

RE Progression Map

Learning Progression in EYFS

The table below outlines the most relevant statements taken from the Early Learning Goals for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and	Building Relationships	• Show sensitivity to their own and others' needs.

	Emotional Development		
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • 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.

Learning Progression in KS1 and KS2

This is based on the non-statutory level descriptions for RE in Essex. This is linked to the RE termly assessments.

	Year 1 and Year 2 Autumn	Year 2 Spring and Summer and Year 3	Year 4 and Year 5 Autumn	Year 5 Spring and Summer and Year 6	Year 6 higher attainment
Attainment Target 1 - Learning about religion	<p>Level 1</p> <p>Attainment target 1 Pupils show awareness by using some religious words to</p>	<p>Level 2</p> <p>Attainment target 1 Pupils show some knowledge by using religious words and phrases to</p>	<p>Level 3</p> <p>Attainment target 1 Pupils show breadth of knowledge and some understanding by</p>	<p>Level 4</p> <p>Attainment target 1 Pupils show increasing understanding by using a developing religious vocabulary to</p>	<p>Level 5</p> <p>Attainment target 1 Pupils show sound understanding by using an increasingly wide</p>

	<ul style="list-style-type: none"> • recognise and name features of religious life and practice • recall some events in religious stories and festivals • recognise verbal and visual forms of religious expression (eg sacred texts, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<ul style="list-style-type: none"> • identify features of religion • identify similarities in religions • identify the importance of religion for some people • retell religious stories • identify how religion is expressed in different ways (eg through stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>using a developing religious vocabulary to</p> <ul style="list-style-type: none"> • describe some key features of religions, recognising similarities and differences • make basic links between beliefs, practices and sources, including religious stories and sacred texts • begin to describe the impact religion has on believers' lives • describe some forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<ul style="list-style-type: none"> • give simple explanations of sources, practices, beliefs, ideas, feelings and experiences (answering the 'why?' questions) • make links between sources, practices, beliefs, ideas, feelings and experiences • describe some similarities and differences between religions • describe the impact of religion on people's lives • give meanings for a range of forms of religious expression (eg stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>religious vocabulary to</p> <ul style="list-style-type: none"> • explain the impact of beliefs on individuals and communities • explain that similarities and differences within and between religions illustrate distinctive beliefs • explain why people belong to religions • 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
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<p>Attainment Target 2 - Learning through religion</p>	<p>Attainment target 2 Pupils talk about</p> <ul style="list-style-type: none"> • their own experiences and feelings • what they find interesting or puzzling • what is special or of value to themselves and to others • what matters or is of concern to themselves and to others 	<p>Attainment target 2 Pupils</p> <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings • recognise that some questions cause people to wonder and are difficult to answer • recognise their own values and those of others in relation to matters of right and wrong • respond sensitively to the natural world and forms of artistic and spiritual expression 	<p>Attainment target 2 Pupils</p> <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences • ask important questions about religion and beliefs, making links between their own and others' responses • make links between values and commitments and their own attitudes and behaviour 	<p>Attainment target 2 Pupils</p> <ul style="list-style-type: none"> • raise, and suggest answers to, questions of morality, identity, belonging, meaning, purpose, truth, values and commitments • apply their ideas to their own and other people's lives • describe what inspires and influences themselves and others • suggest appropriate meanings for a range of forms of artistic and symbolic expression <p>Appendix Guidance on assessment 106</p> <p>exploRE</p> <ul style="list-style-type: none"> • recognise figurative or non-literal uses of language 	<p>Attainment target 2 Pupils</p> <ul style="list-style-type: none"> • ask, and provide thoughtful and considered answers to, questions of morality, identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives • explain what inspires and influences them • express their own and others' views on the challenges of belonging to a religion • recognise different forms of figurative language (eg metaphor, allegory, analogy, symbolism)
