



# Religious Education and Worldviews

RE at Caldecote intends to promote respect and understanding of religious and non-religious worldviews and to challenge prejudice, discrimination and stereotyping. 'Worldview' describes the way in which a person encounters, interprets, understands and engages with the world. It is concerned with the promotion of each child's self-worth, enabling them to reflect and celebrate their uniqueness as human beings, to share their feelings and emotions with others and to appreciate the importance of forming and maintaining positive relationships. It leads our pupils to aspire to not have more, but to be more.

Our aim is for our pupils to be able to hold a balanced and well-informed conversation about religious and non-religious worldviews, with the skill to "disagree agreeably".

We do this through exploration and questioning.



Reception			
Big Question	What does it mean to 'belong' and why is it important to celebrate special times?	How are new beginnings celebrated in our communities and what symbols are associated with new life?	What can we learn from spiritual, religious and moral stories?
Key Learning	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Respond creatively, imaginatively and meaningfully to memorable experiences.</p> <p>Using a religious celebration as a stimulus, talk about the special events associated with the celebration.</p> <p>Through artefacts, stories and music, learn about important celebrations, both religious e.g. Diwali and Christmas and non religious e.g. birthdays.</p>	<p>Understand how the New Year is celebrated in different communities and why?</p> <p>Be able to talk about celebrations of birth e.g. Christenings and birthdays.</p> <p>Using religious artefacts and symbols as a stimulus think about and express meanings associated with the artefact and symbol.</p> <p>Handle artefacts with curiosity and respect.</p> <p>Ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.</p> <p>Share their own experiences and feelings and those of others, and are supported in reflecting on them.</p>	<p>Use some stories from non-religious and religious traditions as a stimulus to reflect on their feelings and experiences and explore them in various ways.</p> <p>Using a story as a stimulus, they talk about the words and actions of characters and decide what they would have done in a similar situation.</p> <p>Learn about religious, spiritual and moral stories and find out about their meanings through activity and play.</p> <p>Using role-play as a stimulus, they can talk about some of the ways that people show love and concern for others and why this is important.</p> <p>Think about issues of right and wrong and how humans help one another.</p>
Religions	In Reception the religions covered will be based on the pupils' own experiences so will vary depending on cohort.		
Key Vocabulary	Birthdays Harvest Thankful Sharing Diwali Christmas	Chinese New Year Easter Cross Jesus Spring New life	Noah Ark Fairness Kindness Right and wrong



**In RE our youngest pupils should be able to**

- Listen to religious, spiritual and moral stories.
- Show interest in the world around them. Ask questions about the world around them.
- Listen to religious stories for major festivals (Christmas, Easter, Diwali, Chinese New Year).
- Know about religious festivals relevant to the children in the class.
- Recognise some religious symbols and words.
- Identify some aspects of own experiences and feelings in religious material studied.
- Identify things that they find interesting or puzzling.
- Identify what is of value and concern to themselves.

**In RE our youngest greater depth pupils will**

- Have secure knowledge of Christianity and the worldviews studied
- Know some similarities and differences within and between the religions studied in terms of the way people of faith demonstrate their religious beliefs.
- Use a wide religious vocabulary in suggesting reasons for the similarities and differences found within and between religions.
- Give their own and others' views on questions about who they are with a developing self-awareness and empathy.



Year 1			
Unit	What do people around the world believe? Who celebrates Christmas?	Why is Easter important to Christians?	What makes a church a special place for Christians?
Key Learning	Begin to talk about different beliefs and practices (prayer, attending place of worship, celebrating festivals, special stories, belief in God) using the correct vocabulary. Show how individuals and faith communities celebrate life events. Begin to explore the term 'worldview' as a way that a person interprets and engages with the world. Begin to name the different beliefs and practices of Christianity using correct vocabulary.	Encounter a variety of religious and moral stories from Christianity and worldviews. Recount in outline some religious stories from the bible. Begin to suggest meanings behind religious and moral stories. To understand and reflect on the Christian view of resurrection and the symbolism associated with Easter. Identify things that they find interesting or puzzling in the religious and non-religious materials studied.	To begin to understand some practices of Christianity that take place in a church. To understand that people visit special places (religious and non-religious) and reflect on what makes a place special for themselves and others. Find out about Humanists – do they have a place of worship? Ask or respond to questions about how individuals and faith communities live. Express their own ideas about belief and practices creatively.
Religions	<b>Introduce new religion for this year group:</b> <b>Christianity</b> Own beliefs (various) Humanism Worldviews	<b>Christianity</b> Worldviews	<b>Christianity</b> Own beliefs Humanism Worldview
Key Vocabulary	World Faith Belief Christian Humanist	Resurrection Easter Symbols Morals Meaning	Church Holy Prayer Worship Humanism



