



# **Milton Mount Primary School**

## **Religion and Worldviews**

Progression of Knowledge, Skills and Vocabulary

EYFS, Key Stage 1 & Key Stage 2

## Religious Education

At Milton Mount we think that it is of great importance that Religion and Worldviews should be relevant, exciting, and meaningful. We have a multicultural and diverse school community that we wish to represent, giving the children knowledge and understanding to help promote tolerance and understanding.

### **Do More**

At Milton Mount, the journey through Religion and Worldviews starts in Early Years. Through the Understanding the World strand of the Early Years Foundation Stage and goes up through to Year 6, following the West Sussex agreed syllabus from SACRE and using the KAPOW scheme of learning. Our aim is to plan and teach lessons that are enjoyable, informative, child centred and relevant for all our children.

### **Know More**

We have adapted our long-term plan to ensure that the journey of Religion and Worldviews starts in Early Years and goes right through up to Year 6. The learning is systematically built upon year by year, focusing on a range of different world religions ensuring coverage and progression throughout the school with no repetition.

### **Remember More**

Each Religion and Worldview strand has a key question which is asked at the beginning and then at the end of the block of learning to show how the children's learning has progressed.

Questions are used at the beginning of each lesson which enables the children to reflect on their previous knowledge. Throughout each topic, opportunities are given for the children to reflect on their previous learning of other religions to make comparisons or similarities.

### **Experience More**

Opportunities are given for discussion, drama, debate, and practical work. Where possible, we aim for real life experiences to be given to the children using artefacts, using media or by having visitors of different faiths coming in to speak with the children.

Time is taken to talk about and celebrate important religious festivals for the main world religions across the school both in classes and in collective worship time.

### **Consider More**

Through our curriculum, we aim for the children to become tolerant, understanding, and inquisitive learners who can talk about, compare and ask questions about their views.

## Curriculum Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p>EYFS Understanding the World</p> <p>People, culture and communities</p> <p>Delivered throughout the year.</p> <p>Children in Reception will be learning to:</p> <p>Describe their immediate environment.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p>	<p>How did the World Begin?</p> <p>*What is God's job?</p>	<p>Why do we need to give thanks?</p> <p>*What do candles mean to people?</p>	<p>What makes us human?</p>	<p>Are all religions equal?</p>	<p>Why do people have to stand up for what they believe in?</p>	<p>Why does religion look different around the world?</p>
<b>Spring</b>		<p>*Why should we care for the world?</p> <p>*What is God's job?</p>	<p>*How do some people talk to God?</p> <p>*What do candles mean to people?</p>	<p>Where do we get our morals from?</p>	<p>Just how important are our beliefs?</p>	<p>What happens when we die?</p>	<p>Why does religion look different around the world?</p>
<b>Summer</b>		<p>*Why should we care for the world?</p> <p>*Why should we care for others?</p>	<p>*How do some people talk to God?</p> <p>*Where do some people talk to God?</p>	<p>What happens if we do wrong?</p>	<p>Who was Jesus really?</p>	<p>Who should be in charge?</p>	<p>Why is there suffering?</p>

\*Due to Forest School sessions, the topics in Year 1 and Year 2 may happen in different terms to ensure full coverage over the year.

## Class Assemblies

	KS1	KS2
<b>Autumn</b>	What do some people believe God looks like?	Is scripture central to religion?
<b>Spring</b>	What is God's job?	What makes some texts sacred?
<b>Summer</b>	How do we know some people have a connection to God?	Why are some places in the world significant to believers?

# R.E. Knowledge and Skills progression 2025 – 2026

## EYFS – Understanding the World

### People, Culture and Communities

Children in Reception will be learning to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

## Different types of knowledge and skills in Religion and Worldviews

### Substantive knowledge:

This strand consists of two elements: Conceptual knowledge and Worldview-related knowledge. The Conceptual knowledge statements show how pupils' knowledge builds in their understanding of: Beliefs, practices, wisdom and morality, community and belonging across all religions and worldviews. The worldview-related knowledge statements show the knowledge that is covered within the units, that is relevant to a specific religion or worldview. Conceptual knowledge must be retained for pupils to be able to progress through the scheme, as they will be expected to develop their understanding of abstract concepts, building on what has gone before.

Worldview-related knowledge enables pupils to develop their conceptual knowledge through specific examples, but does not usually need to be retained by all pupils for them to be able to make progress in R&W.

### Disciplinary knowledge:

This outlines how pupils gain and apply disciplinary knowledge in RE throughout the enquiry cycle, with further details available in the Long-term plan.

### Personal knowledge:

This strand enables children to think about their own positionality, their perspective and how it might influence their learning, and to consider their own worldview personally and in relation to others. Further explanation of personal knowledge and how it interacts with substantive and disciplinary knowledge can be found in the Long-term plan.

The grey boxes show how the strand links to the Religious Education Council's Curriculum framework for Religious Education in England and its attainment targets for KS1 and KS2:

## Substantive Knowledge – progression of skills - Beliefs

Year 1			
<b>Conceptual knowledge:</b>	<p>To know that to believe is when we accept something is true, especially when we do so without proof.</p> <p>To know that some people believe God exists as a powerful, non-human being.</p> <p>To know that in some religions, followers believe in one supreme being or God who is loving.</p> <p>To know that people have different ways of understanding God on earth (incarnation).</p> <p>To know that some people believe that humans have a special relationship with God.</p> <p>To know that there are different names for God.</p> <p>To know that there are different ways to refer to and represent God.</p> <p>To know that people have different ideas about the role of God.</p>		
<b>Worldview related knowledge:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> <li>-Believe in one existence of one God.</li> <li>-Believe that God created the world and the first people. -Believe that God made humans stewards over nature.</li> <li>-Believe that God has a special relationship with the Jewish people.</li> </ul> <p>To know that some people who follow the Christian worldview: -Believe in the existence of one God.</p> <ul style="list-style-type: none"> <li>-Believe that Jesus is the son of God and that God is present on Earth.</li> <li>-Believe that God created the world and the first people. -Believe that God made humans stewards over nature.</li> <li>-Believe that all people are children of God and therefore equal.</li> <li>-Believe that God performed miracles through Jesus.</li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> <li>-Believe in the existence of one God.</li> <li>-Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God is the creator of all things.</li> </ul> <p>To know that some people who follow the Hindu worldview;</p> <ul style="list-style-type: none"> <li>-Believe in the existence of one God.</li> <li>-Believe God created the world and everything in it and this is part of a cycle of many universes that will be created.</li> <li>-Believe that God has many forms which help them understand and engage with God.</li> <li>-Believe that God is in all living things.</li> </ul> <p>To know that some people who follow the Zoroastrian worldview:</p> <ul style="list-style-type: none"> <li>-Believe in the concept of a spiritual entity called Ahura Mazda (Lord of Wisdom) to help them distinguish right and wrong and to make their own choices.</li> <li>-Believe that God created the universe.</li> <li>-Believe God to be fighting the battle between good and evil.</li> </ul> </td> </tr> </table>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> <li>-Believe in one existence of one God.</li> <li>-Believe that God created the world and the first people. -Believe that God made humans stewards over nature.</li> <li>-Believe that God has a special relationship with the Jewish people.</li> </ul> <p>To know that some people who follow the Christian worldview: -Believe in the existence of one God.</p> <ul style="list-style-type: none"> <li>-Believe that Jesus is the son of God and that God is present on Earth.</li> <li>-Believe that God created the world and the first people. -Believe that God made humans stewards over nature.</li> <li>-Believe that all people are children of God and therefore equal.</li> <li>-Believe that God performed miracles through Jesus.</li> </ul>	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> <li>-Believe in the existence of one God.</li> <li>-Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God is the creator of all things.</li> </ul> <p>To know that some people who follow the Hindu worldview;</p> <ul style="list-style-type: none"> <li>-Believe in the existence of one God.</li> <li>-Believe God created the world and everything in it and this is part of a cycle of many universes that will be created.</li> <li>-Believe that God has many forms which help them understand and engage with God.</li> <li>-Believe that God is in all living things.</li> </ul> <p>To know that some people who follow the Zoroastrian worldview:</p> <ul style="list-style-type: none"> <li>-Believe in the concept of a spiritual entity called Ahura Mazda (Lord of Wisdom) to help them distinguish right and wrong and to make their own choices.</li> <li>-Believe that God created the universe.</li> <li>-Believe God to be fighting the battle between good and evil.</li> </ul>
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## Year 2

