



September | 25

Holy Trinity Lamorbey CE Primary  
School

## Religious Education Policy



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## Our Vision

Psalm 1 vs 3

He shall be like a tree Planted by the rivers of water, That brings forth its fruit in its season, Whose leaf also shall not wither; And whatever he does shall prosper.

**St Paul the Apostle wrote in his letter to the Romans;**

***“Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God, what is good and acceptable and perfect.”***

**At Holy Trinity we aspire to transform the lives of our children by providing them with high quality religious education lessons and experiences so that they are better prepared for their futures in our multicultural pluralistic society; Our children will be in a better position to engage with the public that are of faith or not of faith.**

## Introduction

At Holy Trinity Lamorbey, Church of England Primary school pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Rochester Diocesan syllabus we learn about other religions and world views, fostering respect for their faith, values and beliefs. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Links with our Christian values and vision, and support for pupils' spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

## Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- To develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- To develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.

## **Objectives**

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as minimum pupils are able to:

- give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- show an informed and respectful attitude to religions and world views in their search for God and meaning.
- engage in meaningful and informed dialogue with those of other faiths and none.
- reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## **Teaching and Learning**

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge

and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate. We want to teach our children to have the **courage** to ask questions, to demonstrate **wisdom** in their answers and to show **love** by respecting the beliefs of others.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.
- Rich vocabulary- Purple words.

All RE lessons where possible should be delivered by a teacher. This is to allow the appropriate preparation and knowledge needed to deliver the lesson.

## **Adaptations and Special Educational Needs**

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies adapt learning

are used including task, outcome, resource, support and pupil grouping. We want all children to be able to succeed in RE no matter their ability in other areas of the curriculum. We ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

## **Breadth and Balance**

Although work on Christianity will be predominant, there will be in-depth work on the major world religions and on other worldviews as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity. Children will be given the opportunity to make connections and links between different religions throughout their RE education at Holy Trinity to help deepen their thinking and understanding.

## **Equal Opportunities**

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

## **Relevance**

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Religious Education will be taught beyond the RE lesson. Religious festivals and celebrations will be referenced to and taught during the academic calendar. Families and children within the school will be given the opportunity to share their faiths and celebrations throughout the year.

## **Cross-Curricular Links**

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of

subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship. RE allows children to reflect on their own opinions, spirituality and beliefs.

## Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the *Rochester Diocesan syllabus*.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identifies progress and achievement as well as effort, following the school's marking policy.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

- Whole class assessment grids need to be completed at the end of each half-term. Teachers are expected to fill in the names of children who are exceeding, expected and emerging in their respective columns. Teachers should also highlight the names of those children who are pupil premium (green), SEND (pink) and children that are both (yellow).
- Teachers are to assess children's learning during each lesson as well as plan an assessed piece of work at the end of each unit. This piece of work will answer the big question being taught during the term.

## Planning

- Introduce the big question at the beginning of each topic (see overview).
- When teaching using Understanding Christianity, reference will be made to the big frieze for children to understand the big picture.
- Use the questions from the assessment grids as your learning objectives for your lessons, and write them in child friendly speak. These are lifted straight from the Understanding Christianity documents.
- Ensure that the task given matches the learning question asked.
- At the end of each topic in Understanding Christianity, there is some information for teachers which is useful to read before planning. It supports the reasoning for teaching the topic, and an explanation of the texts being used.
- You must have at least 4 pieces of written work/evidence in the children's books.
- Each class should have a 'Big Book of RE' for evidence which is not recorded in books. Make sure the L.Q is displayed on pages and write any comments/explanations you wish to add. Where possible children's names to be written alongside.
- Extend the children's learning through pink questions (see thinking skills document below for support). These should be planned for before the lesson.
- Challenging rich vocabulary used within lessons, planned for and displayed following introduction.
- Use a variety of resources including photos (see index of pictures below), texts (see resources from Understanding Christianity) and artefacts.
- The Big Frieze must be displayed in all classrooms.

- When marking, ensure feedback is RE based and not literacy based.
- Create a title page for each new topic. Including key learning, Big question and space for new vocabulary to be added.
- Understanding Christianity; log on: HTL1, password: school1htl
- Each year group must do 1 RE trip a year (see yearly overviews).
- Children taught to use religious vocabulary - See Vocabulary progression. Vocabulary to be introduced in every lesson as a purple word. Purple words displayed and highlighted in books.