**In RE our year 1 pupils should be able to**

- Begin to talk about different beliefs and practices related to Christianity and worldviews, using the correct vocabulary.
- Express their own ideas about different beliefs and practices creatively.
- Ask or respond to questions about how individuals and faith communities live.
- Begin to suggest meanings behind a variety of religious and moral stories from Christianity and other religious and worldviews.
- Show how individuals and faith communities celebrate life events.
- Recognise religious symbols and words.
- Identify things that they find interesting or puzzling, in the religious and non-religious worldviews material that they have studied.
- Identify what is of value and concern to themselves, in the religious and non-religious worldviews material that they have studied.

**In RE our year 1 greater depth pupils will**

- Have secure knowledge of Christianity, Judaism and the worldviews studied in KS1
- Know some similarities and differences within and between the religions studied in terms of the way people of faith demonstrate their religious beliefs.
- Use a wide religious vocabulary in suggesting reasons for the similarities and differences found within and between religions.
- Give their own and others' views on questions about who they are with a developing self-awareness and empathy.



Year 2			
Unit	What is the meaning of Harvest, Hanukkah and Christmas?	What does it mean to belong to a community?	Why are ceremonies and rituals important to a person of faith?
Key Learning	<p>Find out about Harvest festivals including sukkot and the meanings behind these festivals.</p> <p>Compare different festivals including Christian Harvest Festival and Sukkot and look for similarities and differences.</p> <p>Understand why harvest is celebrated by Christians and Jews.</p> <p>Understand the Christian festival of Christmas and the Jewish festival of Hanukkah and why these are important to Christians or Jews.</p> <p>Begin to look at similarities and differences between the religions studied so far.</p>	<p>Talk about own community and people and things that are important to themselves.</p> <p>Explore Judaism and find out about Jewish beliefs and practices including the importance of Shabbat, the ten commandments.</p> <p>Learn about the texts and stories that are important in Judaism and Christianity and reflect on the meanings behind these stories.</p> <p>Retell some of the religious and moral stories from the bible and at least one other religious text or special book. Reflect on these stories in terms of their own views and a worldview perspective.</p> <p>Express their own ideas and opinions and talk about their work creatively using a range of different medium.</p>	<p>Talk about important times in lives of people e.g. the birth of a baby, marriage and death.</p> <p>Find out how individuals and faith communities (Jewish, Humanist and Christian) celebrate life events including weddings, christenings, confirmations and bar mitzvahs.</p> <p>Interview a person of faith about a ceremony.</p> <p>Find out about what happens in religious places of worship during the ceremonies and rituals.</p> <p>Interview a Humanist about their community and how they celebrate life events.</p> <p>Begin to understand the meaning of Jewish symbols and practises related to life events and compare these with Christian symbols and practices.</p>
Religions covered	<p><b>Introduce new religion for this year group: Judaism</b></p> <p>Christianity</p> <p>Worldviews</p>	<p><b>Judaism</b></p> <p>Humanism</p> <p>Christianity</p> <p>Worldviews</p>	<p><b>Judaism</b></p> <p>Humanism</p> <p>Christianity</p> <p>Worldviews</p>
Vocabulary	<p>Sukkot</p> <p>Harvest</p> <p>Christmas</p> <p>Hanukkah</p>	<p>Shabbat</p> <p>Sabbath</p> <p>Ten commandments</p> <p>Torah</p> <p>Synagogue</p>	<p>Bar mitzvah</p> <p>Humanist weddings</p> <p>Christening</p> <p>Confirmation</p>