### Conceptual knowledge:

- To know that some people believe god performed miracles in the past.
- To know that some people believe there are people who are chosen for a special purpose by God.
- To know that a prophet is someone who talks about God's plan or will.
- To know that some people believe that God has made a promise between himself and his people.
- To know that prayer means communicating with God.

### Worldview related knowledge:

- To know that some people who follow the Jewish worldview:
- Believe the stories of Abraham, Noah and Moses show God's promises.
  - Believe one of God's miracles to be the lasting oil in the temple (Hanukkah).
  - Believe Jesus was a Jewish leader and teacher.

- To know that some people who follow the Christian worldview:
- Believe God to be good and generous in providing for humans.
  - Believe Jesus' birth to be one of God's miracles.
  - Believe that aspects of the nativity story show that Jesus was special.
  - Believe that many prophets told of Jesus' birth before it happened.
  - Believe Noah, Moses and Jonah were prophets (of many others).

- To know that some people who follow the Muslim worldview:
- Believe that they can communicate with God through prayer.
  - Believe there were other prophets, including Jesus, Abraham, Moses and Noah.
  - Believe Muhammad was specially chosen and the last prophet.

- To know that some people who follow the Hindu worldview;
- Believe that they can communicate with God through prayer

- To know that some people who follow the Sikh worldview:
- Believe there is a God and Guru Nanak revealed the truth about God.
  - Believe Gurus to be inspired by God and some may have been specially chosen at birth.

- To know that some people who follow the Alevi worldview: -Believe that they can communicate with God through prayer

### Year 3

#### Conceptual knowledge:

- To know that there are organised and personal worldviews and religious beliefs fit into both of these.
- To know that soul means a person's spiritual and emotional sense of identity.
- To know that some people believe all living things have a soul and that it is immortal.
- To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.
- To know that some people believe spirituality and soul to be unique to humans.
- To know that some people believe connection with a god to be a spiritual experience.
- To know that actions have consequences and that people think differently about what these are.
- To know that forgiveness is cancelling out wrongdoing or removing punishment.
- To know that religious and non-religious people have ideas about the relationship between God and humans.

#### Worldview related knowledge:

- To know that some people who follow the Hindu worldview:
- Believe that Brahma's (God's) spirit is within every living thing as everything comes from him
  - Believe that karma is affected by actions.

- To know that some people who follow the Christian worldview:
- Believe that they can be forgiven by God if they repent of wrongdoing.
  - Believe they will be judged by God on how they have lived.
  - Believe Eve to have been the first person to sin (do wrong).
  - Believe humans have an eternal soul.

- To know that some people who follow the Muslim worldview:
- Believe they will be judged by God according to their actions and intentions.
  - Believe that water is sacred.

- To know that some people who follow the Buddhist worldview:
- Believe that the way they think and what they focus on are key to being human.
  - Do not believe in a creator God or God as an external force in their lives.

- To know that some people who follow the Humanist worldview:
- Believe there is no god.
  - Believe that we have one life and we should make the most of it.
  - Believe human beings evolved naturally and have the potential to lead good and happy lives.

- To know that people who follow the Jewish worldview generally:
- Believe that through prayer they can be forgiven by God if they repent the wrongdoing.
  - Believe they will be judged by God on how they have lived.
  - Try to live in a way that pleases God.
  - Believe in seeking forgiveness and self-reflection, especially during Yom Kippur.

## Year 4

### Conceptual knowledge:

- To know that religious and non-religious worldviews change over time for individuals and groups.
- To know that people from different religions believe some of the same things.
- To know that organised and personal religious beliefs change and develop over time.
- To know that there are historical links and connections between religions.
- To know that sacrifice means giving up something valued for the sake of something else.
- To know that holy means divine, sacred or connected to God.
- To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance

### Worldview related knowledge:

- To know that some people who follow the Buddhist worldview:
  - Believe the teachings of Siddhattha Gotama (known as the Buddha).
- To know that some people who follow the Christian worldview:
  - Believe God wants to have a relationship with humans and this can be achieved through Jesus.
  - Believe Jesus was resurrected (raised from the dead) after his crucifixion.
  - Believe Jesus fulfilled prophecies from the Old Testament.
- To know that some people who follow the Sikh worldview:
  - Believe in one God who is all-important and that the religion you follow does not matter
  - Believe in one God, known by many names, who created the world.
  - Believe that commitment to trying to love God and do what he wants are more important to some than ceremonies, rituals and practices.

- To know that some people who follow the Jewish worldview:
  - Believe Jesus to be a radical Jewish leader at the time he lived.
  - Believe that God made a covenant with the Jewish people.
  - Believe that the prophets told of a messiah but that Jesus was not the messiah.
- To know that some people who follow the Hindu worldview:
  - Believe that their religion goes beyond time and space and is therefore eternal.
- To know that people who follow the Bahá'í worldview
  - Believe that all religions are ways to understand and describe the same God. -Believe that there is one God.

## Year 5

### Conceptual knowledge:

To know the meaning of atheist, agnostic and theist.

To know that people have different beliefs about what happens when we die.

To know that some people believe in God, who may judge their actions when they die.

To know that some people believe in life after death and others may believe death is the end of our life in any form. To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.

To know that many people who are not religious believe in some form of afterlife.

To know that some people believe they will be reincarnated in a different form after death.

To know that in the UK religious beliefs are a protected characteristic.

To know that in some times and places people did not or do not have religious freedom.

To know that throughout history and in modern times people have had to protest or fight for religious freedom.

To know some of the ways that history, geography and leadership influence people's worldviews.

To know that leadership and authority can impact people's worldviews.

To know that worldviews impact the process of choosing leadership and authority.

To know that some people believe leaders are anointed (chosen by god).

To know that leadership and authority can impact people's worldviews.

