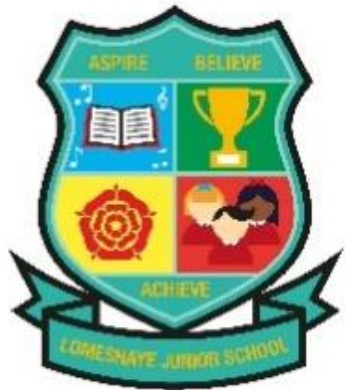


# Lomeshaye Junior School RE Curriculum Progression



Shabana Malik

Lomeshaye Junior School



# Lomeshaye Junior School Curriculum Overview

## Aspire – Believe – Achieve



### Curriculum Vision

"A vibrant, inclusive learning community coupled with an ethos of high expectations and challenges are paramount to Lomeshaye's success. Aspirations are raised in a learning climate that is engaging and fun.

Our ambitious and aspirational curriculum provides individuals with a basis for learning a breadth of knowledge and development of skills across a broad range of contexts. We offer opportunities for learning about and through rights, sustainable development, creativity and cultural aspects. Our creative and extended curriculum which incorporates clubs, trips, partners working in school, sporting events and residential visits, will endeavour to develop our children and help to instil a sense of responsibility for the wider world whilst maximizing learning and enjoyment for all. An enriched curriculum provides a full entitlement for all learners including those with SEND and addresses social disadvantage. Our curriculum allows teachers to teach with freedom in innovative and creative ways. The quality of learning and teaching in every classroom - and the inspiration, challenge and enjoyment comes from our teacher's commitment and enthusiasm and is critical in achieving our goals as we Aspire – Believe – Achieve." – Vision developed by staff

### Purpose

This document reflects the school values and philosophy in relation to the teaching and learning of National Curriculum Subjects and the locally agreed syllabus for Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. Our curriculum is shaped by all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the statutory requirements of the National Curriculum but the range of extra-curricular activities that enrich the children's life experiences. In addition, it includes the 'hidden curriculum' whereby the children learn from the way they are treated and expected to behave. We aim to teach our pupils to become positive, responsible and resilient, so that they can work and collaborate with others whilst developing knowledge, understanding and skills in order to reach their true potential.

### The National Curriculum Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

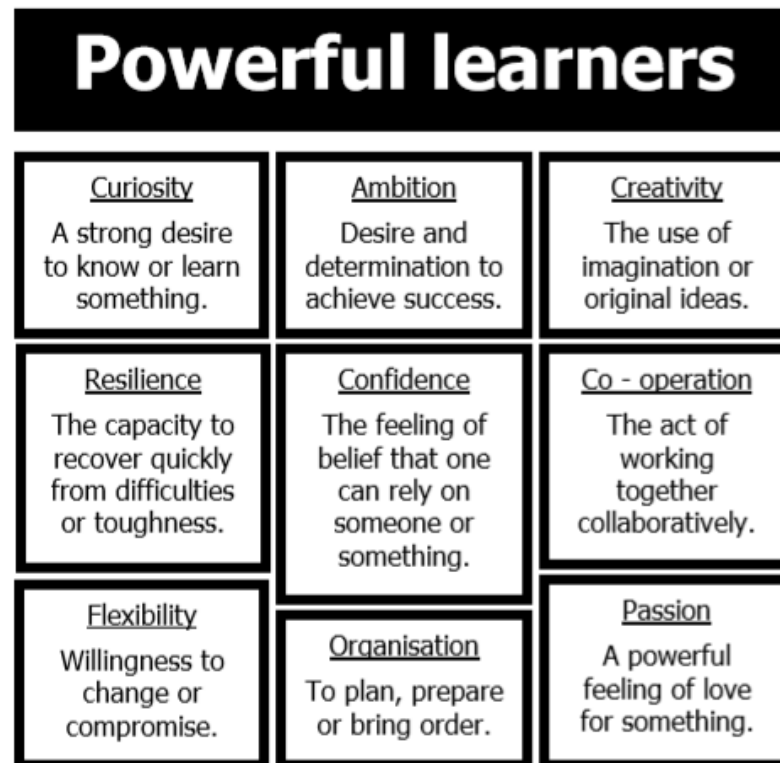
The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

## Aspire - Curriculum Intent:

At Lomeshaye Junior School our rationale is to deliver a challenging curriculum that builds on prior knowledge and develops cultural capital, is rich in written and spoken language, deepens understanding, and enables children to develop the powerful learner attributes which allow them to Aspire-Believe-Achieve.