## Role of the RE Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office) <http://www.rdbe.org.uk/uploads/pdf/Statement%20of%20entitlement%202016.pdf> )
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Attend Faith Committee meetings.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.

- Monitor end of term assessments and analyse data.
- Observe the teaching of RE in school, providing support and guidance for teachers.

## Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

## Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

# Appendix

## Example of half-termly assessment

### Autumn2 RE Assessment- What is the trinity? (Digging Deeper)

Please highlight SEND and Pupil Premium children. Yellow if both SEN and PP

Outcomes		Knowledge building block			
<ul style="list-style-type: none"> <li>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</li> <li>Offer suggestions for what texts about God might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> <li>Describe how Christians show their beliefs about God the Trinity in the way they live.</li> <li>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</li> </ul>		<ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</li> <li>Understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>			
Emerging		Expected		Exceeding	
List of children		List of children		List of children	
Identify beliefs Recall and name recognise retell and suggest the meanings of stories		Describe some ways Ask questions and suggest some of their own responses suggest why identify how make connections between stories give examples of how and suggest reasons why discuss their own and others ideas explore and suggest ideas link up some questions and answers		Identify some similarities and differences discuss and present their own ideas about why express their own understanding present their own ideas about attitudes make links between key concepts and the big story of the Bible consider and evaluate suggest how and why express ideas	
% emerging		% expected		% exceeding	
%		%		%	

## Nursery RE Curriculum



<p><b>Vocabulary</b>          difference, special, event / celebration (localise for your school)          family, same, different, pretend, God, believe, stories, miracle</p>	<p><b>2-3</b>          Make connections between the features of their family and other families. ▪ Notice differences between people. ▪ In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p> <p><b>3-4</b>          -Enjoy joining in with family customs and routines.          ▪ Recognise and describe special times or events for family or friends.          ▪ Show interest in different occupations and ways of life indoors and outdoors.          ▪ Continue developing positive attitudes about the differences between people.</p>
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What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> <li>▪ similarities and differences between their families and other families</li> <li>▪ positive attitudes about the differences between people</li> <li>▪ key customs, routines, special times, events and celebrations for different families / religions / cultures</li> <li>▪ different occupations linked to people in their community and those who help us</li> <li>▪ special places and places of significance</li> </ul>	<p><b>Domestic role play</b></p> <ul style="list-style-type: none"> <li>▪ cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories.</li> </ul>	<p><b>Themed role play (celebrations from other cultures)</b></p> <ul style="list-style-type: none"> <li>▪ special clothing from a range of cultures</li> <li>▪ appropriate food, packets, dishes, bowls, pans, cutlery / utensils</li> <li>▪ decorations</li> <li>▪ photos of their families having celebrations</li> <li>▪ photos of special places, e.g. synagogue</li> </ul>	<p><b>Bikes and trikes</b></p> <ul style="list-style-type: none"> <li>▪ bikes</li> <li>▪ trikes</li> <li>▪ scooters</li> <li>▪ ride-in cars (if appropriate age wise)</li> <li>▪ scooter boards</li> <li>▪ real-life uniforms – firefighter paramedic, police person, engineer</li> <li>▪ props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials.</li> </ul>	<p>Pupils will also meet this in other aspects of the provision, for example when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creation            *Celebration of class cultures (adapt to the cohort)            Diwali</p>	<p>Christmas- The birth of Jesus.            How and why is Christmas celebrated?            Special celebrations</p>	<p>Epiphany – the coming of the 3 kings.             Stories from the New Testament.            The Good Samaritan,            Jesus' first miracle, Feeding of the 5000</p>	<p><b>Easter</b>            Shrove Tuesday            Palm Sunday            Good Friday            Easter Sunday             Holi- March</p>	<p>Special places, special objects and special people.</p>	<p>Stories from the old testament            Noah, Jonah, David and Goliath</p>

*Festivals to include: Holi- Hindu, Eid ul-Fitr – Islam, Diwali - Hindu, Sikh, and Jain, Easter/Christmas – Christian, Hanukkah- Jewish*