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>RE/Multiculture- Teaching of values - Belonging to a community, respecting differences. Celebrations - Ramadan, Rosh Hashanah, Sukkot, Eid-UL-Adah, Guru Nanak. Bible stories - Zacchaeus, Creation, Jonah.</p> <p>Bible stories - The Good Samaritan, Noah, Joseph and his brothers. The Christmas story, Muslim stories. Diwali, Hannukah.</p> <p>Bible stories - Jesus the teacher, Jesus the storyteller, Bernadette of Lourdes. Elmer (celebrating</p>	<p><u>Special People</u> I will learn about special people in my life and in Christianity and Hinduism.</p> <p><u>At the end of the topic I will know:</u> What makes me special.</p> <p>What people are special to me.</p> <p>Who Jesus was and why he was special to Christians. I know Christians believe that Jesus was the son of God and that he performed miracles. Who Rama and Sita</p>	<p><u>Special places</u> <u>Personal experiences</u> - Our homes - Our school - Our town/village - Places we have visited</p> <p><u>Christianity</u> - Features of churches - Harvest festival - Advent</p> <p><u>Islam</u> - The first mosque - Features of mosques</p> <p><u>Judaism</u> - Sukkot: the shelters and the associated festival - The Western Wall - Celebrating the miracle of the oil and the temple lights at the festival of Hannukah</p>	<p><u>Christianity</u> <u>Introducing Jesus</u></p> <p><u>Christianity</u> <u>The Teaching of Jesus</u></p> <p><u>Christianity</u> <u>The Last Week of Jesus's life</u></p> <p>Christ, is the central figure of Christianity. Most Christian teachings hold Jesus to be the Son of God, the second of three persons of a Divine Trinity (God the Father, God the Son and God the Holy Spirit).</p> <p>Jesus taught through short stories called parables. Parables use familiar events in</p>	<p><u>Islam</u> <u>The Five Pillars of Faith</u></p> <p>- Followers of Islam are called Muslims.</p> <p>- Muslims worship one, all- knowing God, who in Arabic is known as 'Allah'.</p> <p>- Followers of Islam aim to live a life of complete submission to Allah. They believe that nothing can happen without Allah's permission, but humans have free will.</p> <p>- Mosques are places where Muslims worship. At the end of the half-term I will: - Understand the significance of</p>	<p><u>Hinduism</u> <u>Brahman, The Trimurti and creation stories</u></p> <p><u>Hinduism</u> <u>Hindu Gods and Goddesses</u></p> <p>At the end of the half-term I will know: - To understand the significance of Hinduism. - Be able to explain what Hindus mean by 'Brahman'. - To understand that the three most important manifestations of Brahman are in the form of the gods Brahma (the creator), Vishnu (the preserver) and Shiva</p>	<p><u>Buddhism</u> <u>The Buddha</u></p> <p><u>Buddhism</u> <u>Living as a Buddhist</u></p> <p>At the end of the half-term I will know: The story of Buddha and the origins of Buddhism. The symbols of Buddhism - the Dharma Wheel, the Buddhist Swastika and the lotus flower. The Eightfold Path Our life stages and how they could be linked to the Eightfold Path. How the Noble Eightfold Path compares with the Ten Commandments.</p>

<p>differences). The Selfish Giant. Stories from India, Buddhism and Sikhism. <u>Chinese New Year.</u></p> <p><u>Shrove Tuesday</u> <u>Mother's Day</u> <u>St Patrick's Day</u></p> <p>Bible stories - David and Goliath, Daniel and the Lion's Den, the Easter Story, Islam, Sikh and Hindu stories - Holi.</p> <p>First stories for thing. People who help us. Bible stories - Jesus' special friends, the storm on the lake, Moses, Hindu stories, Florence Nightingale, Mother Teresa. <u>Shavout</u></p>	<p>were and why they are special to Hindus. I know that the story of Rama and Sita reminds Hindus that good always triumphs over evil. I know that Rama and Sita set a good example for Hindus.</p> <p>Who sets a good example for me to follow in my life.</p> <p><u>Special symbols and objects</u></p> <p>I will learn about special objects in my life and in Christianity, Judaism and Buddhism.