### We aim to be a school where:

- we provide a rich and varied curriculum which helps to develop a sense of self and a respect for the local area and wider world.
- staff and pupils have high expectations and strive for excellence in all subjects
- pupils acquire and develop a good level of skills in reading, writing and mathematics.
- children have opportunities to be curious, creative and have cultural experiences.
- we learn about and through rights and provide opportunities for children to be advocates for sustainable change
- children develop the knowledge, skills and powerful learner attributes needed to flourish in life, learning and work now and in the future.
- we support pupils to become responsible citizens with excellent behaviour and the ability to self regulate.



At Lomeshaye Junior School, the curriculum is designed coherently in order that children in KS2 build knowledge, skills and understanding across all NC subjects taught through creative curriculum themes. Subjects are taught individually with relevant and meaningful connections made to other subjects under the same overarching theme so that the core skills and knowledge are not diluted through the thematic approach. Each foundation subject is taught through a progression model adapted from the NC and Lancashire KLIPS and End of Year Expectations which outlines the intended curriculum skills, knowledge and core vocabulary for each year group and the 4 writing purposes are linked to this, along with opportunities for Maths across the curriculum. Long term plans are formed with logical progression in mind, building on previous years' learning, and Medium Term planning includes the Lancs EOYE and KLIPS with opportunities for them to be revisited over the year. The language of rights is used to learn about and advocate for change and children are provided with opportunities to work with specialist teachers to develop their talents and receive an education which celebrates the whole child.

### **Believe - Curriculum Implementation:**

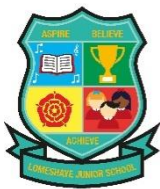
Our pedagogies, created and agreed by Lomeshaye staff, outline how the curriculum is implemented. The long term and medium term planning comes to life in the classroom when the pedagogies inform planning, teaching and learning. Kagan cooperative learning is used to promote collaboration and oracy is enhanced through use of talk roles. Learning revisits prior knowledge and is scaffolded appropriately to allow children to recall previous learning and make connections. Subject specific vocabulary, knowledge and skills, and links to powerful learner attributes, rights and SDG's are made explicit throughout so that pupils can integrate new knowledge and build on their prior understanding of concepts. Knowledge and learning organisers are in the early stage of implementation and are used for pre teaching, to support home learning and to form part of the reviewing of learning. These scaffold children with key facts and vocabulary and support the retention of knowledge into long term memory. Each leader sets out the specific intent for their subject and how its implementation will look in the planning and delivery of teaching and learning.

### **Achieve - Curriculum Impact:**

We believe that our curriculum intentions have an impact when the children can remember their learning, recall knowledge and make connections. The learning environment, planning and pupil's work demonstrates how children are exposed to the curriculum but the true impact is revealed when the children are able to articulate their knowledge and understanding through a range of written, creative and oral outcomes. To achieve our curriculum goals, subject leaders closely scrutinise all aspects of teaching and learning in their subjects to monitor that the curriculum is coherent and well-sequenced, and that children have opportunities to consolidate and embed knowledge. Impact is measured through summative assessments, focus week observations and scrutiny, curriculum evaluations and pupil voice. In addition, external recognition through achieved awards such as RRS Gold and the SENDIA award show that the curriculum we provide is of a high standard.