To know that some places are valued by certain people due to things that have happened there.

### Worldview related knowledge:

To know that some people who follow the Christian worldview: -Believe in the Trinity (Father, Son and Holy Spirit). -Believe God sent the Holy Spirit to be with people and that this spirit helps and guides them.

-Believe that after death, a person's soul will either spend eternity with God or separated from God.

-Believe that their actions will be judged by God after death.

-Believe that sins can be forgiven.

-Hold the same key beliefs but may interpret and express them differently depending on their denomination.

To know that some people who follow the Jewish worldview: -Believe our actions and purpose in life might be more important than what happens when we die. -Believe that their actions will be judged by God.

-Believe resurrection of the physical body or the soul might happen at some point after life.

-Believe the covenant between God and the Jewish people in the Torah to be central to their worldview.

To know that some people who follow the Hindu worldview: -Believe in reincarnation as their soul being born into another body (samsara). -Aim to escape samsara and reach moksha (spiritual freedom) through good karma.

To know that some people who follow the Humanist worldview: -Believe that there is no life after death. -Recognise that things we have done in life can have an impact after our death (e.g. work, children, memories).

To know that some people who follow the Sikh worldview : -Believe in reincarnation.

To know that some people who follow the Buddhist tradition: -Believe in reincarnation.

To know that some people who follow the Muslim worldview: -Believe that they will be resurrected and judged by Allah after death on the day of judgement. -Believe that depending on their actions during their life, their soul may enter Jannah or Jahannam. -Believe that Allah is forgiving and compassionate so some bad actions may be forgiven.

## Year 6

### Conceptual knowledge:

To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times).  
 To know some of the ways that culture, history, geography and tradition influence people's worldviews.  
 To know that some people believe leaders are anointed (chosen by God).  
 To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.  
 To know that free will means a belief that humans are able to make their own choices and determine their own fate. To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.

### Worldview related knowledge:

To know that some people who follow the Christian worldview: -Believe the original sin was committed by the first humans and that this changed the relationship between God and humans (The Fall). -Believe that human beings have free will.

To know that some people who follow the Zoroastrian worldview: -Believe there is a constant battle between good and evil both spiritually and morally. -Believe that human beings have free will.

To know that some people who follow the Jewish worldview: -Believe that human beings have free will.

To know that some people who follow the Humanist worldview: -Believe suffering to be caused either by human nature or the randomness of nature.

To know that some people who follow the Sikh worldview -Believe that everything that happens is according to God's will (hukam).

To know that some people who follow the Buddhist tradition: -Believe all human life contains suffering and that by following the Noble Eightfold Path they may be released from suffering.

To know that some people who follow the Shinto worldview: -Believe in spirits, gods or deities (kami) and may visit shrines to seek guidance, blessings and comfort from kami and give offerings.

To know that some people who follow the Muslim worldview: - Believe that human beings have free will and refer to the struggle to make right choices as 'inner jihad'

## Substantive Knowledge – progression of skills - Practices

Year 1			
<b>Conceptual knowledge:</b>	<p>To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).</p> <p style="text-align: center;">To know that many people have special ceremonies when babies are born.</p> <p style="text-align: center;">To know that many people give money, time or donations to charity as a way of showing that caring for others is important.</p>		
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Year 2			
<b>Conceptual knowledge:</b>	<p style="text-align: center;">To know there are some festivals which are celebrated by religious and non-religious people.</p> <p style="text-align: center;">To know festivals usually celebrate a special or miraculous event from the past.</p> <p style="text-align: center;">To know that festivals often use light symbolically as part of celebrations.</p> <p style="text-align: center;">To know worship means to honour and adore.</p> <p style="text-align: center;">To know there are some objects that are special to followers of religious traditions.</p> <p style="text-align: center;">To know that one reason religious followers worship is to show gratitude, say ‘thank you’, to God.</p> <p style="text-align: center;">To know that a festival is celebrated by many people and happens regularly.</p> <p style="text-align: center;">To know that practices associated with festivals have special meanings.</p> <p style="text-align: center;">To know that people from the same faith may celebrate a festival differently.</p> <p style="text-align: center;">To know that people pray in different ways in different places.</p> <p style="text-align: center;">To know that objects, words and actions can represent an idea of belief.</p> <p style="text-align: center;">To know that when some people talk to god they might use their body to show respect.</p> <p style="text-align: center;">To know that some people talk to god in different ways and for different reasons.</p>		
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	<p>concepts and people related to Christmas. -Celebrate Christmas in ways that remind them of Jesus' birth (crib scene, star, angels, Christingle).</p> <p>To know that some people who follow the Hindu worldview: -Celebrate Diwali by listening to stories, wearing their finest clothes, illuminating their homes, worshipping, and having family feasts. -Often worship individually. -Worship through puja in their home or in a mandir, with rituals including a bell, lighting incense, prayers, offerings to murtus and lamp lighting. -Visit a mandir and find that some of the features help them to pray.</p>	<p>To know that some people who follow the Muslim worldview: -Carry out Wudu before prayer. -Use special positions and actions during prayer called rakat.. -Visit the mosque and find some of the features help them to pray. -Say 'peace be upon him' (pbuh) when talking about Muhammad and other prophets to show respect. -Do not use images of God or Muhammad (pbuh) as a sign of respect.</p> <p>To know that some people who follow the Alevi worldview: -Visit a cemevi and find some of the features help them to pray.</p> <p>To know that some people who follow the Sikh worldview: -Visit a gurdwara and some of the features help them to pray</p>
<b>Year 3</b>		
<b>Conceptual knowledge:</b>	<p>To know that rituals are a way of expressing beliefs and ideas about God.</p> <p>To know that prayer, meditation and rituals are used to connect spiritually.</p> <p>To know that the way scriptures are used and treated reflects beliefs about their importance.</p> <p>To know that water is often used in ceremonies and rituals to symbolise cleansing and purity.</p> <p>To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance.</p> <p>To know that worship can take many forms and often involves symbolism.</p>	
<b>Worldview related knowledge:</b>	<p>To know that some people who follow the Buddhist worldview: - Meditate to ensure the mind is peaceful and focused. -Believe that through regular meditation they can reach nirvana.</p> <p>To know that some people who follow the Muslim worldview: -Treat the Qur'an in special ways to show respect. -Believe the Qur'an can only be fully understood if read with faith (iman). -Use water to perform wudu prior to prayer and worship.</p> <p>To know that some people who follow the Christian worldview: -Read the Bible in a variety of translations and ways. -Use prayer to ask for God's forgiveness. -Use water for baptism, following the example of Jesus in the Bible.</p> <p>To know that some people who follow the Sikh worldview: - Use water as part of initiation ceremonies.</p>	<p>To know that some people who follow the Hindu worldview: -Use fire symbolically as part of some ceremonies. -Use a flame or lamp as part of puja.</p> <p>To know that some people who follow the Jewish worldview: -Wear a tzitzit (prayer shawl) to remind them of God's guidance. -Treat the Torah and Tanakh in special ways to show respect.</p> <p>To know that some people who follow the Zoroastrian worldview: -Use fire as a symbol of purity and the light of God.</p> <p>To know that some people who follow the Shinto worldview: -Use water for ritual cleaning and as a symbol of nature.</p>