	Emerging	Expected	Exceeding
<b>E Y F S</b>		<p>Talk about ... things, places, times, feelings, what people do.</p> <p>Think about ...</p> <p>Recognise some ...</p> <p>Identify some ...</p> <p>Say what ...</p> <p>Recall some simple stories</p> <p>Recall what happens</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings</p> <p>Give examples linked to their own lives</p> <p>Share and record occasions when things have happened in their lives</p>	<p>Say why something is special</p> <p>Retell a simple story</p>
<b>K e y s t a g e 1</b>	<p>Talk about the fact</p> <p>Recognise some simple facts</p> <p>Identify at least xxx objects</p>	<p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Identify ...</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>	<p>Make links between what xxx taught and what xxx believe.</p> <p>Respond thoughtfully</p> <p>Express own ideas about xxx in light of their learning</p> <p>Suggest their own ideas</p> <p>Suggest meanings</p> <p>Identify some similarities and differences</p> <p>Answer the title question thoughtfully</p> <p>Give examples of ways</p>
<b>L o w e r K e y s t</b>	<p>Identify beliefs</p> <p>Retell and suggest the meanings of stories</p> <p>Recall and name</p> <p>Recognise</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p>	<p>Identify some similarities and differences</p> <p>Discuss and present their own ideas about why</p> <p>Express their own understanding</p> <p>Present their own ideas about attitudes</p> <p>Make between key concepts and the big story of the Bible</p> <p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>

<b>a g e 2</b>			
<b>U p p e r K e y s t a g e 2</b>	<p>Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe</p>	<p>Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding Explain the impact Express ideas Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect</p>	<p>Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate</p>

## Yearly Overview



### Suggested Long Term overview for C of E Primary Schools in Kent Kent Agreed Syllabus incorporating Understanding Christianity September 2025



	AUTUMN		SPRING		SUMMER	
See separate Nursery progression						
<b>E Y F S 2</b>	<b>CREATION</b> Why is the word 'God' so important to Christians?	<b>OLD TESTAMENT STORIES</b> Which stories are special and why? <a href="#">EYFS-Which-stories-are-special-an...</a> <b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?	<b>NEW TESTAMENT STORIES</b> Which stories are special and why? <a href="#">EYFS-New-Testament-St...</a>	<b>SALVATION</b> Why do Christians put a cross in an Easter garden?	<b>WORLD FAITH STORIES</b> Which stories are special and why? <a href="#">R+Y1 faith stories A.pdf</a>	<b>WORLD FAITH STORIES</b> Which stories are special and why? <a href="#">EYFS-Which-stories-are...</a> <a href="#">R+Y1 faith stories B.pdf</a>
<b>Y e a r 1</b>	<b>GOD</b> What do Christians believe that God is like?	<b>INCARNATION</b> Why does Christmas matter to Christians? <i>CORE/ DIGGING DEEPER</i>	<b>GOSPEL</b> What is the good news that Jesus brings? <i>CORE &amp; DIGGING DEEPER</i>	<b>SALVATION</b> Why does Easter matter to Christians? <i>CORE LEARNING</i>	<b>JUDAISM</b> Who is Jewish and what do they believe? (Part 1) <a href="#">Year-1-Guidance-Judais...</a> <a href="#">Year-1-Who-is-Jewish-a...</a>	<b>JUDAISM</b> Who is Jewish and what do they believe? (Part 2) <a href="#">Year-1-Who-is-Jewish-a...</a>
<b>Y e a r 2</b>	<b>CREATION</b> Who made the world?	<b>ISLAM</b> Who is a Muslim and what do they believe? (Part 1) <a href="#">Year-2-Guidance-Islam-unit.3247...</a> <a href="#">Year-2-Who-is-a-Muslim-and-wha...</a>	<b>HUMANISM</b> What is Humanism? <a href="#">Year-2-Who-are-humani...</a>	<b>SALVATION</b> Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	<b>UNIVERSAL</b> How should we care for others and the world and why does it matter? <a href="#">Year-2-How-should-we...</a>	<b>ISLAM</b> Who is a Muslim and what do they believe? (Part 2) <a href="#">Year-2-Who-is-a-Musli...</a>
<b>Y e a r 3</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>INCARNATION</b> What is the Trinity? <i>CORE LEARNING</i>	<b>SIKHI</b> What is important for Sikh people? <a href="#">Year-3-Sikhi-Unit-1-Wha...</a>	<b>SIKHI</b> How do Sikh people worship and celebrate? <a href="#">Year-3-Sikhi-unit-2...</a>	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>HUMANISM</b> What is Humanism? <a href="#">Year-3-Who-are-human...</a>
<b>Y e a r 4</b>	<b>CREATION</b> What do Christians learn from the Creation story?	<b>INCARNATION</b> What is the Trinity? <i>DIGGING DEEPER</i>	<b>GOSPEL</b> What kind of a world did Jesus want?	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>CORE &amp; DIGGING DEEPER</i>	<b>HINDU DHARMA</b> What does it mean to be a Hindu in Britain today? (Part 1) <a href="#">Year-4-What-does-it-m...</a>	<b>HINDU DHARMA</b> What does it mean to be a Hindu in Britain today? (Part 2) <a href="#">Year-4-What-does-it-m...</a>
<b>Y e a r 5</b>	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah? <i>CORE LEARNING</i>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1) <a href="#">Year-5-Guidance-Islam-...</a> <a href="#">Year-5-What-does-it-m...</a>	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2) <a href="#">Year-5-What-does-it-m...</a>
<b>Y e a r 6</b>	<b>CREATION</b> Creation and science: conflicting or complementary?	<b>GOSPEL</b> What would Jesus do?	<b>HUMANISM</b> What is Humanism? <a href="#">Year-6-What-is-it-like-to...</a>	<b>JUDAISM</b> What does it mean to be Jewish in Britain today? <a href="#">Year-6-What-does-it...</a>	<b>UNIVERSAL</b> What can be done to reduce racism? Can religion help? <a href="#">Year-6-What-can-be-do...</a>	<b>KINGDOM OF GOD</b> What kind of king is Jesus?