**Lomeshaye Pedagogies:** Highly effective teaching and learning is dependent on...

<p><b>Building on what pupils already know</b>          Planning engaging pre-learning tasks to assess current knowledge.          Using talk partners to explore and share knowledge.          Adapting lessons to reflect current attainment.          Looking back to previous year group's coverage and KLIPS to ensure appropriate challenge.          Pre and post home learning tasks - deepen and embed.</p>	<p><b>High quality questions from pupils and adults</b>          Use of questioning dice.          Planned opportunities for pupils to ask questions (pupil choice).          Starting lessons with a learning question.          Planned use of HOT questions during lessons from teacher and TA.          Regular audit of adult questions within the classroom.          Pupil questioning tools - 'see, think, wonder'          Questions on plans for TA's.          Prompts in resilience boxes.</p>	<p><b>Regular and effective feedback</b>          Individual and whole class feedback.          Peer to peer feedback - collaborative learning pro forma.          Self-evaluation and reflection tools.          Planned time to respond to feedback.          1-1 time to give and discuss feedback.          Children feeding back to adults their personal strengths and weaknesses.          Fluid intervention trackers to support regular and effective feedback.</p>
<p><b>Higher order activities that challenge thinking</b>          Record a thinking grid for the half term.          Ensure all pupils have a balance of HOT (Higher Order Thinking) activities through careful planning.          Include HOT in all curriculum lessons.          Pupils highlight their learning of the day.</p>	<p><b>Pupils being clear on the 'what' and 'why'</b>          Presenting the big picture at the start of a term.          Clear curriculum overviews for parents.          Regular reminders during lessons.          Use of working walls.          Linking learning to real life when appropriate.          Assertive discussions during mentoring.</p>	<p><b>Explicit development of metacognition</b>          Identify, display and teach the learning power of the month.          Explicit planning for how the behaviour will be developed.          Reflection tools within lessons which focus on 'how'.          Learning behaviour working wall.          Learning behaviours celebrated in assembly.</p>
<p><b>Variation of inputs during the process and different outputs for learning</b>          2nd and 3rd input to be different to the first.          Vary the emphasis on visual and auditory.          Use pupils who have mastered to provide input to those who haven't.          Effective use of resources including TAs, ICT and the outdoor environment.</p>	<p><b>A pupil centred learning process</b>          Building elements of choice within all lessons (chilli challenge, science experiments etc.)          Development of group roles.          Pupil lesson evaluation forms.          Planning for different types of learner.          Involving pupils in curriculum evaluations.          Pupil choice planned for all activities when appropriate.          Home learning.</p>	<p><b>Worthwhile classroom dialogue</b>          Identify, display and discuss dialogic behaviours.          Development of structured sharing strategies (Kagan)          Carefully planned opportunities for talk to enhance learning.</p>



# Lomeshaye Junior School Curriculum Statement

## Aspire-Believe-Achieve



### RE

The aim for RE in Lancashire is, "To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief. 'Lancs SACRE

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our planned teaching sequence will show:</b></p> <ul style="list-style-type: none"> <li>Lomeshaye agreed pedagogies used as basis for teaching and learning.</li> <li>The Big Picture: Children to show respect and tolerance towards other religion as well as valuing their own beliefs</li> <li>Building on prior learning and reviewing and revisiting</li> <li>Specify key vocabulary to be used and its meaning</li> <li>Conduct Field of Enquiry using a variety of sources and / or artefacts</li> <li>Interpret their findings</li> <li>Communicate their religious knowledge and understanding appropriately</li> <li>Evaluate their learning and compare with other religions studied as appropriate</li> <li>Opportunity to email a believer or visit a place of worship</li> </ul>	<p><b>Pupil voice will show:</b></p> <ul style="list-style-type: none"> <li>A developed understanding of the beliefs and values of religions at an age appropriate level</li> <li>A secure understanding of the religious concepts, key people and events</li> <li>A progression of understanding, with appropriate vocabulary which supports and extends knowledge acquisition.</li> <li>Confidence in discussing different religious traditions, their own work and identifying their own strengths and areas for development.</li> </ul>
<p><b>The RE leader will:</b></p> <ul style="list-style-type: none"> <li>Understand and articulate the characteristics of high quality teaching in the subject and the main strengths for improving and sustaining high standards of teaching and learning for all pupils</li> <li>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as reflective thinkers.</li> <li>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>The relationship of their subject to the curriculum as a whole</li> <li>Keep up to date with current R.E research and subject development through an appropriate subject body or professional group.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>Provide appropriate quality equipment for each area of the curriculum.</li> <li>Have developed learning walls which include high quality WAGOLLS, including actual pieces of work, and carefully chosen vocabulary, which are regularly updated.</li> <li>Be organised using Kagan cooperative learning so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills</li> </ul>	<p><b>Children's work in books and displays will show:</b></p> <ul style="list-style-type: none"> <li>A varied and engaging curriculum which develops a range of enquiry skills and depth of knowledge.</li> <li>Clear progression in line with expectations set out in the progression grids developed from Lancashire Agreed Syllabus</li> <li>Developed and final pieces of work which showcase the skills and knowledge learned.</li> <li>Sustained improvement in their subject knowledge, understanding and skills</li> <li>A strong understanding of the key ideas of the subject</li> <li>Deep thinking in relation to the subject matter</li> <li>That children are enthusiastic and highly motivated about R.E.</li> </ul>