Year 4			
<b>Conceptual knowledge:</b>	<p>To know that the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected.</p> <p>To know that the ways scriptures are read and used changes over time.</p> <p>To know that people with similar worldviews may practice in different ways due to historical events.</p> <p>To know that practices change over time.</p>		
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Year 5			
<b>Conceptual knowledge:</b>	<p>To know that funeral practices often reflect beliefs about life after death.</p> <p>To know that funerals can be important to help people grieve.</p> <p>To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation. To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p>		
<b>Worldview related knowledge:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>To know that some people who follow the Christian worldview: - Include songs, Bible readings, prayers and liturgy in a funeral service at a church. -Worship and pray in different ways depending on which denomination they belong to. -Express their worldview in a way which reflects their culture. -Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church.</p> </td> <td style="width: 50%; padding: 5px;"> <p>To know that some people who follow the Jewish worldview: -Prefer burial over cremation linking to their beliefs about resurrection.. -Treat a body in special ways after death showing their beliefs about resurrection.</p> <p>To know that some people who follow the Hindu worldview: -Treat a body in special ways after death, including symbolic actions. -Be committed to</p> </td> </tr> </table>	<p>To know that some people who follow the Christian worldview: - Include songs, Bible readings, prayers and liturgy in a funeral service at a church. -Worship and pray in different ways depending on which denomination they belong to. -Express their worldview in a way which reflects their culture. -Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church.</p>	<p>To know that some people who follow the Jewish worldview: -Prefer burial over cremation linking to their beliefs about resurrection.. -Treat a body in special ways after death showing their beliefs about resurrection.</p> <p>To know that some people who follow the Hindu worldview: -Treat a body in special ways after death, including symbolic actions. -Be committed to</p>
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	<p>To know that some people who follow the Muslim worldview: - Treat a body in special ways after death showing to reflect their beliefs and values.</p>	<p>complete at least one pilgrimage in their lifetime, possibly to the River Ganges.</p> <p>To know that some people who follow the Sikh worldview: -Celebrate Diwali remembering the story of Guru Hargobind. -Try to follow the examples of the Gurus when thinking about standing up for their beliefs. -Use fire for cremation after death with family being involved in the funeral process. - Scatter a person's ashes on body of water</p>
<b>Year 6</b>		
<b>Conceptual knowledge:</b>	<p>To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering. To know that a pilgrimage is a journey to a place of religious significance. To know that pilgrimages are an important part of some people's life. To know that pilgrimage helps some people to feel close to God.</p> <p>To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition. To know some of the ways practices are influenced by culture, tradition, geography and history.</p>	
<b>Worldview related knowledge:</b>	<p>To know that some people who follow the Muslim worldview: -Be committed to completing Hajj (pilgrimage) at least once in their lifetime. -Practise differently depending on the branch they are part of. -Pray alone and with others at times of suffering.</p> <p>To know that some people who follow the Hindu worldview: -Worship deities based on their connection to a specific place or area. -May be influenced to worship particular deities by family, culture, tradition and location.</p> <p>To know that some people who follow the Buddhist worldview: -Go on a pilgrimage or retreat to places of significance. -Practise differently according to the form they follow.</p>	<p>To know that some people who follow the Christian worldview: -Pray in various ways to ask God for help at times of suffering.</p> <p>To know that some people who follow the Jewish worldview: -Have different perceptions of the mitzvot and practise accordingly. -Observe Shabbat. -Practise differently depending on their interpretation of scripture (Orthodox or Reform).</p> <p>To know that some people who follow the Shinto worldview: -Perform rituals both at home and at shrines.</p>

## Substantive Knowledge – progression of skills – Wisdom and Morality

Year 1			
Conceptual knowledge:	<p style="text-align: center;">To know that some spoken and written words are important to people.                      To know that creation stories provide people with possible answers as to why we are here.                      To know that followers often read religious stories.                      To know that some religious and non religious stories may guide people to care for animals and the planet.                      To know that religious teachings often encourage gratitude for what god created (eg. others and the planet) and a responsibility to look after it.                      To know that some stories may guide people to care for others.                      To know that the way people treat animals and nature reflects their worldview.</p>		
Worldview related knowledge:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>To know that some people who follow the Jewish worldview: -                              Understand the Torah to contain the ‘word of God’. -Believe that the Genesis creation story explains how the Earth and humans were created. -Read the Torah to help them to understand God and for advice to help them live a good life.</p> <p>To know that some people who follow the Christian worldview: -                              Believe that the Genesis creation story explains how the Earth and humans were created. -Read stories from the Christian Bible to help them understand God and for advice about how to live a good life. -                              Understand the Christian Bible to be the ‘word of God’.</p> <p>To know that some people who follow the Muslim worldview: -                              Understand the Qur’an to be the ‘word of God’. -Read the Qur’an and stories about the Prophet Muhammad (pbuh) to help them understand God and for advice on how to life a good life. -Give to charity as one of the five pillars</p> </td> <td style="width: 50%; padding: 5px;"> <p>To know that some people who follow the Hindu worldview: -Follow the principle of ahimsa (harmlessness) as a way of life. -Read many sacred texts including the Rig Veda which contains one of many creation stories to help them understand God.</p> <p>To know that some people who follow the Jain worldview: -Believe all living things to contain souls and should therefore be valued and respected. -                              Follow ahimsa (harmlessness) as their main principle</p> </td> </tr> </table>	<p>To know that some people who follow the Jewish worldview: -                              Understand the Torah to contain the ‘word of God’. -Believe that the Genesis creation story explains how the Earth and humans were created. -Read the Torah to help them to understand God and for advice to help them live a good life.</p> <p>To know that some people who follow the Christian worldview: -                              Believe that the Genesis creation story explains how the Earth and humans were created. -Read stories from the Christian Bible to help them understand God and for advice about how to live a good life. -                              Understand the Christian Bible to be the ‘word of God’.</p> <p>To know that some people who follow the Muslim worldview: -                              Understand the Qur’an to be the ‘word of God’. -Read the Qur’an and stories about the Prophet Muhammad (pbuh) to help them understand God and for advice on how to life a good life. -Give to charity as one of the five pillars</p>	<p>To know that some people who follow the Hindu worldview: -Follow the principle of ahimsa (harmlessness) as a way of life. -Read many sacred texts including the Rig Veda which contains one of many creation stories to help them understand God.</p> <p>To know that some people who follow the Jain worldview: -Believe all living things to contain souls and should therefore be valued and respected. -                              Follow ahimsa (harmlessness) as their main principle</p>
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Year 2			
Conceptual knowledge:	<p style="text-align: center;">To know that books and stories can have different meaning to different people.                      To know that religious stories can help us to understand religious beliefs.                      To know that stories from long ago can be applied to modern life.                      To know that wisdom means knowledge that comes from experience.                      To know that guidance means advice, informance or rules given by someone in authority.                      To know that values are what people see as important in life.                      To know that prophets and gurus are considered to share God’s wisdom and guidance have had it revealed to them by God.                      To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.</p>		

