

## Ingoldmells Academy Long-Term Map: RE

	<b>Beliefs</b>		<b>Wisdom and Morality</b>		<b>Practises</b>		<b>Community and Belonging</b>	
EYFS	Notice differences between people				Continue to develop positive attitudes about the differences between people.			
EYFS	Understand that some places are special to members of their community.				Recognise that people have different beliefs and celebrate special times in different ways.			
Reception Knowledge	<b>What makes us special?</b> Talk about members of their immediate family and community Name and describe people who are familiar to them Compare and contrast characters from stories, including figures from the past Recognise that people have different beliefs and celebrate times in different ways	<b>What are special times?</b> Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways	<b>What makes some places special?</b> Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways Talk about the lives of people around them and their roles in society	<b>Why are some things special?</b> Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways Talk about the lives of people around them and their roles in society Know some similarities and different between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<b>Why are some stories special?</b> <b>Listen to and talk about stories to build familiarity and understanding</b> <b>Engage ins toyr times</b> <b>Recognise that people have different beliefs and celebrate special times in different ways</b> <b>Anticipate – where appropriate – key events in stories</b> <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</b>	<b>What makes the world special?</b> <b>Talk about members of their immediate family and community</b> <b>Recognise that people have different beliefs and celebrate special times in different ways</b> <b>Explore the natural world around them</b> <b>Describe what they see, hear, and feel outside</b>		
Vocabulary								
Year 1/2 Knowledge	<b>What do some people believe God looks like?</b>  To express ideas about god To explain how some Muslim people express their ideas about God	<b>How did the world begin?</b>  To identify what creation means in relation to the natural world To recognise that some people believe God	<b>Why should we care for the world?</b>  To explore who might own the world by examining a creation story To investigate why some people believe	<b>Why do we need to give thanks?</b>  To identify how and why some people say thank you by reflecting on personal experience To recognise how and why some people	<b>How do we know some people feel a special connection to God?</b>  To identify how the Christmas story shows that Jesus is special to some people	<b>What is a prophet?</b>  To identify the characteristics of a prophet by exploring a story To investigate stories about people's		

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	<p>What do some Hindu people believe God looks like?</p> <p>To recognise that many Christian people believe Jesus is the son of God and God on Earth</p> <p>To identify how some religious worldviews refer to and represent God</p> <p>To identify and explain some of the different names people use for God</p>	<p>created the world by listening to the Jewish and Christian creation stories</p> <p>To recognise that there are different creation stories to explain how the world began</p> <p>To express ideas about what a creator might be like based on creation stories</p> <p>To know that many Humanists use science to understand how the world began</p> <p>To explore and express ideas about how the world began</p>	<p>God created humans last in the Jewish and Christian creation story</p> <p>To explore the meaning of stewardship by analysing quotes</p> <p>To investigate what some Muslims believe about caring for the world by exploring stories from Muhammad</p> <p>To recognise why some people believe it is important to care for the world by exploring ahimsa</p> <p>To understand the importance of taking care of the world from different worldviews</p>	<p>celebrate harvest by examining what they say and do</p> <p>To identify why some Hindus and Christians feel thankful to God by exploring stories</p> <p>To describe how and why some Hindus express gratitude to God by exploring puja</p> <p>To identify how some Hindus and Christians thank God by examining what they do</p> <p>To explore music to understand how some Christians thank God</p>	<p>To investigate why some people believe Guru Nank was special by exploring the story</p> <p>To explore how some stories show beliefs about special people</p> <p>To understand that some people believe Krishna is special by exploring a Hindu story</p> <p>To recognise why Muhammad is special to many people by exploring a story</p> <p>To recognise why many Christians believe Jesus was a special adult by investigating the story</p>	<p>responses to being a prophet</p> <p>To explore the promises made to some prophets in stories and scriptures</p> <p>To investigate the role of Muhammad using stories and scripture</p> <p>To explore the role of Jesus in different worldviews using stories and scripture</p> <p>To explain the importance of Guru Nanak for many Sikhs by looking at key events and teachings</p>
Vocabulary	<p>Allah</p> <p>Christian</p> <p>Creation</p> <p>Jesus</p> <p>Jewish</p> <p>Religion</p> <p>Sikh</p> <p>Waheguru</p>	<p>Belief</p> <p>Brahman</p> <p>Christian Bible</p> <p>Hindu</p> <p>Torah</p> <p>Scripture</p> <p>Humanist</p>	<p>Scripture</p> <p>Muhammad</p> <p>Respect</p> <p>Creator</p> <p>Quote</p> <p>Responsibility</p> <p>Important</p>	<p>Brahman</p> <p>Christian</p> <p>Church</p> <p>Deity</p> <p>Disciples</p> <p>Express</p> <p>Hindu</p> <p>Mandir</p>	<p>Worldview</p> <p>Idea</p> <p>Religion</p> <p>Believe</p> <p>Jesus</p>	<p>Christian bible</p> <p>Guru</p> <p>Jesus</p> <p>Messenger</p> <p>Miracle</p> <p>Prophet</p> <p>Qur'an</p>
Year 3/4 Knowledge	<p><b>What makes us human?</b></p> <p>To understand what makes being human special by exploring Humanist beliefs</p> <p>To consider what makes humans special by exploring beliefs about the soul</p> <p>To describe what some people believe about being human through exploring personal responses</p>	<p><b>Why is water symbolic?</b></p> <p>- To explore how water is important to life practically and symbolically</p> <p>- To explore the significance of water in rituals</p> <p>- To analyse the importance of water in some Christian, Jewish and Muslim stories</p>	<p><b>What makes some texts sacred?</b></p> <p>To recognise how ideas and beliefs can be communicated by looking at different art forms</p> <p>To explore some key Jewish beliefs about scripture by studying religious practices, art and writings</p> <p>To identify similarities and differences</p>	<p><b>Who was Jesus really?</b></p> <p>To explore who Jesus was and how he has been represented in different ways.</p> <p>To explore Jesus' significance to many of his followers using passages from the Bible.</p> <p>To consider how different people interpreted Jesus' parables using the Bible passages.</p>	<p><b>Why is fire used ceremonially?</b></p> <p>To suggest symbolic meanings of fire by exploring the Olympic flame ceremony</p> <p>To explore the symbolism of fire in different Hindu ceremonies</p> <p>To explore how fire can represent destruction and renewal in some Hindu ceremonies</p>	<p><b>Why is the bible the best-selling book of all time?</b></p>