<p><b>The class teacher will, with support from year group colleagues and the RE leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> <li>• Work well together as a team;</li> <li>• Apply policy and plans consistently in the classroom;</li> <li>• Have high expectations of the pupils;</li> <li>• Reinforce the motivation of the pupils;</li> <li>• Facilitate deep learning within the subject;</li> <li>• Make good use of support, training and guidance.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a learner of religions because they know how to be successful.</li> <li>• Safe and happy in R.E lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on RE skills and knowledge</li> <li>• Develop religious knowledge, skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul>	<p><b>The RE leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>
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**Make sure that the information above tallies with subject policy**



# Lomeshaye Junior School Progression in RE

## Aspire-Believe-Achieve



### RE

The aim for RE in Lancashire is, "To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief. 'Lancs SACRE

Year3	Year4	Year5	Year6
<b>Key question - who should we follow?</b>	<b>Key question – how should we live our lives?</b>	<b>Key question - where can people find guidance on how to live their lives?</b>	<b>Key question – in what way is life like a journey?</b>
<p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Show awareness of similarities in religions. (B&amp;V, LRT)</li> <li>Identify how religion is expressed in different ways. E.g. dress, prayer, celebrations. (LRT)</li> <li>Use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences. (B&amp;V, LRT)</li> <li>Identify what influences them, making links between aspects of their own and others' experiences. (SHE)</li> <li>Recognise their own and others' values in relation to matters of right and wrong (SPM)</li> <li>Ask important questions about religion and beliefs and find out answers. (SHE, B&amp;V)</li> </ul>	<p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Use specific vocabulary to describe key features of living religious traditions, recognising similarities and differences. (LRT)</li> <li>Begin to identify the impact religion has on believers' lives. (B&amp;V LRT)</li> <li>Make links between believers' values and commitments and their own (SPM)</li> <li>Ask important question about religions and beliefs, and compare to their own experiences. (SHE, B&amp;V, SPM)</li> </ul>	<p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Make links between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</li> <li>Suggest meanings for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</li> <li>Describe the impact of religion on people in terms of beliefs, values and personal meaning.(LRT)</li> <li>Apply their ideas to their own and other peoples' lives simply. (B&amp;V)</li> <li>Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul>	<p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&amp;V LRT)</li> <li>Explain what inspires and influences them, expressing their own views whilst respecting other people. (SPM).</li> <li>Analyse religious information and begin to develop their own opinions B&amp;V, SPM).</li> <li>Ask important questions about religion and beliefs, (e.g., identity, belonging, meaning, purpose, truth, values and commitments).</li> <li>Compare different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul>
<b>End Points</b>	<b>End Points</b>	<b>End Points</b>	<b>End Points</b>
<p><b>A Year 3 pupil should be able to develop Field of enquiry:</b></p> <ul style="list-style-type: none"> <li><b>Shared Human Experience:</b> pupils will ask questions about and make links between their own experience and stories of people who are followed.</li> </ul>	<p><b>A Year 4 pupil should be able to develop Field of Enquiry</b></p> <ul style="list-style-type: none"> <li><b>Shared Human Experience:</b> pupils will consider questions about commitment and change and explore people's experiences of life as it connects to what we believe and value.</li> </ul>	<p><b>A Year 5 pupil should be able to develop Field of Enquiry</b></p> <ul style="list-style-type: none"> <li><b>Shared Human Experience:</b> pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance.</li> </ul>	<p><b>A Year 6 pupil should be able to develop Field of Enquiry</b></p> <ul style="list-style-type: none"> <li><b>Shared Human Experience:</b> develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'.