<p><b>Worldview related knowledge:</b></p>	<p>To know that some people who follow the Jewish worldview: - Believe God communicated with humans through the Torah. - Believe that the mitzvot were given to Moses by God. -Try to live according to God's mitzvot (commandments).</p> <p>To know that some people who follow the Christian worldview: - Believe that God communicated his will through many prophets and that these messages can be applied to their lives today.</p>	<p>To know that some people who follow the Hindu worldview: -Read Smriti (remembered truths) which contain important Hindu stories. -Believe the stories in the smriti to be remembered by humans. -Believe in harmlessness (ahimsa).</p> <p>To know that some people who follow the Muslim worldview: -Try to follow the five pillars of Islam as living 'belief in action'</p>
<p><b>Year 3</b></p>		
<p><b>Conceptual knowledge:</b></p>	<p>To know that morals are our thinking about what is right and wrong.</p> <p>To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others.</p> <p>To know that the teachings of a religious or non-religious worldview often link with a follower's life choices.</p> <p>To know that people's views about what is right and wrong change over time and place.</p> <p>To know that many factors affect our morals and life choices.</p>	
<p><b>Worldview related knowledge:</b></p>	<p>To know that some people who follow the Christian worldview: - Follow The Ten Commandments as part of their moral code. -Try to live in a way that pleases God.</p> <p>To know that some people who follow the Muslim worldview: - Believe that the Qur'an provides them with guidance as to how to live according to Allah's will including The Five Pillars. -Try to live in a way that pleases God.</p> <p>To know that some people who follow the Hindu worldview: -Try to follow The Five Niyamas and The Five Yamas. -Consider the consequences of their actions in light of karma.</p>	<p>To know that some people who follow the Buddhist worldview: -Believe that they should try following The Five Precepts left by Buddha as a guide for everyday life. -Believe that the way to avoid suffering is to follow The Noble Eightfold Path.</p> <p>To know that some people who follow the Humanist worldview: -Consider what is morally right or wrong by thinking about the effect an action may have on others.</p> <p>To know that some people who follow the Jewish worldview: -Try to follow the 613 mitzvot for how to live. -Follow The Ten Commandments as part of their moral code.</p>
<p><b>Year 4</b></p>		
<p><b>Conceptual knowledge:</b></p>	<p>To know that stories and scriptures give insights about how to live.</p> <p>To know that religious texts contain different types of writings.</p> <p>To know why the Bible has a significant role in public life in many countries, including the UK.</p> <p>To know that religious scriptures come from a range of sources and origins.</p> <p>To know that religious scriptures are written in different languages and this can affect interpretation</p>	
<p><b>Worldview related knowledge:</b></p>	<p>To know that some people who follow the Christian worldview: -Use the different types of writings (parables, letters, psalms, gospels and recounts) as an explanation of their faith and a central feature of their life. -Believe that the Bible is a collection of books told orally and then written by different people at different times. -Read</p>	<p>To know that some people who follow the Jewish worldview: -Believe the Torah should be written and read in Biblical Hebrew, translations are used but not considered to be fully accurate. -Study the Torah from childhood and learn to recite it.</p>

	<p>different translations of the Bible to help them understand its meaning. -Read the stories Jesus told (parables) for wisdom on how to live. -Believe that Jesus' teachings were radical in the historical and geographical context he was living in.</p> <p>To know that some people who follow the Muslim worldview: - Believe that as the Qur'an was originally written in Classical Arabic that is the more accurate language to read it in. -Believe that the Qur'an was revealed to Muhammad over 23 years, shared by recitation and written down by his companions after his death. - Study the Qur'an from childhood and learn to recite it.</p>	<p>To know that some people who follow the Sikh worldview: -Believe the Guru Granth Sahib to be the final Guru, in written rather than human form. -Believe the Guru Granth Sahib was compiled by one of the Gurus and includes teaching from Hindu and Muslim scholars. -Seek guidance and inspiration from the Guru Granth Sahib.</p> <p>To know that some people who follow the Buddhist worldview: -Use the Buddhist canon for guidance.</p>
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**Year 5**

<p><b>Conceptual knowledge:</b></p>	<p>To know that ideas about the afterlife come from many sources.</p> <p>To know that beliefs about life after death can affect how people choose to live their lives.</p> <p>To know that people are inspired and led by others from within and outside their community.</p> <p>To begin to understand that scripture can be interpreted in different ways.</p> <p>To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on.</p> <p>To know that wisdom means thinking sensibly and taking into account knowledge and experience.</p> <p>To know that guidance means advice, informance or rules given by someone in authority.</p> <p>To know that within and between religious and non religious groups people may disagree about challenging issues.</p>
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<p><b>Worldview related knowledge:</b></p>	<p>To know that some people who follow Sikh worldview: -Follow the examples of the Gurus when thinking about standing up for their beliefs. -Believe that the succession of Gurus was passed on to those who were spiritually liberated from birth and therefore able to continue Guru Nanak's message.</p> <p>To know that some people who follow the Christian worldview: - Interpret some teachings of the Bible differently or put emphasis on different aspects of key teaching depending on their denomination. - Read the Bible to help them understand and respond to death.</p> <p>To know that some people who follow the Jewish worldview: -Read the Tenak to help them understand and respond to death.</p>	<p>To know that some people who follow the Muslim worldview: -Refer to the Qur'an to help them understand and respond to death and suffering. -Are part of either the Sunni or Shi'a group who disagree on who would succeed Muhammad.</p> <p>To know that some people who follow the Hindu worldview: -Read the Bhagavad Gita to help them understand and respond to death.</p> <p>To know that some people who follow the Buddhist worldview: -Read the story of Kisagotami to help them understand and respond to death.</p>
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**Year 6**

<p><b>Conceptual knowledge:</b></p>	<p>To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.</p> <p>To know that writings from long ago can give people insight into modern day issues.</p> <p>To know that ideas and beliefs about suffering come from many sources.</p>
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	<p>To know that some people use stories about how others became close to God to guide them in achieving the same aim.</p> <p>To know that cultural, historical and geographical context can affect how scripture is interpreted.</p> <p>To know that people disagree on whether ancient writings are still relevant to modern life.</p> <p>To know that the same guidance or scripture can be interpreted differently by people</p>	
<b>Worldview related knowledge:</b>	<p>To know that some people who follow the Christian worldview: - Read the Bible to help them understand and respond to suffering.</p> <p>To know that some people who follow the Muslim worldview: -Go on Hajj as one of The Five Pillars.</p>	<p>To know that some people who follow the Jewish worldview: -Reflect on stories from scripture to help them understand and respond to suffering.</p> <p>To know that some people who follow the Buddhist worldview: -Read the story of Kisagotami to help them understand and respond to suffering</p>

