expresses their key beliefs about creation. - God created the universe. - The story is called the six days of creation and describes what God did as the world was created.	Gospel - Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like. - Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable,	God - Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. - Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity. - Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I	Torah - On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community. - The reading of the Torah is central to the service: during the service there will be readings from the Torah. - In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of	God Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy). Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry. Christians believe the Bible talks about what God is like and his	Salvation - Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus. - Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone. - Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.

- The last thing that God created was humans. - Christians believe that God expects humans to care for His world because it belongs to God. - Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. Incarnation - Christians find out about what Jesus is like and how he wants people to live from the Bible. - Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.	(c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer. - Reflect on the implications of this story for Christians and for themselves today. - Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?' Salvation - Know that the Christian Holy book	baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church. Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. Incarnation Recall stories from the Bible of Jesus miracles - what do they say about Jesus? e.g. that Jesus calmed a storm - he had power over the forces of nature Mark 4.35-41, healing Jairus' daughter - that he had power over death (Luke 8. 40-56).	the scrolls is shown by the way they are: - Never touched by human hands- a special pointer is used - Each scroll has a mantle (cover) - Once they have been used, they are returned to the Ark - There is an ever-burning lamp outside the Ark to show God is always present Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they	relationship with people who believe in him. Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. Recognize that Christians use evidence to support their belief in God. Understand God loves His creation, and everything is created in harmony. Humans have a duty to care for God's creation. They are the stewards of creation. Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in	Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: - Humans have not lived in the way God intended - they have sinned Having broken God's Law, humans should have been punished. (Romans 6:23) Jesus is without sin He sacrifices himself in the place of humanity Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13) Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so
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- Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds – ordinary people – and the Magi. - Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. - Recognise the order of the key events in the Biblical narrative.	- is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament. - Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. - Recognise the order of the key events in the Biblical narrative. - Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.	- Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God. - Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is. Dharma - Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping	- must love God with all their heart. - Know the Torah is written in Hebrew. - Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah. - Attempt to support their answers using reasons and/or information. God and The Covenant - God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan. - Recall the story of the giving of the 10 commandments to Moses: The people of	- God and the concept of stewardship. Incarnation - Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2) - Understand that the two accounts are told from different viewpoints (Mary and Joseph's) - Reflect on why there may be different accounts. - The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine. - Some Christians understand this symbolically and others literally. - The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh".	- that people can be forgiven by God and live in relationship with Him. - Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. Gospel - Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 & 43-46). - Give examples of what Christians are doing today to live out these beliefs. - Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. - Give examples of the ways that the Christian Church shows the love of
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	- Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story. God and The Covenant - Know that Jews believe in one God who created the universe. - Know basic elements of the story found in Genesis: God made the world from nothing God Makes everything in the world, including plants and animals Man is the last to be made Man is made last and is given responsibility to care for the world God has created - Know that the Jewish name for God is Adonai which	- Understand that Christians believe that because Jesus died, they can be forgiven by God. - Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. Raise and suggest answers to relevant questions in response to their enquiry into the Easter story. The Torah - Know that the Torah means 'teaching' is the most important part of Jewish scriptures. - Know that it contains the first 5 books of the Hebrew Bible. - It teaches Jews what God is like and how	promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. - Understand when Hindus light lamps to celebrate Diwali they remember that God guides us in life the way lamps light up darkness, to help us see our way. - Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma' Deity - Know that Hindu holy books describe Rama	Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by. - Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people. - Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews	Incarnation is the belief that Jesus Christ is fully human and fully God. Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help. Sikhism See discovery RE	God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth. - Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations? Humanism - Be familiar with the term 'agnostic' and its two related meanings – 1) a