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	To explore the meaning of spirituality to different people To explain how and why some Buddhists meditate To present my own and others' views to answer the enquiry question 'What makes us human?'	- To investigate water's symbolism and role in Christian baptism - To explore the significance of water at the Hindu Kumbh Mela festival - To explore why water is considered precious by analysing quotes and actions	between Jewish and Christian scriptures To recognise the value of the Bible by exploring how and why some Christians use it To compare and contrast different beliefs about the origin and value of religious texts To evaluate the role of some religious texts by examining a range of information	To identify the different names some Christians use for Jesus using images and Bible passages. To create deductions about Jesus by interpreting Bible stories. To explore what the Easter story might suggest about Jesus for many Christians.	To explore the significance of fire in the Zoroastrian worldview To consider how some candles are used to remember in the Jewish worldview To explore the significance of fire in the Easter Vigil	
Vocabulary	Buddhist Connection Meditation Soul Source	Baptism Cleanse Commitment Holy Offering Perspective Shinto Spiritual	Ancient Buddhist Canon Divine Holy New Testament Represent Revelation Tenak Torak scroll	authority cleansed good fortune intention misfortune repentance sin soul wrongdoing	Cleanse Covenant Divine Eternal	
Year 5 Knowledge	<b>Why do people have to stand up for what they believe in?</b> Christian, Muslim, Sikh.  - To recognise how religious beliefs vary - To recognise the importance of religious freedom - To assess the challenges some religious figures faced in the past - To analyse the meaning and symbolism of different festivals - To recognise that people were persecuted for their	<b>Why doesn't Christianity always look the same?</b> Christian  - To assess the significance of Jesus to some of his followers - To recognise factors that influenced the spread of Christianity - To identify some of the features of a Catholic church - To recognise why Christianity changed over time - To consider the impact of Christian practices	<b>What happens when we die? Part 1</b> Jewish, Christian, Muslim, Humanist.  - To understand the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. - To explore some Jewish beliefs about death through the concept of purgatory. - To investigate sources about the afterlife for some Muslim people.	<b>What happens when we die? Part 2</b> Hindu, Buddhist.  - To explain some Dharmic beliefs about the soul - To understand some beliefs about samsara and reincarnation - To recognise factors that may contribute to a Hindu or Sikh breaking the cycle of reincarnation and samsara - To describe how certain practices and traditions may help a Sikh person cope with the death of someone	<b>Who should get to be in charge?</b> Muslim, Sikh.  - To explore the creation of laws and teachings within communities. - To recognise different ways leaders might be selected. - To explore where some religious laws might come from. - To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. - To explore leadership qualities through the	<b>Why are some places in the world significant to believers?</b> Muslim, Christian, Jewish.  - To consider whether height can make a place significant by exploring how some people understand and use mountains. - To identify the importance of Jerusalem to some Jewish, Christian and Muslim people. - To identify examples of the Sikh Gurus'