### Substantive Knowledge – progression of skills – Community and Belonging

Year 1			
<b>Conceptual knowledge:</b>	<p>To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities.</p> <p>To know that people with similar worldviews often work together to care for the world and for others.</p> <p>To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>To know that baby welcoming ceremonies often include symbols and actions to show the baby’s relationship with god.</p>		
<b>Worldview related knowledge:</b>	<table border="1"> <tr> <td> <p>To know that some people who follow the Christian worldview: - Believe it is important to help others in their community who are different to themselves.</p> <p>To know that some people who follow the Muslim worldview: -Share food and money with their community as part of ‘aqiqah when a new baby is born. -Give to charity as the third pillar of Islam to support others in the Muslim community</p> </td> <td> <p>To know that some people who follow the Humanist worldview: -Invite family and friends to a naming ceremony to celebrate the baby belonging to their community.</p> <p>To know that some people who follow the Hindu worldview: -Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies</p> </td> </tr> </table>	<p>To know that some people who follow the Christian worldview: - Believe it is important to help others in their community who are different to themselves.</p> <p>To know that some people who follow the Muslim worldview: -Share food and money with their community as part of ‘aqiqah when a new baby is born. -Give to charity as the third pillar of Islam to support others in the Muslim community</p>	<p>To know that some people who follow the Humanist worldview: -Invite family and friends to a naming ceremony to celebrate the baby belonging to their community.</p> <p>To know that some people who follow the Hindu worldview: -Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies</p>
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Year 2			
<b>Conceptual knowledge:</b>	<p>To know that many festivals are often celebrated as a community.</p> <p>To know that some people find praying or worshiping as part of a community helpful.</p> <p>To know that members of the same community may have similar or different ways of life.</p> <p>To know that many religious groups have special buildings which may have features linked to beliefs and practices.</p> <p>To know that offerings used to express gratitude may be used to help a person’s local or national community.</p> <p>To know that within a community people have different values, ideas and beliefs.</p>		

<b>Worldview related knowledge:</b>	<p>To know that some people who follow the Jewish worldview: -Help others in their community as part of following mitzvot. -Celebrate Hanukkah with others from the Jewish community. - Visit a synagogue to worship and pray with members of their community.</p> <p>To know that some people who follow the Christian worldview: -Use offerings given at Harvest to help others in their local community. - Visit a church to worship and pray with members of their community</p>	<p>To know that some people who follow the Hindu worldview: -Visit the mandir to worship and pray with members of their community. -Celebrate Diwali with others from the Hindu community.</p> <p>To know that some people who follow the Muslim worldview: -Visit the mosque to worship and pray with members of their community.</p>
<b>Year 3</b>		
<b>Conceptual knowledge:</b>	<p>To know that for many people relationships with others and being part of a community are important.</p> <p>To know that all communities have rules and guidance for how to live together.</p> <p>To know that ceremonies involving water and fire are important occasions for some communities.</p> <p>To know that eternal flames are sometimes used as a sign of remembrance in a community.</p>	
<b>Worldview related knowledge:</b>	<p>To know that some people who follow the Sikh worldview: -Take part in the Amrit ceremony.</p> <p>To know that some people who follow the Hindu worldview: -Take part in festivals marking the importance of the river Ganges.</p>	<p>To know that some people who follow the Christian worldview: - Take part in Baptism ceremonies</p>
<b>Year 4</b>		
<b>Conceptual knowledge:</b>	<p>To know that being part of a community with similar beliefs is important to some people.</p> <p>To know that the history of religion affects how people see their own and others' communities.</p> <p>To know that the language used during worship and prayer is important for some people when connecting with their community.</p> <p>To know that for some people outward expressions of belief are important for a sense of belonging.</p> <p>To know that disagreement and change happens in communities.</p>	
<b>Worldview related knowledge:</b>	<p>To know that some people who follow the Muslim worldview: -Feel that they are part of a worldwide religious community (ummah).</p> <p>To know that some people who follow the Sikh worldview: -Join the Khalsa through the Amrit Sanskar ceremony. -Wear a turban as part of a cultural tradition..</p>	<p>To know that some people who follow the Jewish worldview: -Take part in a Bar/Bat Mitzvah ceremony.</p>
<b>Year 5</b>		
<b>Conceptual knowledge:</b>	<p>To know that funerals can be important times for communities to support one another.</p> <p>To know that communities sometimes fight or protest for the rights of themselves or others.</p> <p>To know that the community or group someone is part of shapes their sense of belonging.</p> <p>To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p> <p>To know that some people may find religious spaces significant even if they are not part of that religion.</p> <p>To know that some places are of particular significance due to historical, cultural and geographical reasons.</p>	

<p><b>Worldview related knowledge:</b></p>	<p>To know that some people who follow the Christian worldview: -          -Belong to a particular denomination of the Christian church. -Relate to their community in different ways depending on the context they live in. -Have different buildings, artwork and dress based on culture, tradition and context.</p> <p>To know that some people who follow the Hindu worldview: -          Consider social status or sections of society to help them understand different roles in a community. -Believe the River Ganges to be significant.</p>	<p>To know that some people who follow the Jewish worldview: -Consider the destruction of the first and second temple to be significant to their religion. -Feel they are part of a worldwide community which started in Israel and spread across the world. -Believe Israel to be a significant place.</p>
<p style="text-align: center;"><b>Year 6</b></p>		
<p><b>Conceptual knowledge:</b></p>	<p>To know that people respond in different ways then they see people in their community suffering.          To know experiencing a pilgrimage together can help some people feel a sense of community and belonging.          To know that some people feel significant connection to a building or place.          To know that, for some, the people in a particular space are more important than the place itself.          To know that shared practices can be important to give some people a feeling of belonging.          To know that some practices might demonstrate belonging to a particular community.          To know that shared challenge can bring people closer together.          To know that particular places can be significant to their religion based on scripture and historical events.</p>	
<p><b>Worldview related knowledge:</b></p>	<p>To know that some people who follow the Muslim worldview: -          Travel as part of a large group to join over two million members of the Muslim community at Hajj. -Wear special clothing during Hajj. -          Dress in certain ways which show symbolism and belonging. -Believe Makkah to be a significant place.</p> <p>To know that some people who follow the Jewish worldview: -Dress in certain ways which show symbolism and belonging. -Eat certain dishes depending on their origins. -Believe Israel to be a significant place.</p>	<p>To know that some people who follow the Buddhist worldview: -Describe themselves as following a particular Buddhist form.</p> <p>To know that some people who follow the Christian worldview: -Believe Jerusalem to be a significant place.</p>

## Disciplinary knowledge – progression of skills

	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
<b>Questions:</b>	Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?).	Asking questions about what other people think and do. Asking questions in response to a question.	Asking questions about what others think and do and how they show their beliefs.	Asking challenging questions and reflecting on the origins of their questions.
	To know there are different types of questions (e.g. those with simple factual answers and those with opinions or ideas).	To know that some questions do not have a simple answer.	To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	To know that some answers to questions can change over time and reflect on why this might be the case
<b>Investigate:</b>	Listening to stories and discussing what happens in them. Exploring simple scripture quotes and considering how they might help people. Beginning to notice important information (e.g. first-hand accounts and photos).	Listening to stories and discussing what they mean. Examining simple scripture quotes and interpreting what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).	Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them. Discussing how various sources provide different pieces of information.	Identifying key information from a broad range of sources independently. Explaining why interpretations of scripture and stories vary among different people. Synthesising information from different sources to suggest ideas about beliefs.
	To know stories, images and objects can help us learn about beliefs. To know diversity is often evident in sources (e.g. different ways of welcoming babies).	To know stories, texts, images, artefacts and accounts can help us understand different beliefs.	To know different sources of evidence can provide different insights into beliefs and practices.	To know a person's perspective influences how they interpret sources of evidence. To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices.
<b>Interpret:</b>	Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences.	Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories.	Considering how the same story may be told in different cultures or times. Comparing and contrasting stories or teachings from	Recognising how the historical and cultural context of stories can influence their meaning. Considering the intention of the storyteller and the impact of the story.