</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Living Religious Traditions:</b> pupils will ask questions about the lives and examples of founders and leaders of religion.</li> <li>• <b>Beliefs and Values:</b> pupils will investigate the beliefs and values of founders and leader.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will consider the example of those people who are followed for their own lives and their own beliefs and value</li> </ul> <p><b>Opportunities should be created for children to</b></p> <ol style="list-style-type: none"> <li>1. Email a believer</li> <li>2. Generate questions to ask a member of faith</li> <li>3. Visit a place of worship</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Living Religious Traditions:</b> pupils will consider the impact of religion as individuals, in family and in community, in the religions studied.</li> <li>• <b>Beliefs and Values:</b> pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will make links between their own lives and what they believe to be of value</li> </ul> <p><b>Opportunities should be created for children to</b></p> <ol style="list-style-type: none"> <li>1. Email a believer</li> <li>2. Generate questions to ask a member of faith</li> <li>3. Visit a place of worship</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Living Religious Traditions:</b> pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community.</li> <li>• <b>Beliefs and Values:</b> pupils will identify and consider the beliefs and values within religious teachings from revered literature.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives</li> </ul> <p><b>Opportunities should be created for children to</b></p> <ol style="list-style-type: none"> <li>1. Email a believer</li> <li>2. Generate questions to ask a member of faith</li> <li>3. Visit a place of worship</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Living Religious Traditions:</b> identify and question how religious traditions support the journey of life and celebrate or mark life's milestones.</li> <li>• <b>Beliefs and Values:</b> identify and consider the beliefs and values that underpin a religious life at its different stages.</li> <li>• <b>The Search for Personal Meaning:</b> in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</li> </ul> <p><b>Opportunities should be created for children to</b></p> <ol style="list-style-type: none"> <li>1. Email a believer</li> <li>2. Generate questions to ask a member of faith</li> <li>3. Visit a place of worship</li> </ol>
<b>Key Knowledge</b>			
<p><b>Christianity – God</b></p> <ul style="list-style-type: none"> <li>• Examine Christians belief in Creator God who is active in the world redeeming it</li> <li>• How Christians try to line their lives like Jesus would</li> <li>• Know the main events in the Christmas story</li> </ul> <p><b>Christianity – Jesus</b></p> <ul style="list-style-type: none"> <li>• Christians belief that Jesus id the perfect expression of God</li> <li>• Jesus is an example of God's love and forgiveness.</li> <li>• Jesus offers salvation to everyone who asks for it.</li> </ul>	<p><b>Christianity – God</b></p> <ul style="list-style-type: none"> <li>• Use of light to indicate presence and qualities of God incarnate in Jesus.</li> <li>• Jesus guides Christians through life like light in the dark</li> <li>• Significance of Christingles</li> </ul> <p><b>Christianity – Jesus</b></p> <ul style="list-style-type: none"> <li>• Focus on sacrifice</li> <li>• Jesus mad the ultimate sacrifice by dying so that his followers can be with him in Heaven</li> <li>• Examples of famous Christians have made sacrifices in their lives</li> </ul>	<p><b>Christianity – God</b></p> <ul style="list-style-type: none"> <li>• Christians believe that the gospels tell the story of Jesus birth</li> <li>• The different versions were written for different audiences, Matthew: Jews, Luke : Gentiles</li> </ul> <p><b>Christianity – Jesus</b></p> <ul style="list-style-type: none"> <li>• Jesus is both human and God</li> <li>• Explore life of Jesus looking for clues in Bible about his nature- healing, forgiving, resisting temptation</li> </ul>	<p><b>Christianity – God</b></p> <ul style="list-style-type: none"> <li>• Jesus was a gift to Earth at Christmas to be a guide to Christians</li> <li>• Various church services that are attended at Christmas- mass carol services.</li> </ul> <p><b>Christianity – Jesus</b></p> <ul style="list-style-type: none"> <li>• Explore how relationships can spoiled and Jesus' teachings on forgiveness</li> <li>• Some Christians can seek forgiveness by confessing their sins</li> <li>• Bible stories of being lost and found – The prodigal son</li> </ul>

