

Linton Infants Religious Education Progression Document I

Wisdom and Morality

Pupils learn:

Y1: Some spoken and written words are important to people. • Creation stories provide people with possible answers as to why we are here. • Followers often read religious stories. • To know that some religious stories may guide people to care for animals and the planet. • Religious teachings often encourage gratitude for what God created (eg. others and the planet) and a responsibility to look after it. • Some stories may guide people to care for others. • People treat animals and nature reflects their worldview.

Judaism - 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

Christianity - 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'

Muslim- -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 live a good life. -Give to charity as one of the five pillars.

Hinduism- -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.

Y2: • Books and stories can have different meaning to different people. • Religious stories can help us to understand religious beliefs. • Stories from long ago can be applied to modern life. • Wisdom means thinking sensibly and taking into account knowledge and experience. • Guidance means advice, information or rules given by someone in authority. • Values are what people see as important in life. • Prophets and gurus are considered to share God's wisdom and guidance have had it revealed to them by God. • Religions have forms of guidance or rules (commandments) and believers will follow these in different ways.

Judaism - -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).

Christianity - -Believe that God communicated his will through many prophets and that these messages can be applied to their lives today.

Hinduism - -Read Smriti (remembered truths) which contain important Hindu stories. -Believe the stories in the smriti to be remembered by humans. - Believe in harmlessness (ahimsa).

Muslim - -Try to follow the five pillars of Islam as living 'belief in action'.

Practices

Pupils learn:

Y1: • Some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). • Many people have special ceremonies when babies are born. • Many people give money, time or donations to charity as a way of showing that caring for others is important. Christianity -Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the nativity of Jesus. -Give to charity as a way of expressing their beliefs.

Judaism Some people: Give to charity (tzedakah) as a way of expressing their beliefs. -Celebrate Tu B'Shevat as an expression of the importance of nature and to show gratitude for it. -Try to live according to God's mitzvot

Muslim. Some people: -Give to charity (zakat) as a way of expressing their beliefs. -Perform adhan and 'aqiqah when a baby is born. -Use 99 names to describe Allah (God).

Hinduism. Some people: Perform jatakama when a new baby is born. -Use murti (forms) to represent the some of the different forms of God.

Humanism: -Have a naming ceremony when a new baby is born.

Y2: Some festivals which are celebrated by religious and non-religious people. • Festivals usually celebrate a special or miraculous event from the past. • Festivals often use light symbolically as part of celebrations. • Worship means to honour and adore. • Some objects that are special to followers of religious traditions. • One reason religious followers worship is to show gratitude, say 'thank you', to God. • A festival is celebrated by many people and happens regularly. • Practices associated with festivals have special meanings. • People from the same faith may celebrate a festival differently. • People pray in different ways in different places. • Objects, words and actions can represent an idea of belief. • When some people talk to God they might use their body to show respect. • Some people talk to God in different ways and for different reasons.

Christianity -Use candles to represent Jesus as light of the world. -Celebrate Harvest as a special time to thank God for providing food, often donating food to others at this time. -Use candles to celebrate advent and symbolise key concepts and people related to Christmas. -Celebrate Christmas in ways that remind them of Jesus' birth (crib scene, star, angels, Christingle)

Hinduism - -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.

Jewish - -Celebrate Hanukkah by listening to stories, lighting a menorah, eating special food and playing dreidel. -Use mezuzah and tefillin to help remind them of God's word

Muslim - -Carry out Wudu before prayer. -Use special positions and actions during prayer called rak'ah. -Visit the mosque and find some of the features help them to pray. -Say 'peace be upon him' (pbuh) when talking about Muhammad to show respect. -Have no images of God or Muhammad (pbuh) as a sign of respect.

Sikh - Visit a gurdwara and some of the features help them to pray

Beliefs

Pupils learn:

Y1: When we accept something is true, especially when we do so without proof. • Some people believe God exists as a powerful, non-human being. • Some religions, followers believe in one supreme being or God who is loving. • People have different ways of understanding God on earth (incarnation). • Some people believe that humans have a special relationship with God. • There are different names for God. • There are different ways to refer to and represent God. • People have different ideas about the role of God.

Judaism: -Believe in one existence of one God. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God has a special relationship with the Jewish people.

Y2: Some people believe God performed miracles in the past. • Some people believe there are people who are chosen for a special purpose by God. • A prophet is someone who talks about God's plan or will. • A saviour is someone who is sent to save a group of people. • Some people believe that God has made a promise between himself and his people. • That prayer means communicating with God.

Judaism: 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.

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Community and Belonging

Pupils learn:

Y1: Religious (and non-religious) groups often provide support and care to their local and worldwide communities. • People with similar worldviews often work together to care for the world and for others. • Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. • Baby welcoming ceremonies often include symbols and actions to show the baby's relationship with god.

Christianity - -Believe it is important to help others in their community who are different to themselves.

Muslim- -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.

Humanism - Invite family and friends to a naming ceremony to celebrate the baby belonging to their community.

Hinduism - -Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies

Y2: Many festivals are often celebrated as a community. • Some people find praying or worshiping as part of a community helpful. • Members of the same community may have similar or different ways of life. • Many religious groups have special buildings which may have features linked to beliefs and practices. • Offerings used to express gratitude may be used to help a person's local or national community. • Within a community people have different values, ideas and beliefs.

Judaism - -Help others in their community as part of following mitzvot. -Celebrate Hanukkah with others from the Jewish community

Christianity - -Use offerings given at Harvest to help others in their local community.

Hinduism - Visit the mandir to worship and pray with members of their community. -Celebrate Diwali with others from the Hindu community.

Muslim- -Visit the mosque to worship and pray with members of their community

Substantive Knowledge

Pupils learn:

Similarities and differences:

Y1: Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used.

Y2: Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Commenting on examples of diverse people and groups cooperating.

Making Links

Y1: Making links between religious and non-religious beliefs and practices.

Y2: Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content.

Responding respectfully and empathetically

Y1: Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning.

Y2: Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work.

Personal Knowledge

Pupils learn:

Y1: Talking about simple ideas and things that puzzle them about belief in god. Using art to show their ideas about identity and belonging. 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.

Y2: Asking questions about what puzzles them about religious and non religious stories and texts they have read. Expressing creatively their own ideas about the questions: Who am I? Where do I belong? Understanding that others may have different ideas from their own and responding respectfully. 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