	<p>Finding religious symbols in stories and other sources.          Recognising some religious terminology in sources.          Thinking about the meaning of what people do.          Beginning to notice similarities and differences within and between religions and worldviews.          Making links between religious and non-religious beliefs and practices.</p>	<p>Understanding that some symbols (for example, light) have meaning beyond the literal.          Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen').          Thinking about what people's actions can represent.          Identifying similarities and differences within and between religions and worldviews.          Making links between religious and non-religious beliefs, practices and symbols.</p>	<p>different religions to identify common themes.          Recognising underlying themes in stories, such as kindness or forgiveness.          Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal.          Exploring how language may have special religious meaning and convey beliefs and teachings.          Exploring similarities and differences within and between religions and worldviews.          Using different sources of evidence to build ideas about a concept.          Discussing the meaning of historical and modern events and practices</p>	<p>Reflecting on how stories are interpreted differently by different audiences and why.          Recognising further symbols and their representations within and across religions.          Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife).          Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews.          Analysing events and issues and how these might impact people's lives.</p>
	<p>To know similarities and differences help us understand worldviews better.          To know we all notice different things in stories and sources.</p>	<p>To know there are links between and within religious and non-religious beliefs and practices.          To know we all have different ideas about what stories or sources might teach us.</p>	<p>To know some reasons for similarities and differences within and between religions and worldviews.          To know our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.</p>	<p>To know the same concept (for example, equality) can be expressed in different ways.          To know there is value in different interpretations of a source and that no one interpretation is correct.</p>

<b>Evaluate:</b>	<p>Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p>	<p>Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different.</p> <p>Making links to sources when explaining their ideas.</p> <p>Explaining why some objects, places, practices and stories are important to people.</p>	<p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Justifying their ideas and opinions using evidence from current and prior learning.</p> <p>Explaining links between religious and non-religious practices and their significance.</p> <p>Recognise similarities in concepts and beliefs even when practices and expressions differ.</p>	<p>Considering representation in sources and how this might affect their usefulness.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Forming conclusions based on a range of sources.</p> <p>Making connections between religious and non-religious traditions, beliefs and practices.</p> <p>Appreciating the value of diversity within religions and worldviews.</p>
	To know it is helpful to ask questions about sources.	To know questioning sources can help us to learn.	To know sources can be interpreted differently depending on a person's worldview.	To know some evidence has limitations.
<b>Apply:</b>	<p>Talking about how beliefs can inspire people to do things. Talking about their own experiences in relation to their learning.</p> <p>Sharing things that make them wonder and what they think about these things.</p>	<p>Explaining how beliefs may influence behaviour and decisions.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p>	<p>Exploring how beliefs can impact people's lives and actions, including personal and community practices.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Drawing on knowledge to respond thoughtfully to big questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p>	<p>Analysing how beliefs and values shape behaviours and relationships in different contexts.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using examples from their learning alongside their personal worldview to answer big questions.</p>
	This cell is blank because the 'apply' phase of enquiry involves children using the knowledge they have gained in earlier phases, rather than acquiring new knowledge.			

<p><b>Express:</b></p>	<p>Talking about what they believe.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Sharing what they have learnt.</p> <p>Expressing their ideas using symbols, drawings and choosing appropriate words.</p>	<p>Using concrete examples to express abstract concepts and ideas (e.g. what love is).</p> <p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Discussing what they have learnt, giving examples.</p> <p>Using spoken and written words, symbols and drawings to express their ideas.</p>	<p>Beginning to discussing their own and others' spiritual experiences and beliefs.</p> <p>Showing respect when hearing about other people's beliefs.</p> <p>Explaining their learning taking into account different perspectives and evidence.</p> <p>Expressing thoughts, ideas and opinions clearly in a variety of ways.</p>	<p>Explaining their own and others' spiritual experiences and beliefs.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Presenting arguments, conclusions and perspectives with supporting evidence.</p> <p>Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.</p>
	<p>To know that it is important to only use positive language when discussing others' beliefs.</p>	<p>To know it is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p>	<p>To know that it is important to express factual information about different worldviews, rather than opinion.</p>	<p>To know that using neutral language, such as 'I notice...' or 'I see that...' is essential to discuss observations without conveying judgement or bias.</p> <p>To know it is important to use respectful language when challenging others' ideas (for example, 'I think,' 'I'd like to say...') but a person's beliefs should never be challenged.</p>

## Personal Knowledge – progression of skills

Year 1	Year 2
<p><b>Positionality:</b> During Key stage 1, children will develop their understanding of things they have seen, heard or experienced. Children will learn how to respectfully challenge and be challenged on their perceptions, based on thoughts and ideas behind common misconceptions. They will be encouraged to ask questions and be curious, using talk to share how their thoughts and ideas have changed.</p>	
<p>To know what they and their families think and believe in relation to content be learnt.            To know where some of their beliefs have come from. To know that it is natural for people to think and behave differently from one another.            To know that their ideas might change over time</p>	<p>To know the links and comparisons between their own beliefs and those they are learning about.            To know why some things might surprise or make them feel uncomfortable.            To know that it is important to respond respectfully to different beliefs.            To know that learning new things might change what they think and believe.</p>
<p>Talking about simple ideas and things that puzzle them about belief in God.            Sharing opinions respectfully about what is important to them and what is important to others.            Expressing their own ideas and opinions based on personal experience and the beliefs of family members.            Using various art forms to express their ideas.            Asking their own questions about the world around them.            Discussing their ideas about what is right and wrong. Appreciating diversity in images, art, artefacts and videos used.</p>	<p>Asking questions about what puzzles them about religious and non-religious stories and texts they have read.            Expressing their own ideas and opinions, including considering worldviews studied.            Explaining how they have expressed their ideas through art.            Asking thoughtful questions relating to their learning. Explaining why they feel something is right or wrong and comparing their ideas to others.            Showing respect when looking at evidence about other people’s ideas and beliefs.</p>