</p>	<p><u>Special words and stories</u></p> <p><u>Personal experiences</u></p> <ul style="list-style-type: none"> - Our special books and stories - Our special nursery rhymes, poems and songs - Our first words and our favourite words <p><u>Christianity</u></p> <ul style="list-style-type: none"> - The Bible - Bible stories about Jesus - The Lord's Prayer - The Easter story <p><u>Judaism</u></p> <ul style="list-style-type: none"> - The Megillat Esther - The story of how Queen Esther saved her people, the Jews - Celebrating Esther's triumph at the festival of Purim <p><u>Sikhism</u></p>	<p>familiar settings to convey a spiritual message. Each of Jesus' parables contains one or more hidden truths that listeners are meant to discern for themselves.</p> <p>At the end of the half-term I will know:</p> <ul style="list-style-type: none"> • That Jesus (born a Jew) went on to found the Christian religion • How Jesus might influence people today • The communities I belong to. • The events of Jesus' baptism • Who the disciples were and how they were chosen. 	<p>the religion of Islam for Muslims.</p> <ul style="list-style-type: none"> • Be able to name The Five Pillars of Islam and what each one requires: <ol style="list-style-type: none"> 1. Shahadah: reciting the Muslim profession of faith (promise). 2. Salah: performing ritual prayers in the proper way five times each day. 3. Zakah: giving a percentage of their yearly wage to benefit the poor and the needy. 4. Sawm: fasting during the month of Ramadan. 5. Hajj: pilgrimage to Mecca. <ul style="list-style-type: none"> • Be able to describe the impact of religion on people's lives. 	<p>(the destroyer) and that these are called the Trimurti.</p> <ul style="list-style-type: none"> • Be able to reflect on the different aspects of their personalities and think about how this shapes them as a person. • To link belief in the Trimurti to the Hindu belief in reincarnation and the world view that the nature of reality, time and life is essentially cyclical. <p>Hinduism is one of the oldest religions in the world. It began about 5000 years ago, linked to the people who lived near to the Indus River in about 2500 BC.</p> <ul style="list-style-type: none"> • All Hindus believe that life, death and rebirth are a continuous process 	<p>What the Buddha image tells us about the Buddha?</p> <p>Why Buddhists have shrines.</p> <p>What the candles, the flowers and the incense symbolise.</p> <p><u>Christianity</u></p> <p><u>Churches and what happens inside them</u></p> <p>What the key features of the churches are, and their different purposes/uses.</p> <p>About the different Christians denominations and how they differ from one another.</p> <p>Why Christians set Sunday aside as a day for rest and worship.</p> <p>The key elements of church services.</p> <p>How 'Quakers and Pentecostals worship</p>
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<p>Bible stories - Loaves and fishes, caring for our world. Looking after pets. Dragon Boat Festival. The life of Confucius. Celebrating individuality. Fear and prejudice.</p>	<p><u>At the end of the topic I will know...</u></p> <p>What objects are special to me.</p> <p>The bible is a book which is special to Christians.</p> <p>The cross is a special symbol to Christians because Jesus died on the cross.</p> <p>That the Torah scroll is special to Jews.</p> <p>The story of Moses.</p> <p>- Moses was found in the bulrushes by the Pharaoh's daughter, if Moses saw Egyptians being cruel to Jews he killed them; that God used a burning bush to get the attention</p>	<p>- The story of Guru Nanak's mysterious encounter with God</p> <p>- The Guru Granth Sahib</p> <p>- Using the Guru Granth Sahib to choose a baby's name</p> <p><u>Special ways of living</u></p> <p>Personal experiences</p> <p>- Special times in my day/week/year</p> <p>- Caring for others</p> <p>- Making the world a better place</p> <p>Christianity</p> <p>- The message of the story of the Good Samaritan</p> <p>- What happens in church on Sunday</p> <p>- The life of a vicar</p> <p>Buddhism</p> <p>- The Buddha</p>	<p>• About the concept of sacrifice.</p> <p>• The nature of parables and the reasons why Jesus used parables to teach people about God and how to treat others</p> <p>• The hidden moral or message contained in parables</p> <p>• and consider their relevance for my own and others' lives</p> <p>• The importance of rules in life</p> <p>• The importance of the two greatest commandments and their implications for Christian living</p> <p><u>Islam</u></p> <p><u>Holy Places in Islam</u></p>	<p>• Voice my own opinions and views based upon what I learnt.</p> <p><u>Christianity</u></p> <p><u>The Bible</u></p> <p>• - Followers of Christianity are known as Christians.</p> <p>• - The holy book of Christians is called The Holy Bible.</p> <p>• - The Bible is made up of 66 books, 39 of those make up the Old Testament and 27 make up the New Testament.</p> <p>• - Their holy book contains prayers, poems, songs, laws to live by and much more.