HTL Vocabulary Progression  
In line with 2025 Curriculum

	Autumn		Spring		Summer	
Nursery	<p><b>Creation</b> *Celebration of class cultures (adapt to the cohort) *Diwali</p>	<p><b>Christmas- The birth of Jesus.</b> How and why is Christmas celebrated? Special celebrations</p>	<p><b>Stories from the New Testament.</b> The Good Samaritan, Jesus' first miracle, Feeding of the 5000</p> <p>*Epiphany - the coming of the 3 kings.</p>	<p><b>Easter</b> Shrove Tuesday Palm Sunday Good Friday Easter Sunday</p> <p>*Holi- March</p>	<p><b>Special places, special objects and special people.</b></p>	<p><b>Stories from the old testament</b> Noah, Jonah, David and Goliath</p>
	<p>difference, special, event / celebration (localise for our school) family, same, different, pretend, God, believe, stories, miracle</p>					
Reception	<p><b>CREATION:</b> Why is the word God so important to Christians?</p>	<p><b>OLD TESTAMENT STORIES</b></p> <p><b>INCARNATION</b> Why do Christians perform Nativity Plays at Christmas?</p>	<p><b>NEW TESTAMENT STORIES</b> Which stories are special and why?</p>	<p>Salvation Why do Christians put a cross in an Easter garden?</p>	<p>World Faith Stories Which stories are special and why?</p>	<p>World Faith Stories Which stories are special and why?</p>
	<p>Sacred, Bible, Creator, universe, world, Earth, harvest, worship</p>	<p>Christians, Christmas, nativity, Jesus, precious, Bethlehem, Promise, trust, prayer, God Old testament</p>	<p>disciple. sin, believe. parable, miracle. New testament Jesus</p>	<p>Bible Easter, love, saviour, cross, Palm cross, Shrove Tuesday, church</p>	<p>Torah Prophet Quran faith MUhammad Hindhu, festival, Diwali, blessing</p>	<p>Sikhi, jasmine, compassion, Gurdwara, Guru Nanak, Guru Ganth Sahib</p>
Year 1	<p><b>GOD:</b> What do Christians believe that God is like?</p>	<p><b>INCARNATION:</b> Why does Christmas matter to Christians? <b>CORE LEARNING/DIGGING DEEPER</b></p>	<p><b>GOSPEL:</b> What is the good news that Jesus brings? <b>CORE LEARNING/DIGGING DEEPER</b></p>	<p><b>SALVATION:</b> Why does Easter matter to Christians? <b>CORE LEARNING</b></p>	<p><b>JUDAISM</b> Who is Jewish and what do they believe?</p>	<p><b>JUDAISM</b> Who is Jewish and what do they believe?</p>