**In RE our year 2 pupils should be able to**

- Name the different beliefs and practices of Christianity and Judaism, and begin to look at similarities and differences between religious beliefs. Begin to use key words and vocabulary related to Christianity, Judaism and worldviews.
- Ask and respond to questions about what individuals and faith communities do.
- Retell some religious stories from the Bible and one other religious text and suggest meanings behind these stories.
- Begin to understand what it looks like to be a person of religious faith or a person of non-religious worldviews e.g. Humanist.
- Identify some religious practices (life events, prayer, worship) and know that some are characteristic of more than one religion.
- Respond sensitively to the experiences and feelings of others, including those with a faith and those with worldviews.
- Realise that some questions that cause people to wonder are difficult to answer and recognise that some questions about life are difficult to answer.
- Respond sensitively to the values and concerns of others, including those with and without a faith, in relation to matters of right and wrong.

**In RE our year 2 greater depth pupils will**

- Have secure knowledge of Christianity, Judaism and the worldviews studied in KS1
- Know some similarities and differences within and between the religions studied in terms of the way people of faith demonstrate their religious beliefs.
- Use a wide religious vocabulary in suggesting reasons for the similarities and differences found within and between religions.
- Give their own and others' views on questions about who they are with a developing self-awareness and empathy.



Year 3			
Unit	What does it mean to be a Muslim and why is prayer important to Muslims?	What is a pilgrimage and who goes on these?	How do Christians put their beliefs into practice and how does this compare to other religions and worldviews?
Key Learning	Know where Islam was founded and who founded the Muslim faith. Describe the key teachings and beliefs held by Muslims and their importance. Discover the key features in a Muslim's place of worship. Name and explain the key Muslim festivals and practises. Learn about the Muslim holy book and how it is used. Recognise the main symbol associated with Islam and make links between beliefs, stories and practices.	Find out why people of faith choose to go on pilgrimages and explore this through the different faiths studied so far (Islam, Judaism and Christianity). Compare the reasons why people go on pilgrimages. Compare the key features of a pilgrimage and the similarities and differences between the different faiths. Ask and respond to questions about pilgrimage and consider the impact a pilgrimage may have on a person's faith or beliefs. What is the 'value' of pilgrimage? Reflect on own views of pilgrimage and the value of this.	Investigate and connect features of Christian belief and compare to other religions and worldviews that they have studied. Discuss the beliefs of fairness, equality, forgiveness and peace and find examples of these in religious and moral stories. Discuss how these beliefs are demonstrated within religious and non-religious communities and how these relate to right and wrong. Reflect upon their own views and beliefs and ask and answer questions about these. Interview a Christian and a Muslim about the ways that they live their lives and put their beliefs into practice. Consider how this compares Humanist beliefs and the way a Humanist puts their beliefs into practice.
Religions	<b>Introduce new religion for this year group: Islam</b>	<b>Islam</b> Christianity Judaism	<b>Islam</b> Christianity Judaism Humanism worldviews
Vocabulary	Islam Muslim Eid mosque Quran	Hajj Saints Mecca Western Wall	Bible Faith Belief Evangelism The Golden Rule



**In RE our year 3 pupils should be able to**

- Make links between beliefs, stories and practices. Identify the impact of beliefs on people's lives. Identify similarities and differences between religions and also compared to non-religious worldviews.
- Begin to understand that diversity exists within and between religions and worldviews.
- Ask and respond to questions about how individuals and faith communities live and why.
- Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview. Suggest and consider the impact of different beliefs and practices. Suggest how these relate to right and wrong.
- Describe how some features of the religion studied are exemplified in festivals and practices.
- Use key words and vocabulary related all religions studied so far.
- Recount some religious and moral stories from at least three different sources of authority. Make links between religious stories and the beliefs and ideas that underlie them.
- Compare aspects of their own experiences with those of others and identify what influences their lives.
- Make links between values and commitments, including religious ones, and their own attitudes and behaviour.