</p> <p>• - Churches are places where Christians worship.</p>	<p>that we are all part of.</p> <p>• Many gods are worshipped in Hinduism. Each Hindu god is said to be a different part of the supreme God 'Brahman'.</p> <p>• The supreme God is made up of many different gods who can take the form of humans or animals. Each has different powers and Hindus choose specific gods to worship in specific situations and areas of the world.</p> <p>• Om or Aum is a symbol and a sound that is associated with Hinduism.</p> <p>• The building where Hindus worship is called a mandir. There are mandirs all over the</p>	<p>and why they worship in these ways.</p> <p>Why Roman Catholics and Orthodox Christians use devotional statues and icons respectively in their worship.</p> <p>The meaning and significance of Holy Communion.</p> <p>About the key events in life of Christians and how they are marked with special services/ceremonies.</p> <p>What the rites of passage are.</p> <p><u>At the end of the topic I will know:</u></p> <p>That the word 'church' applies to people (Christian communities) as well as to buildings.</p> <p>Some of the key features of Anglican churches such as:</p>
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	<p>of Moses and revealed himself to Moses in the burning bush; Moses warned the Pharaoh about the plagues, such as the plague of locusts an insect which ate all the food; and Moses escaped Egypt across the Red Sea, God parted the sea so the Hebrews could cross.</p> <p><u>Special things in nature</u></p> <p>I will learn about special things in nature.</p> <p><u>At the end of the topic I will know...</u></p> <p>That nature is all around us and that</p>	<ul style="list-style-type: none"> - The Buddhist way of life - Life as a child monk in Thailand <p><u>Islam</u></p> <ul style="list-style-type: none"> - Daily prayers in Islam - Ramadan: the month of fasting - Celebrating the end of Ramadan at the festival of Id ul-Fitr 	<p><u>Islam</u></p> <p><u>The Qur'an</u></p> <p>In RE I will be learning about Islam.</p> <p>The word 'Islam' in Arabic means submission to the will of God. Followers of Islam are called Muslims. Muslims believe there is one true God Allah (the Arabic word for God)</p> <p>The Muslim holy book is called the Qur'an. Muslims believe this to be the word of Allah as dictated to Muhammad</p> <p>At the end of the topic I will know:</p> <ul style="list-style-type: none"> • the significance of the story of how the 	<ul style="list-style-type: none"> • - The Creation Story in Genesis 1 tells Christians of how God created the world and all that is in it in six days. Some Christians (creationists) believe in the story completely, where as other Christians feel the story belongs to the category of myth; but this is not to dismiss it. The story is beautiful, powerful and poetic and for Christians (and Jews), it contains profound truths about God, the world and human beings. At the end of the half-term I will: • Understand the significance of the religion of Christianity for Christians. 	<p>world and they can be large buildings or small shrines in someone's home.</p> <ul style="list-style-type: none"> • Most mandirs have a statue of the god Ganesh, who has an elephant's head and a man's body. He is a good luck symbol for Hindus. When Hindus begin their prayers or start something new, they pray to Ganesh. • Hinduism has several Holy Books. The oldest are called the Vedas and are written in Sanskrit. The word 'Veda' means knowledge. <p><u>Hinduism</u></p> <p><u>Living as a Hindu</u></p>	<p>lynch gate, graveyard, font, altar table and lectern.</p> <p>There are a range of different churches such as: Roman Catholic, Anglican, Methodist, Orthodox and Baptist.</p> <p>About the Holy Communion, during which worshippers receive bread and wine and that this is the central act of worship for most Christians.</p> <p>The rites of passage include: baptism, confirmations, weddings and funerals.</p> <p><u>Humanism</u></p> <p>We will be learning: What we mean by Humanism.</p>
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	<p>we need to look after the natural world.</p> <p>Know ways we should look after the natural world e.g. by using litter bins, cleaning rubbish, walking to school, planting bulbs and seeds.</p> <p>The Genesis creation story is found in the bible.</p> <p>How Saint Francis of Assisi felt about the natural world. He believed that God the Father had created everything and that we had a duty to care for everything in nature.</p> <p>That Mount Hira is in the Arabian Desert and this cave is very</p>		<p>Qur'an was revealed to Muhammad.