	Parable, Lost Son, Forgiving, father, places of worship, faiths.	Incarnation Advent, 'good news', disciples, Traditions, birth, life, death, flesh Celebration Journey, Nativity, church, Jesus,	Old/New Testament, parable, Disciples, Gospel, precious, thankfulness, prayer, worship, sin, peace, forgiveness	Forgiveness, humans, new life, Easter, lent, shrove Tuesday, tomb, sin	Star of David, menorah, chanukiah. Torah, yad, Mezuzah, tallit, kippah Ceher Synagogue, Rabbi, ner tamid, bimah, challah, seder plate, Shabbat Chanukah	
Year 2	CREATON: Who made the world?	ISLAM Who is a Muslim and what do they believe?	HUMANISM What is Humanism?	SALVATION: Why does Easter matter to Christians? DIGGING DEEPER	UNIVERSAL How should we care for others and the world and why does it matter?	ISLAM Who is a Muslim and what do they believe?
	universe, creator, sustainer, creation, world, relationships, belonging Genesis	Mosque, Muslim, Prophet, Eid-ul Fitr, Prophet Muhammad, Qur'an, Allah, Makkah, Imam, sacred, Ramadan, prayer beads, prayer mat, tawhid	Humanist Valuable, symbol, The Happy Human, happiness, authority, <b>golden rule</b>	life, living, sin, forgiveness, risen, crucifixion, resurrection, death, Good Friday, Easter Sunday, betray	Unique, valuable, neighbour, Samaritan, Tzedakah, <b>Golden rule</b> , encouragement, sacred,	Mosque, Muslim, Prophet, Eid-ul Fitr, Prophet Muhammad, Qur'an, Allah, Makkah, Imam, sacred, Ramadan, prayer beads, prayer mat, tawhid
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? CORE LEARNING	SIKHI What is important for Sikh people?	SIKHI How do Sikh people worship and celebrate?	KINGDOM OF GOD When Jesus left what was the impact of Pentecost?	HUMANISM What is Humanism?
	Promise, command, covenant, faith, descendant, Abraham, idyllic	The Trinity, God the Father, God the son, God the Holy Spirit, The Grace, natural, supernatural Baptism, blessing, Protestant, Baptists, Pentecostal	Mool Mantra. Guru Granth Sahib Ik Onkar symbol, Waheguru, Guru Nanak, Khalsa, Amrit Ceremony, Langar meal, Zakat, Gurpubs, Melas 5 K's Kesh, Kara, kanga, Kaccha, Kirpan		Pentecost, Holy Spirit, Kingdom, resurrection, atheists, ascended, baptism, fruits of the spirit, apostle	Philosophy, value, respect, cultural, celebrant, responsibility,
Year 4	CREATION What do Christians learn from the creation story?	INCARNATION What is the Trinity? DIGGING DEEPER	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE	HINDU DHARMA What does it mean to be a Hindu in Britain today?	HINDU DHARMA What does it mean to be a Hindu in Britain today?

				LEARNING/DIGGING DEEPER		
	Commandments, temptation, the Fall, serpent, tempted disobedient, punish, forgiveness	The Trinity, God the Father, God the son, God the Holy Spirit, The Grace, natural, supernatural Baptism Protestant, Baptists, Pentecostal, atheism and agnosticism	Possessions Fishers of people, Leprosy, Minister, clergy, Neighbour, Samaritan, Pharisee, Levite, priest	Betray, Judas, symbolic, paten, chalice and unconsecrated wine and bread, denial, Good Friday, crucifix, palm cross, Holy Week, rituals, robes, resurrection, Palm Sunday	Puja, karma, dharma, deities, bhagavad Gita, OM, aarti ceremony, bhajans, reincarnation, moksha, Mahatma Gandhi, murtis, mandir, Diva Lamp,	
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? CORE LEARNING	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be a Muslim in Britain today?	ISLAM What does it mean to be a Muslim in Britain today?
	Theological, omnipotent, omniscient, eternal, injustice, holiness, proverbs, prophet	Messiah, rescuer, anointed one, saviour, Exodus, transfiguration, zealots	Justice, freedom, Egypt, conscience, slavery, covenant, Jacob, ethics ritual	Sacrifice, Holy Communion, Lord's Supper, the Eucharist or the Mass, symbolism, incarnate	Ibadah, Shahadah, salat, sawm, zakat, hajj, hafiz, zakah, Hafiza, Sunnah, mosque/masjid ra'kah, Mecca,	
Year 6	CREATION Creation and Science: conflicting or complementary? In the wider context of 'Big Questions'	GOSPEL What would Jesus do?	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?
	Confliction, complementary, science, perspectives, controversies, debate	Healing, forgiveness, compare, interpret, Sermon on the Mount, weak, vulnerable, betrayal, transform, sacrament	Science, adapt, universe, atheist, agnostic, value, democracy, equality, spirituality,	Shema, Jerusalem., , Synagogue, Orthodox, reform, Yom Kippur, scapegoat, Rosh Hashannah, Pesach, Passover, Tikkun Olam, gemilut chassidim, tzedakah, mitzvah	Racism, dignity, respect, equity, stereotype, prejudice, Fairness, Prejudice, Ethnicity, Justice, Hate speech, White privilege, tolerance, sensitivity, acceptance	Obedience, interpretations, future, unjust, heaven, selfishness, pride, generosity, compassion, solitary