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mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness. • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God. • Raise and suggest answers to relevant questions in response to the story of creation.	they should live their lives. • One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. • Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah. • Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. • Attempt to support their answers using	AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example. • Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali. Atman • Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower	re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God. • Understand that Jews believe there is one God who should be placed above all else. • The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah. • Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.	person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic. • Be able to say why Humanism is a life stance but not a religion. • Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life. • Know how Humanists might celebrate marriage or conduct an event to mark the death of
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	Attempt to support their answers using reasons and/or information.	reasons and/or information Humanism - Be familiar with the terms 'Humanist' and 'atheist'. - Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world. - Know that many Humanists are 'atheists'; they do not believe in a deity or deities. - Recognise the 'happy human' logo	petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. - Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. - Know that Hindus have a special place at home for performing puja once a day. - Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. - Raise and suggest answers to relevant	- Attempt to support their answers using reasons and/or information. Salvation - Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'. - Explain the Christian Salvation story and that it makes four main claims: - God created a perfect world - Humanity went wrong - To save humanity, God had a salvation plan - God enters into the world as Jesus Christ who saves humanity - Recall the key features of the story of Zacchaeus: - Understand the context of the story;		- someone close to them. - Be able to say how these differ from a religious ceremony and why. - Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott. - Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine. - Be aware of the work of the British Humanist Association (BHA) in promoting
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		• Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.	questions in response to the Hindu belief in Dharma, deity and Atman. • Attempt to support their answers using reasons and/or information.	Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. - Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good. • Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God. Gospel • Christians try to be like Jesus and obey his		understanding of Humanism. Islam Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. • Identify the two main beliefs of Islam as: - the belief in only one God, and - the belief that Muhammad is the Messenger of God • Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: - Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and
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				teachings in the things that they think and do. - Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay. - Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour? - Understand background to the story; Samaritans and Jews are enemies (at		helps them straying from the path - The sujud position (prostration) reflects Muslim submission as a physical act. - Salah can take place anywhere, as God created everything - Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. - Attempt to support their answers using reasons and/or information - Know that Muslims believe that Muhammad had many revelations over 22 years. - Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they
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				the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason. • How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing? • Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and		wrote formed a book – the holy Qur'an. • Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book. • Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book. • Know that God's message is known as the 'Straight Path' or the Shariah. • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.
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				information to support their views. Humanism • Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'. • Be able to tell another person what is meant by 'Humanist' and 'atheist'. • Have had the opportunity to talk with members of a Humanist family. • Know that Humanists look for truth as it is known and accessible through science, reason and the experience of		Attempt to support their answers using reasons and/or information.
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				human beings of the ever-changing material world. • Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods. • Be familiar with what the 'happy human' symbol means to Humanists.		