</p> <ul style="list-style-type: none"> • why Muhammad is important to Muslims. • that Muslims treat the Qur'an with great reverence as they believe it contains the actual words of Allah. • how they treat things that are special to them. • what sort of teaching is found in the Qur'an. • things that guide us and keep us on track in our lives? 	<ul style="list-style-type: none"> • Understand that the Bible is the Christian's holy book and that it's a collection of books recorded by many different writers. • Explore religious and non-religious views of the origins of the universe: did God create it or did it come about by chance? • Voice my own opinions and views based upon what I learnt. <p><u>Judaism</u></p> <p><u>Moses</u></p> <p>Spring 1 the children will be learning about the importance of Moses to the Jewish people, and the Exodus from Egypt.</p>	<p>At the end of the half-term I will know:</p> <ul style="list-style-type: none"> • The significance of the home for shrine Hindu families. • What takes place during a typical family puja. • Which objects are special to me and why. • The main features of mandirs and their purpose. • Which buildings are special to me and why. • About the nature of the soul. <p>Hinduism is one of the oldest religions in the world. It began about 5000 years ago, linked to the people who lived near to the Indus River in about 2500 BC.</p>	<p>What a Humanist is and examples of famous Humanists.</p> <p>What makes us human and the positive and negative aspects of human beings.</p> <p>What influences human behaviours.</p> <p>What a symbol is.</p> <p>How the symbols and logos affect the purpose of different organisations.</p> <p>At the end of the topic I will know:</p> <p>Humanism puts human beings and human interests at the centre of things. Humanists believe that fulfilment is arrived at through human effort and inventiveness rather than religion. Humanists believe that people should</p>
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	<p>special to Muslims because this is where they believe the angel Gabriel appeared to Muhammed giving him messages from Allah (God).</p>			<p>At the end of the unit I will know:</p> <ul style="list-style-type: none"> - The story of Moses and the exodus from Egypt. - The importance of the story of Moses for Jewish people. - The importance of the festival of Pesach. Pesach, sometimes called Passover, is one of the most important Jewish festivals. Jews remember how the Israelites left slavery behind them when Moses led them out of Egypt more than 3000 years ago - Which food are used at the Seder meal and their significance. There are at least five foods that go on the seder plate: shank 	<ul style="list-style-type: none"> • All Hindus believe that life, death and rebirth are a continuous process that we are all part of. • Many gods are worshipped in Hinduism. Each Hindu god is said to be a different part of the supreme God 'Brahman'. • The supreme God is made up of many different gods who can take the form of humans or animals. Each has different powers and Hindus choose specific gods to worship in specific situations and areas of the world. • Om or Aum is a symbol and a sound that is associated with Hinduism. 	<p>think freely for themselves and should act in the light of reason and experience, and in co-operation with others, for the promotion of human happiness.</p> <p>Key Humanist beliefs and ideas, including the Golden Rule, living a good and happy life, equality, atheism and agnosticism and having a scientific approach to life.</p> <p>Humanism is a continuous philosophical tradition that can be traced back to the thinking of some of the philosophers of ancient Greece and beyond. From a humanist perspective, two of</p>
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			<p>bone (zeroa), egg (beitzah), bitter herbs (maror), vegetable (karpas) and a sweet paste called haroset. Many seder plates also have room for a sixth, hazeret (another form of the bitter herbs).</p> <p>- The significance of the Ten Commandments and why these are important for the Jewish people.</p> <p><u>Judaism</u> <u>The Jewish Home</u></p> <p>At the end of the unit they will know: The importance of the home in Jewish life: keeping a kosher home and observing dietary laws</p> <p>- understand what it means to</p>	<ul style="list-style-type: none"> • The building where Hindus worship is called a mandir. There are mandirs all over the world and they can be large buildings or small shrines in someone's home. • Most mandirs have a statue of the god Ganesh, who has an elephant's head and a man's body. He is a good luck symbol for Hindus. When Hindus begin their prayers or start something new, they pray to Ganesh. • Hinduism has several Holy Books. The oldest are called the Vedas and are written in Sanskrit. The word 'Veda' means knowledge. 	<p>the most important of these were Protagoras and Epicurus.</p> <p>Famous present-day humanists include the ubiquitous Stephen Fry, the television scientist Brian Cox and authors Terry Pratchett and Philip Pullmann.</p>