**In RE our year 3 greater depth pupils will**

- Have secure and deep knowledge of all the religious beliefs and worldviews that have been studied throughout KS1 and KS2 and discuss these in detail using wide religious and philosophical vocabulary.
- Make well informed connections between and within religious and non-religious beliefs and practises. Reflect in detail on these similarities and differences, giving own interpretation and explanation for their observations.
- Make well informed, detailed and structured responses to other people's beliefs and values (including moral and religious ones) showing evidence of deep reflection, self-awareness and empathy.



Year 4			
Units	What does it mean to be a Sikh?	Why Pray?	Why is 'belief' important to some people?
Key Learning	<p>Know who founded Sikhism, where it was founded.</p> <p>Describe the main key beliefs, comparing these to what they know from the other religions that they have studied (Christianity, Judaism and Islam) and also comparing to a worldview perspective.</p> <p>Find out how the different Gurus contributed to the Sikh faith.</p> <p>Identify and name the main Sikh symbols and explain what these represent.</p> <p>Show understanding of the ways of belonging to the Sikh faith and describe the main Sikh festivals and why they are celebrated.</p>	<p>Explore Christian prayer through different sources including the bible, video clips of church service and interviewing a vicar or a practising Christian.</p> <p>Compare Christian prayer with Islamic prayer, Jewish prayer and Sikh prayer through learning about religious stories, texts, symbols and practices.</p> <p>Explore the diversity within religions in terms of how people pray and how this differs nationally and globally.</p> <p>Discuss the impact of prayer on people from different religions and also consider the impact of self-reflection for Humanists.</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious ideas.</p>	<p>Look at famous people and their faiths including from a range of faiths- Anarkali Kaur Honaryar or Fauja Singh (Sikhism), Greta Thunberg (Humanist), Mala Yousafzai (Islam).</p> <p>Discuss ethical questions such as the right of education for all, the importance of equality and environmental issues.</p> <p>Read and compare religious stories that raise ethical questions and reflect how these relate to right and wrong.</p> <p>Reflect on own beliefs and how these relate to right and wrong.</p> <p>Begin to articulate and communicate connections between their own ideas and other's.</p>
Religions	<p><b>Introduce new religion for this year group: Sikhism</b></p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Humanism</p>	<p><b>Sikhism</b></p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Humanism</p>	<p><b>Sikhism</b></p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Humanism</p> <p>Worldviews</p>
Vocabulary	<p>Guru</p> <p>Guru Nanak</p> <p>Gurdwara</p> <p>Guru Granth Sahib</p> <p>Vaisakhi</p>	<p>Rosary</p> <p>Bible</p> <p>Crucifix</p> <p>Quran</p> <p>Meditation</p>	<p>Campaign</p> <p>Inspire</p> <p>Ethics</p> <p>Morality</p>



**In RE our year 4 pupils should be able to**

- Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals and communities. Describe similarities and differences within and between religions and beliefs.
- Gather, select and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious and non-religious expression.
- Describe the key beliefs and teaching of the religions and worldviews studied, making some comparisons between these.
- Show understanding of the ways of belonging to a religious and a non-religious group and what these involve.
- Use technical vocabulary to show how religious beliefs, ideas and feelings can be expressed in a variety of forms.
- Ask questions about the significant experiences of key figures from the religions and worldviews studied. Suggest answers from their own and others experiences, including believers.
- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of the religions and worldviews studied.
- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious ideas.

**In RE our year 4 greater depth pupils will**

- Have secure and deep knowledge of all the religious beliefs and worldviews that have been studied throughout KS1 and KS2 and discuss these in detail using wide religious and philosophical vocabulary.
- Make well informed connections between and within religious and non-religious beliefs and practises. Reflect in detail on these similarities and differences, giving own interpretation and explanation for their observations.
- Make well informed, detailed and structured responses to other people's beliefs and values (including moral and religious ones) showing evidence of deep reflection, self-awareness and empathy.