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Key Vocabulary	God and Creation God, Holy, Bible, Christian, Jew, Jewish, Old Testament, New Testament, Tanakh, Creation, Adam, Eve, Garden of Eden, Harvest, Forgiveness, Psalm, King David, Leprosy, Pray, Prayer, Almighty, All Powerful, Elijah, Miracle Incarnation Jesus, Son of God, King, Immanuel, Christian, Christmas, Gabriel, Mary, Joseph, Shepherds, Magi, Baptism, Father, Son, Holy Spirit, Trinity, Paralysed, Forgiveness, Incarnation	Gospel Agape, Unconditional, Sacrificial, Love, Kind, Disciples, Parable, Mercy, Unmerciful, Forgive, Unforgiving, Lord's Prayer, Miracle, Christ, Lord, Messiah, Son of God, Selfish, Unselfish, Charity Salvation Bible, Christians, Faith, Important, Belief, Book, Pages, Verses, Chapter, Cross, New Life, Resurrection, Symbol, Good Friday, Easter, Palm Sunday, Crucifix, Crucifixion, Last Supper, Humble, Serve, Gethsemane, Peter, Betrayal, Mocked, Holy Week Torah	God Bible, God, God's Word, Old Testament, New Testament, Parable, Father, Son, Holy Spirit, Trinity, Baptism, Commitment, Church, Denomination, Baptist, Catholic, Anglican, Church of England, Methodist, Font, Altar, Communion Rail, Lectern, Pulpit, Christening, Dedication, Infant Baptism, Believer's Baptism Incarnation Christ, Lord, Son of God, Messiah, Jesus, Baptism, Pray, Healing, Miracle, Paralysed, Transformed, Transfiguration, Moses, Elijah,	Torah Synagogue, Jewish, Worship, Torah, Rabbi, Sefer Torah, Mantle, Ark, Hebrew, Scroll, Prayer Book, Scribe, Shabbat, Tanakh, Navi, Ketuvim, Talmud, Mishnah, Aramaic, Scriptures, Holy, Shema God and the Covenant G-d, Abraham, Covenant, Chosen People, Jews, Jewish, Hebrew Bible, Plagues, Exodus, Passover, Pesah, Seder Meal, Anti-Semitism, Ten Commandments, Matzah, Tanakh, Temple, Wailing Wall, Solomon Salvation Christianity, Christ, Cross, Relationship,	God God, Bible, Compassionate, Omniscient, Omnipresent, Almighty, Holy, All Powerful, Sin, Set Apart, Fair, Unfair, Judgement, Forgiveness, Creation, Steward, Stewardship, Living Lightly Incarnation Gospel, Virgin, Incarnation, Became Flesh, Nicene Creed, Miracles, Immanuel Sikhism Khalsa, Sikhs, Guru Nanak, Langar, Golden Temple of Amritsar, Gurdwara, Guru Granth Shaib	Salvation Elicitation, Atonement, Forgiveness, Pardoning, Resurrection, Death, Christ, Lord, Master, Son of God, Son of Man, Emmanuel, Christian, Saviour, Sacrifice, Cross, Sin, Easter, Redemption, Last Supper, Good Friday, Celebration, Eucharist, Palm Sunday, Disciples, Condemned, Communion, Trinity, Liturgy, Creed, Prayer, Praise, Scripture, Bible, The Lord's Prayer, Baptism, Sacrament, Symbolism, Redeemed Gospel Agape, Love, Selfless, Sacrificial, Unconditional, Storge, Philia, Eros, Beatitudes, Blessed, Saviour, Revenge, Reconciliation, Sin, Forgiveness, Moral
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	God and the Covenant Rosh Hashanah, Yom Kippur, Fasting, Synagogue, Torah, G-d, Forgiveness, Pardon, Atonement, Shofar, Sukkot, Lulav, Etrog, Moses, Manna, Bar Mitzvah, Bat Mitzvah, Commandment, Covenant, Kippah, Tallit, Yad, Scroll, Star of David, Judaism, King Solomon, Wisdom, Proverbs	Law, Torah, Moses, Simchat Torah, Scroll, Tablets, Commandments, Mezuzah, Challah, Kippah, Tallit, Shabbat, Day of Rest, Yad, Synagogue, Chupah, Ketubah, Mazel Tov Humanism Atheist, Agnostic, Humanist, Church, Synagogue, Mosque, Wedding, Dedication, Baptism, Registry Office, Happy Human, Reciprocity	Tanakh, Old and New Testament Dharma Dharma, Right Living, Respecting Life, Honouring Natural World, Exile, Rama, Hindu, The Ramayana, Diwali, Faith, Hindu Dharma, Hindi Deity Deity, Brahman, Deva, Devi, Avatar, Krishna, Lakshmi Atman Atman, The Divine Within, Puja, Puja Thali, Incense, Mandir, Shrine, Murti, Prasad, Arti	God, Forgiveness, Good Friday, Sins, Herod, Pilate, Crucifixion, Salvation, Fall, Humanity, Creation, Lent, Temptation, Shrove Tuesday, Ash Wednesday, Devil, Holy Week, Easter, Maundy Thursday, Good Friday, Triumphal Entry, Palm Sunday, Zacchaeus, Prodigal Son, Patient, Unforgiving Gospel Samaria, Samaritan, Jewish, Israel, Jericho, Jerusalem, Priest, Levite, Agape, Gospel, Love, Good News, Neighbour, Unconditional, Selfless, Sacrificial, Selfishness, Widow,	Choices, Talents, Secular Humanism Humanism, Humanist, Agnostic, Atheist, British Humanist Association (BHA), Registrar Islam Islam, Submission, Muslims, Qur'an, Ka'bah, Qiblah, Makkah, Wudhu, Wuzu, Allah, Mosque, Rak'ahs, Sujud, Prostration, Salat, Prayer, Prayer Mat, Shahadah, Kalimah, Muhammad, Messenger of God, Arabesque Iman Gabriel, Shariah, Prophet, Arabic
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St John's Progression Document

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				Temple, Mean, Generous, Compassion, Miracle Humanism Truth, Right, Wrong, Humanist, Humanism, Agnostic, Atheist, Secular, Reason,		
Assessment/POP Task	Formative Assessment Formative assessment is embedded throughout both Understanding Christianity and Discovery RE units to support ongoing pupil progress. Teachers use questioning, discussion, reflection activities and pupil responses to gauge understanding and inform next steps. Opportunities include: Using “big questions” and retrieval activities to revisit prior learning and assess recall. Encouraging peer and self-assessment through reflection journals and class dialogue. Gathering evidence of how pupils apply key vocabulary and theological concepts in context. These continuous assessment points help teachers adapt teaching, address misconceptions, and plan for deeper learning experiences. Summative Assessment At the end of each unit, teachers make a summative judgement of pupil progress using the assessment frameworks within Understanding Christianity and Discovery RE. These judgements are based on a range of evidence — verbal, written, and practical. Using end-of-unit tasks/, concept maps or creative responses as evidence of understanding linked to the units key question. Summative assessment is recorded on our Foundation Subject Tracker.					