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				<p>keep a kosher home and the significance of this for Jews</p> <ul style="list-style-type: none"> - appreciate the importance of the home in Jewish life and practice - reflect on what is special about their own homes - learn about the Shema and the Mezuzah: what they are and why they are so important in Jewish life <p>The Hebrew word SHEMA means hear or listen. The Mezuzah is a scroll which Jewish people keep inside a case. It is placed on doorframes to constantly remind Jewish people of God's presence.</p>	<p><u>Sikhism</u> <u>The First and Last Human Gurus, The Khalsa and The Five K's</u></p> <p><u>Sikhism</u> <u>The Guru Granth Sahib and The Gurdwara</u></p> <p>At the end of the half-term I will know:</p> <ul style="list-style-type: none"> • The significance of Guru Nanak for Sikhs. • How to retell the story of Guru Gobind Singh and the formation of the Khalsa. • What takes place during the Amrit Ceremony. • The symbolic significance of the 5 K's and the turban. • The meaning and significance of the Khanda symbol. 	
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			<p>- reflect on the values, beliefs and hopes that are important in their own lives</p> <p>Observing Shabbat in the home (Shabbat is the Hebrew word for Sabbath, which Jewish people mark from nightfall on Friday night until nightfall on Saturday.)</p> <p>- learn about the origins and importance of Shabbat</p> <p>- reflect on the importance of rest in their own lives</p> <p>- learn about the family ceremonies marking the beginning and end of Shabbat</p> <p>- reflect on their own feelings</p>	<p>• The significance of the names Kaur and Singh.</p> <p>Sikhism was founded by Guru Nanak around 500 years ago in a place called the Punjab. This is an area, which spans part of India and Pakistan in South Asia today. Guru Nanak is the founder of Sikhism. Guru means 'Teacher'. Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him. Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. Sikhs believe that your actions are important and you should lead a good</p>	
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				<p>associated with the beginning and end of the week end and learn about what happens during Shabbat and what is not permitted during Shabbat</p> <p><u>Judaism</u> <u>The Synagogue</u> We will learn: About</p> <p>the Synagogue and how they are central to Jewish community life. We will learn that the essentially, synagogues have a threefold purpose: as places to study, to meet and to worship and know the three Hebrew terms are used to describe the different functions of the synagogue: Bet Midrash (a house of study), Bet</p>	<p>life. They believe the way to do this is: keep God in your heart and mind at all times, live honestly and work hard, treat everyone equally, be generous to those less fortunate than you and serve others. Also, the Sikh community of men and women is known as the Khalsa, which means the 'Community of the Pure'. In order to become a Sikh and join the Khalsa, people need to follow the Five Ks.</p>	
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				<p>Knesset (a house of meeting) and Bet Tefillah (a house of prayer).</p> <p>In addition we will learn about the Jewish children attending classes at the synagogue, to learn about the Jewish religion and to study Hebrew. We will look at the hall which is designed it faces the holy city of Jerusalem. We will look at the Aron Hakodesh (Holy Ark) - a large cupboard at the front containing the Torah scrolls, the bimah (in Orthodox synagogues) - a raised platform from which the scroll is read and the ner tamid ('eternal light', symbol of the eternal presence of God) - hanging from the</p>		
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				ceiling. We will learn that the The rabbi is not a priest, but an authorised teacher, well-versed in Jewish law and religion. The rabbi often leads prayers and readings during services, and he or she will also preach the sermon.		
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RE Cultural Capital

Our RE curriculum is designed to equip children with the knowledge and cultural capital to succeed in life. It provides children with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world. Our RE curriculum also provides children with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future. Children get the opportunity to meet religious visitors to broaden their experiences with religion.