<p><b>Christianity – The Church</b></p> <ul style="list-style-type: none"> <li>Examine role of the church as a community of believers from all races and nationalities who are committed to live in the spirit of Jesus</li> <li>Names of disciples and other Christians who follow Jesus' example when living their lives.</li> </ul> <p><b>Hindu Dharma</b></p> <ul style="list-style-type: none"> <li>Hindus believe that there are many paths to understanding the divine</li> <li>Understanding the Three Debts is one path</li> <li>Explore celebration of Rakhsha Bandan and its significance</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Gotama Buddha is not a God but a human</li> <li>How Buddha discovered the way of overcoming unhappiness</li> <li>Know the function of The Sangha (monastic community)</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Prophets are messengers of Allah</li> <li>Muhammad (pbuh) is a special prophet to Muslims</li> <li>Know main events and family of Prophet Muhammad.</li> </ul>	<p><b>Christianity – The Church</b></p> <ul style="list-style-type: none"> <li>Focus on how the church supports its members living the faith.</li> <li>Know that Eucharist service in different denominations</li> <li>Celebrating the Eucharist helps Christians remember the sacrifice Jesus made as well as celebrate their lives</li> </ul> <p><b>Hindu Dharma</b></p> <ul style="list-style-type: none"> <li>Examine some Hindu forms of obligation.</li> <li>Know the story of Rama and Sita</li> <li>Explore themes such as good will overcome evil.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Practise that support the Judaism lifestyle</li> <li>The importance of the synagogue as a place of worship that supports the Jewish community and others.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Explore the 5 pillars and how these are followed</li> <li>Investigate what happens during Ramadan</li> </ul>	<p><b>Christianity – The Church</b></p> <ul style="list-style-type: none"> <li>Focus on place of sacred books and literature in enlightening and supporting Christian fellowship</li> <li>The church offers guidance to Christian and helps them live their lives like Jesus</li> <li>Christians get their guidance from the Bible</li> </ul> <p><b>Hindu Dharma</b></p> <ul style="list-style-type: none"> <li>Examine how Hindu truths are transmitted through stories in revered literature</li> <li>Hindu stories help them search for truth- opportunities to explore beliefs and practices associated with a key story</li> <li>Stories offer guidance on how to be a good Hindu</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>Explore the content of the Guru Granth sahib, its role in worship and teaching revealed in it.</li> <li>Truth is revealed by the human gurus and the Guru Granth Sahib</li> <li>The physical treatment of the Scripture.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>The Quran is the word of God</li> <li>Examine role and status of the Quran and how it support daily life</li> <li>Various Muslims teachings from the Quran, stories that give a message.</li> </ul>	<p><b>Christianity – The Church</b></p> <ul style="list-style-type: none"> <li>Explore some aspects of change that occur as people travel through life inside and outside of the and within Church</li> <li>For Christians baptism is a commitment to God and community</li> <li>Know what baptism is and how it changes life of Christians.</li> </ul> <p><b>Hindu Dharma</b></p> <ul style="list-style-type: none"> <li>There are 4 Hindu stages of life, ashramas</li> <li>Samskaras occur during each Ashrama</li> <li>Hindus go through the cycle of reincarnation until they reach Moksha</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Explore the \$ Noble Truths and how the changes life of Siddhartha</li> <li>Suffering and impermanence are inevitable</li> <li>Changing their lives and following Eightfold path and 4 noble truths can ease suffering and achieve ultimate goal of enlightenment.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Know that Muslims should commit and submit to the will of Allah</li> <li>Humans attain a state of peace though this obedience</li> <li>Know how the 5 pillars demonstrate this obedience and submission</li> </ul>