Year 5			
Units	What can stories and images of deities tell us about Hindu beliefs? (OU)	What can we learn from stories shared by different religions? (OU)	Is religion what you say and what you do? (OU)
Key Learning	<p>Explain how Hinduism was founded.</p> <p>Explore Hindu deities and the symbolism behind the images and stories attached to the deities.</p> <p>Explain the main beliefs that Hindus share and make connections between these and other religions and worldviews.</p> <p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs, values and practices using the correct vocabulary.</p> <p>Explore some special Hindu festivals e.g. Diwali and discuss the meaning and impact of these on people of faith.</p>	<p>Explore stories from different religions including 'Durga and the Buffalo Demon' (Hinduism) The Good Samaritan (Christian), The Prophet and the Ants (Islam), Milk and the Jasmine flower (Sikhism).</p> <p>Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.</p> <p>Discuss the similarities and differences between the stories from a variety of religions and worldviews.</p> <p>Think about how the values within the stories can make a difference to lives of individuals and how they can be applied to their own lives.</p>	<p>Explore what is meant by the term 'religion' and recognise that those who have a non-religious worldview follow a moral code.</p> <p>Consolidate understanding about Humanism from previous years and explore how Humanist put into practice their beliefs.</p> <p>Compare different ways that people commit to organisations (religious and non-religious worldviews).</p> <p>Find out about religious and non-religious charities and the ethical values behind these.</p> <p>Think about how their own ethical values can be expressed through charity work or other actions.</p>
Religions	<p><b>Introduce new religion for this year group:</b></p> <p><b>Hinduism</b> Christianity</p> <p>Judaism Sikhism</p> <p>Islam Humanism</p> <p>worldviews</p>	<p><b>Hinduism</b> Sikhism</p> <p>Judaism Christianity</p> <p>Islam Humanism</p> <p>worldviews</p>	<p><b>Hinduism</b> Christianity</p> <p>Judaism Sikhism</p> <p>Islam Humanism</p> <p>worldviews</p>
Vocabulary	<p>Mandir</p> <p>Puja</p> <p>Murtis</p> <p>Shrine</p> <p>Diwali</p> <p>Brahman</p>	<p>Good Samaritan</p> <p>Rama and Sita</p> <p>The prophet and the ants</p> <p>Moses</p> <p>Milk and the jasmine flower</p>	<p>Secular</p> <p>Atheist</p> <p>Ethical</p> <p>Rationality</p> <p>Naturalism</p> <p>Scepticism</p>



**In RE our year 5 pupils should be able to**

- Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.
- Suggest lines of enquiry to address questions raised by the study of religions and worldviews. Suggest answers to questions raised, using relevant sources and evidence. Recognise and explain diversity within religious expression.
- Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals.
- Explain how selected features of religious life and a worldview non-religious life and practice make a difference to the lives of individuals and communities.
- Explain how some forms of religious expression are used differently by individuals and communities.
- Make informed responses to questions of identity and experience in the light of their learning.
- Make informed responses to questions of meaning and purpose in the light of their learning.
- Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

**In RE our year 5 greater depth pupils will**

- Have secure and deep knowledge of all the religious beliefs and worldviews that have been studied throughout KS1 and KS2 and discuss these in detail using wide religious and philosophical vocabulary.
- Make well informed connections between and within religious and non-religious beliefs and practises. Reflect in detail on these similarities and differences, giving own interpretation and explanation for their observations.
- Make well informed, detailed and structured responses to other people's beliefs and values (including moral and religious ones) showing evidence of deep reflection, self-awareness and empathy.