## Personal Knowledge – progression of skills

Lower Key Stage 2	Upper Key Stage 2
<p><b>Positionality:</b> Depth of coverage will enable pupils to begin to make sense of different religions, viewpoints and worldviews. Pupils will develop a self-awareness and sensitivity towards their own and others’ beliefs and presumptions and how these affect their responses to the concept and contents taught.</p>	<p><b>Positionality:</b> Children will be encouraged to understand and develop a self-awareness of their own relationship to what they are learning. They will learn how to express their own thoughts in different ways, whilst understanding and reflecting on others’ viewpoints, practising tolerance, acceptance and respect.</p>
<p>To know that what they believe influences how they think about new content.                      To know they have an individual perspective.                      To know what stereotypes are and why they should be challenged.                      To know that their own thoughts, ideas and opinions may be influenced by what they learn.</p>	<p>To know that their beliefs can affect how they interpret evidence and content.                      To know that different perspectives can lead to different interpretations.                      To know when bias is present and that it should always be challenged.                      To know that their worldview can change and evolve in response to their learning and experiences.</p>
<p>Discussing their own views about belonging, meaning, purpose and truth.                      Presenting different views thoughtfully and creatively, using evidence from learning.                      Asking open questions and suggesting responses.                      Discussing their own and others’ ideas about deciding what is right and wrong.                      Suggesting ideas, including own opinions and evidence from learning.                      Thinking about their own ideas in light of their learning, experiences and discussions.</p>	<p>Making links and comparisons between their own and others’ views.                      Using creativity to present their own and others’ ideas, explaining their choices.                      Asking and exploring questions from different perspectives, including their own.                      Discussing ideas about how their own or another person’s worldview influences their responses to ethical issues.                      Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.                      Engaging in times of thoughtfulness and reflection and making links between own and others’ experiences.                      Expressing their own thoughts about the existence and nature of God.</p>

## The development of SMSC and the promotion of British Values in the R.E. Curriculum

<p><b>Spiritual</b> Children</p> <ul style="list-style-type: none"> <li>• use religious words and phrases to recognise and name features of religious life and practice.</li> <li>• recall religious stories.</li> <li>• recognise symbols and other verbal and visual forms of religious expression.</li> <li>• suggest meanings for a range of forms of religious expression.</li> <li>• talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others.</li> <li>• express their own and others' views on the challenges of belonging to a religion.</li> <li>• search for meaning, the purpose of life and the values by which we live.</li> <li>• interpret spirituality in their own lives and reflect on ultimate questions</li> <li>• explore beliefs and values from a range of different religions and cultures</li> <li>• learn about shared and differing views and beliefs</li> <li>• explore a range of perspectives on moral and ethical issues</li> <li>• explore and examine a range of different religions and cultures, giving them the opportunity to develop an understanding of multiculturalism, diversity and respect for others</li> <li>• become aware of the positive impact that religion has in society by exploring the ways religion affects daily life, moral decisions and social responses from its believers</li> <li>• explore different artistic images and literature from religious and cultural perspectives.</li> <li>• investigate aspects of religious architecture, paintings, symbols and their meanings</li> </ul>	<p><b>Moral</b> Children</p> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, they recognise their own values and those of others.</li> <li>• make links between values and commitments and their own attitudes and behaviour.</li> <li>• raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments.</li> <li>• explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</li> <li>• model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religion.</li> <li>• learn about shared and differing moral values from religious and secular perspectives</li> <li>• debate moral dilemmas about right and wrong, good and bad, peace, etc</li> <li>• consider a range of responses to moral issues.</li> </ul>
<p><b>Social</b> Children</p> <ul style="list-style-type: none"> <li>• work collaboratively to explore the practices and beliefs of different religions.</li> <li>• ask and respond sensitively to, questions about their own and others' experiences and feelings.</li> <li>• identify and describe the impact religion has on believers' lives.</li> <li>• describe what inspires and influences themselves and others.</li> <li>• express their own and others' views on the challenges of belonging to a religion.</li> <li>• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.</li> </ul>	<p><b>Cultural</b> Children:</p> <ul style="list-style-type: none"> <li>• ask and respond sensitively to questions about their own and others' experiences.</li> <li>• make links between beliefs and sources, including religious stories and sacred texts.</li> <li>• Identify and describe the impact religion has on believers' lives.</li> <li>• express their own and others' views on the challenges of belonging to a religion.</li> <li>• consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</li> <li>• learning about a range of different religious traditions</li> <li>• have the opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society.</li> </ul>

# British Values

- Pupils will show tolerance and harmony between different cultural traditions by enabling them to acquire an appreciation for and respect for their own and other cultures.
- Encourage respect for other people.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Understand freedom to choose and hold other faiths and beliefs is protected in law.
- Accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

The RE classroom is a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Pupils examine different codes for living and respect that all people are equal before the law. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these and an expectation that these are listened to. Children consider questions about identity and belonging. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Assemblies contribute to the knowledge of special occasions, beliefs and customs. RE can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.

## R.E. Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive Knowledge</b>						
Celebration Festival Special Religion Diwali Advent Christmas Ramadan Eid Lunar New Year Shrove Tuesday Ash Wednesday Easter Jesus God	Belief/believe Blessing Ceremony Community Creator/creation God Miracle Religion Responsibility Scripture Worldview	Chosen Festival Guru Messenger Place of worship Practices Prayer Prophet Ritual Sacred Shrine Symbol/symbolise Temple Worship	Cleanse Covenant Divine Equality Eternal Faith Forgiveness Guidance Holy Inspired Moral Offering Reasoning Sin Soul	Ancient Commitment Culture Dharma Fast Harmony Merciful/mercy Origin Prophecy Revealed/revelation Sacrifice Spiritual Traditions Translation	Abrahamic Agnostic Atheist Denomination Devotion Dharmic Enlightenment Exile Karma Liberation Pilgrimage/pilgrim Reincarnation/reincarnated Religious Succession Theist	Diversity Free will Incarnation Liberal Martyrdom Monotheist Orthodox Protected characteristics Secular Suffering Temptation Wisdom
<b>Personal Knowledge</b>						
	Respect Idea	Opinion Value	Response Source Influence	Perspective Viewpoint	Stereotype Prejudice Discrimination Tolerance/tolerant	Bias Contradictory Controversial Personal
<b>Disciplinary Knowledge</b>						
	Proof Important Quote	Express link	Connection Organised worldview Personal worldview Historical Modern Represent	Artefact Evidence Impact Perception Literal	Interpretation Portrayal Significant Suggest	Respond Reflect Census
<b>World-View related vocabulary</b>						
	Christian Christian Bible God Jesus Christmas Allah (God Muhammad Muslim Brahman Hindu Trimurti God	Church Cross Disciples Messiah Old Testament Mosque Qur'an Avatar Deity Diwali Mandir Murti	New Testament Ten Commandments Baptism Salvation Islam Five pillars of Islam Aarti Tenak Torah scroll Langar Buddhist Buddha	Easter Gospel Lent Resurrection Crucified Saviour Hadith Halal Hijab Ramadan Bhagavad Gita Vedas	Sacraments Holy Spirit The Trinity Crucifixion Parable Ummah Moksha Yom Kippur Bandi Chhor Divas Ik Oankar Mukti Eightfold path	Fall Hajj Mitzvot Shabbat Tabernacle Hukam Jain

	Jewish Torah Sikh Waheguru Humanist Zoroastrian	Puja Hanukkah Synagogue Gurdwara Guru Granth Sahib Guru Nanak Alevi	Meditation Shinto Ahura Mazda	Kippah Kosher Khalsa Articles of faith Bahai Bahauallah Buddhist Canon	Four Noble Truths Nirvana	
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