## Thinking skills

<p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions.</li> <li>• Knowing how to use a variety of sources.</li> <li>• Taking into account the different points of view.</li> <li>• Identifying good evidence and evidence that is irrelevant.</li> <li>• Summarising evidence and drawing an appropriate conclusion.</li> </ul>	<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify meaning.</li> <li>• Draw meaning from pictures, symbols, poetry and language.</li> <li>• Understand religious language.</li> <li>• Draw meaning from religious texts.</li> </ul>	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• The ability to think about feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions (Who am I?) and</li> <li>• relate them to personal experience and</li> <li>• experience of others or impact on the world around.</li> </ul>
<p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>• Religious imagination.</li> <li>• Power of imagination to identify feelings of love, wonder, forgiveness and sorrow.</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Debate with reference to argument, evidence, opinions, and statements of faith.</li> <li>• Identifying the merits of all sides of a discussion or a point of view.</li> </ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Distinguish between belief, fact, opinion, and statements of faith.</li> <li>• Weighing claims of self-interest against individual conscience etc.</li> </ul>
<p><b>Synthesis</b></p> <ul style="list-style-type: none"> <li>• Linking significant features of religion and individual practice.</li> </ul>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Using religious knowledge and skills to inform everyday thinking and practice.</li> </ul>	<p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• Articulate ideas and beliefs through a variety of media.</li> </ul>

## Index of Pictures

<b><u>Name of image</u></b>	<b><u>Relating concept</u></b>	<b><u>Scripture</u></b>
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2)Garden of Eden	Creation Fall	Genesis ch. 2, vv. 7-18
3)The Holy Spirit window	God Gospel	Matthew ch. 3, vv. 13-17
4)Moses crossing the Red Sea	Fall Salvation People of God	Exodus ch. 14, vv. 21-25
5)Nigerian nativity	Incarnation People of God	Matthew ch. 2, vv. 1-11
6)Making baby Jesus.	Incarnation People of God	Colossians ch. 1, vv. 15-17
7)A Christingle service	God Gospel	John ch 1, vv. 1-5
8)King's College, Cambridge: the carol service	People of God Incarnation Salvation	Luke ch. 2, vv. 6-12
9) Believers' baptism in the River Jordan	God Salvation	Acts ch. 8, vv. 26-38
10)Easter prayers, New Delhi	People of God Kingdom of God	Ephesians ch. 6, vv. 18-20
11)Children's prayers, Rwanda	Fall People of God	Romans ch. 12, vv. 9-16
12)Bread and wine on the beach	Gospel Kingdom of God	John ch. 21, vv. 4-14
13)Eucharist for a little child	People of God Salvation	Mark ch. 14, vv. 22-26
14)The crucifixion of the Lord in the Oberammergau passion play	God Gospel Salvation	Luke ch. 23, vv. 33-38

15)The night before the resurrection, Manila, the Philippines	Gospel Salvation	Luke ch. 23, vv. 46-53
16)Visiting the Garden Tomb in Jerusalem	Gospel Salvation	John ch. 20, vv. 11-18
17)Rev. Dr Martin Luther King preaching in Memphis, 1968	Prophecy Kingdom of God	Zechariah ch. 4, v. 6; Isiah ch 40, vv. 3-5
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