Year 6				
Units	Buddhism	What are the different views of how our world began?		What does Christianity look like in other parts of the world?
Key Learning	<p>Explain how Buddhism was founded.</p> <p>Recognise the significance of the Four Noble Truths and make connections with these and different religious beliefs and worldviews studied in previous year groups.</p> <p>Use the story of the Buddha to reflect on own and others' principles, making links and comparing stories, beliefs and practices from different religions and worldviews.</p> <p>Compare and contrast Wesak celebrations around the world and compare to other religious and non-religious celebrations.</p> <p>Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.</p>	<p>Find out about the different beliefs held in this country about how the world began. Reflect and respectfully respond to these.</p> <p>Express an informed and considered view on the impact of diversity of faith and belief in our world.</p> <p>Explore the idea of stewardship, the moral responsibility for the natural world.</p> <p>Discuss the Hindu beliefs and symbolism associated with the three gods of the Trimurti and put forward their own views and ideas.</p> <p>Discuss Humanist and scientific views of creation.</p> <p>Recognise that those who have non-religious worldview follow a moral code.</p>		<p>Recognise that there are Christians in almost every country around the world and the numbers of Christians in different countries varies.</p> <p>Express an informed and considered view on the impact of diversity of faith and belief in our world.</p> <p>Develop an understanding of how their own and other people's beliefs and values affect their actions.</p> <p>Understand how Christian faith motivates Christians' actions and lifestyles choices and compare this to other religious faiths and worldviews.</p> <p>Consider the challenges faced by people of faith who face discrimination and persecution.</p> <p>Develop well-structured responses to these issues.</p>
Religions	<p><b>Introduce new religion for this year group:</b></p> <p><b>Buddhism</b></p> <p>Hinduism                      Humanism</p> <p>Christianity                      Sikhism</p> <p>Judaism                          worldviews</p> <p>Islam</p>	<p><b>Buddhism</b></p> <p>Judaism</p> <p>Islam</p> <p>Christianity</p>	<p>Sikhism</p> <p>Hinduism</p> <p>Humanism</p> <p>worldviews</p>	<p><b>Buddhism</b></p> <p>Sikhism</p> <p>Judaism</p> <p>worldviews</p> <p>Christianity</p> <p>Islam</p> <p>Hinduism</p> <p>Humanism</p>
Vocabulary	<p>Karma</p> <p>Enlightenment</p> <p>Eightfold path</p> <p>Nirvana Day / Wesak</p>	<p>Big Bang Theory</p> <p>Evolution</p> <p>Darwin</p> <p>Genesis</p>		<p>Missionary</p> <p>Mother Teresa</p> <p>Discrimination</p> <p>Persecution</p>



**In RE our year 6 pupils should be able to**

- Use religious and philosophical terminology to explain religious beliefs and value systems and non-religious worldviews.
- Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Articulate and apply the different responses to ethical questions from a range of different religions and worldviews.
- Identify the influences on, and distinguish between, different viewpoints within religions and worldviews nationally and globally. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious expression, including through the arts.
- Respond respectfully and make comparisons between a range of writings, stories, key beliefs and practices of Christianity and the other faiths studied, using a wide range of appropriate vocabulary
- Explain in detail the significance of religious practices of the faiths studied to the lives of individuals and communities.
- Compare the different ways in which people of faith communities express their faith.
- Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Recognise that those who have non-religious worldview follow a moral code.
- Make informed and structured responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.

**In RE our year 6 greater depth pupils will**

- Have secure and deep knowledge of all the religious beliefs and worldviews that have been studied throughout KS1 and KS2 and discuss these in detail using wide religious and philosophical vocabulary.
- Make well informed connections between and within religious and non-religious beliefs and practises. Reflect in detail on these similarities and differences, giving own interpretation and explanation for their observations.
- Make well informed, detailed and structured responses to other people's beliefs and values (including moral and religious ones) showing evidence of deep reflection, self-awareness and empathy.



## RE Whole School Overview

	Buddhism					Christianity					Hinduism					Humanist					Islam					Judaism					Sikhism				
	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith					
Yr R						X	X		X			X																							
Yr 1						X	X	X	X	X			X																						
Yr 2						X	X		X	X	X					X						X					X	X	X	X	X				
Yr 3						X			X	X					X	X	X	X	X	X	X					X				X					
Yr 4						X		X	X	X					X	X		X		X	X					X	X			X	X	X			
Yr 5						X			X	X	X	X	X	X	X	X	X			X	X					X				X		X			
Yr 6	X	X	X	X	X	X			X	X	X			X		X	X			X	X	X				X				X		X			

RE: Progression of Knowledge & Skills