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	religious beliefs in the past - To explain how and why people stand up for what they believe in	- To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.	- To explain what funerals mean for different people. - To explore the role of forgiveness for people in different worldviews. - To recognise the significance of Dia de los Muertos as a religious and cultural celebration for some Catholic people.	- To express ideas about enlightenment based on Buddhist beliefs - To express ideas about enlightenment based on Buddhist beliefs	examples of historical and religious leaders. - To learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism.	teachings by exploring the Harmandir Sahib. - To investigate the significance of the River Ganges for religious and non-religious people. - To find out about beliefs by investigating relics. - To evaluate who should have access to significant places.
Vocabulary	Buddhist Connection Consciousness Immaterial Mediation Mindfulness Soul spiritual	congregation Eucharist evangelising messiah Pentecost the Pope resurrection sacraments Trinity	atonement Dia de los Muertos Jannah Olam Ha-Ba purgatory reconciliation soul Yom Kippur	bodhisattva Bodhi tree Eightfold path Hukan karma reincarnation margas varna	anointed authority bloodline compassion dedication dignity Hadith interpretation legal system lineage revelation sacrifice succession Sunnah religious law revelation ummah	authentic covenant diaspora pilgrimage relic replica shrine significant stupas
Year 6 Knowledge	<b>Why does religion look different around the world? Part 1</b> Muslim, Jewish, Christian.  - To recognise the importance of words used to describe God - To identify the similarities and differences between some Abrahamic religions	<b>Why does religion look different around the world? Part 2</b> Hindu, Sikh, Buddhist.  - To recognise the diversity within the Hindu worldview - To recognise the impact of influences on beliefs - To analyse and understand Diwali across different traditions	<b>Why is it better to be there in person?</b> Muslim, Hindu Buddhist.  - To explore the factors that can shape someone's experience of a religious or non-religious event - To understand the significance of places for some Jewish and non-Jewish people	<b>Why is there suffering? Part 1</b> Muslim, Christian, Zoroastrianist.  - To explain some causes of suffering by exploring scripture and experience - To understand the concept of free will through exploring scripture - To investigate beliefs about human	<b>Why is there suffering? Part 2</b> Shinto, Buddhist, Sikh, Humanist  - To consider how people's beliefs influence their response to suffering. - To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami.	<b>What place does religion have in our world today?</b> Interfaith (pupil choice)  - To express a personal worldview through art. - To interpret the religious make-up of the UK by examining census data. - To compare the use of places of worship

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	<ul style="list-style-type: none"> <li>- To identify why some mitzvot have been adapted</li> <li>- To explain reasons why traditions can vary within a region</li> <li>- To recognise how some religious practices are influenced by both culture and scripture</li> <li>- To discuss reasons why someone may choose to cover their hair</li> </ul>	<ul style="list-style-type: none"> <li>- To explain there are different Buddhist teachings</li> <li>- To make links and comparisons between different meditative practices</li> <li>- To express the different factors that affect diversity within and across worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>- To evaluate the rules around attending significant places</li> <li>- To consider the challenges that many Muslims may face when travelling to Makkah</li> <li>- To understand the significance of attending a non-religious event as a Humanist</li> <li>- To explore the concept of pilgrimage and its relevance in the UK</li> </ul>	<ul style="list-style-type: none"> <li>wrongdoing through religious perspectives</li> <li>- To explore beliefs about suffering and goodness through scripture and personal responses</li> <li>- To explore different beliefs about God's role in suffering</li> <li>- To examine how teachings about Jesus affect some Christian responses to suffering</li> </ul>	<ul style="list-style-type: none"> <li>- To explore how the Four Noble Truths can help some Buddhists respond to suffering.</li> <li>- To recognise how the belief in Hukam can help some people in difficult times.</li> <li>- To discuss how some Shinto followers believe suffering can be prevented.</li> <li>- To recognise how responses to suffering vary using stories, beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>locally and elsewhere in the UK</li> <li>- To investigate the spread of religion across the world.</li> <li>- To discuss the importance of freedom of religion and belief by analysing different scenarios.</li> <li>- To explain the importance of learning about and understanding others' worldviews through real-life examples.</li> </ul>
Vocabulary	<p>Omnipotent Omnibenevolent Omniscient on ipresent Covenant Niqab Mitvot Hijab Shephardi</p>	<p>abstain adornment avatar Buddhist Canon celestial commemorate consent cultivate culture deities devotee Dharma Dharmic religion diversity</p>	<p>Al-Masjid Al-Aqsa Al-Masjid Al-Haram Annunciation Arafah Ark of the Covenant atheist condemned convention doctrines Dome of the Rock entombed Hajj Ihram Isra'</p>	<p>conscience crucifixion temptation hope response resurrection Satan suffering temptation</p>	<p>Chardi kala Four noble truths Guru Gobind Singh Guru Arjan Hukam kami Kisa Gotami sukha Naam</p>	<p>census colonialisation community data discrimination heritage immigration protected characteristic religious secular worldview</p>