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Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p><b>Christianity – God</b> nativity, Jesus, Joseph, Mary, donkey, Christmas Story, manger, stable, Angel, Three Wise men, gifts- gold, frankincense and myrrh</p> <p><b>Christianity – Jesus</b> Saviour, Maundy Thursday, Good Friday, Easter Sunday, resurrection. Crucifixion, Cross, crucify, The Last Supper, rescued</p> <p><b>Christianity – The Church</b> Parables, tax collector, commitment, disciples, Mission, followers, Martin Luther King, Corrie Ten Boom, Archbishop Desmond Tutu</p> <p><b>Hindu Dharma</b> Hindu, duty, divine, deities, Three debts, scriptures, Trimurti- Brahma, Vishnu and Shiva, guidance</p> <p><b>Buddhism</b> Wesak, Sangha, Gotama Buddha, unhappiness, enlightenment, Prince Siddhartha, Bodhi tree</p> <p><b>Islam</b> Prophet, Muhammad (pbuh), Abdullah, Aminah, Abu Talib, Abdul Mutallib, Saudi Arabia, Makkah, Quraish</p>	<p><b>Christianity – God</b> light of the World, Bible,, Gospels, Christingle- dried fruit, cocktail sticks, orange, red ribbon, candle, symbols.</p> <p><b>Christianity – Jesus</b> Christ, Son of God, sacrifice, Easter story- palm leaves, priest, Judas ,wine, bread, Angel, Mary Magdalene, Pontius Pilate, cross, tomb, disciple, cockerel</p> <p><b>Christianity – The Church</b> Eucharist, Last supper, Judas, chalice wine, brad, alter, vestments, vicar.</p> <p><b>Hindu Dharma</b> Rama, Sita, Diwali, diva lamps, rangoli patterns, fireworks, lights, golden deer, Ravana, lantern, New Year, monkey</p> <p><b>Judaism</b> Synagogue, Shema, Israel, Deuteronomy, Hebrew, mezuzah, tefilliin, tallit</p> <p><b>Islam</b> 5 Pillars- Shahadah, Salah, zakat, sawm, Hajj, Ramadan, sacrifice, Sehri, Iftari, dawn, dusk, commitment.</p>	<p><b>Christianity – God</b> Fables, message, Bible, Mathew, Mark, Luke and John, Gospels, Jews, Gentiles.</p> <p><b>Christianity – Jesus</b> Mathew, Mark, Luke and John, Gospels, healing, forgiving, resisting temptation, parables</p> <p><b>Christianity – The Church</b> Commandments, authority, guidance, Old Testament, New Testament, parables, scriptures.</p> <p><b>Hindu Dharma</b> Pralhad, Holika, Smriti writing, Holi, Vishnu,Krishan,effigies, celebration</p> <p><b>Sikh Dharam</b> Sacred books, 10 gurus, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, Gurumukhi, Gurdwara, 5K' s- Kara, Kanga,kacha, Kirpan, kesh, langar, chauri,ragi,rumaka, sewa, kirtan,Nishan sahib,Vaisakhi</p> <p><b>Islam</b> Quran, Night of Power, Hafiz,Juz,ayat, Surah, recitation, revelation, Cave Hira, Arabic, meditate, preached,Saudi Arabia,Makkah, Angel Gibrael, submission</p>	<p><b>Christianity – God</b> Advent calendars, versions, Xmas story, Advent ring, wreath, love peace, candle, angel, purple, arrival, hope</p> <p><b>Christianity – Jesus</b> Forgiveness, acts of confession, repentance, Lent, sins ,Roman Catholic confession, Prodigal son, inheritance, feast, robe</p> <p><b>Christianity – The Church</b> Baptism, promises, hymns, christening, font, church, godparents, gown, vicar, water.</p> <p><b>Hindu Dharma</b> Four Ashramas, Brahmacharya (student), Grihastha(householder), Vanaprastha (retired), Sanyassa(renunciation), milestone</p> <p><b>Buddhism</b> Eightfold Path, Four Noble Truths, enlightenment, Kisogotami, spokes, Middle way, Nirvana, Siddhartha, dukkha</p> <p><b>Islam</b> Obedience ,Hajj, Salah, pilgrimage, Makkah, Kabah, Safa, Marwa, Arafat, Hajji Mountain, Saudi Arabia, Jeddah, Madinah, Ihram</p>

The above progression is derived from the Lancashire Sacre KS2 Programme of Study. Additional documents to support curriculum progression can be accessed [here](#).

**Notes:**

