



Religious Education Skills, Knowledge & Vocabulary

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Belonging	<p>ELG – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>	<p><i>What does it mean to belong?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of ways in which religions demonstrate belonging. • Identify symbols of belonging in their own lives. • Talk about feelings associated with belonging. • Identify and describe clothing and symbols associated with belonging in Christianity and other religious traditions. • Describe what happens at a baptismal ceremony using some key words such as font, vicar, church etc. • Ask questions about the symbolic actions performed during the ceremony. • Recognise and show awareness that different people 			<p><i>How are faith communities represented in Wigan?</i></p> <ul style="list-style-type: none"> • Use appropriate religious vocabulary when referring to faith communities represented in Wigan. • Investigate religion in the local area and produce a report or give a presentation to the class. • Ask interesting and imaginative questions when conducting an interview with a member of a faith community or visiting a local religious community. • Demonstrate knowledge and understanding of faith communities in Wigan. • Explain the impact of religion on people's lives. • Explain the diversity of religions 		<p><i>How are faith communities represented in the UK?</i></p> <ul style="list-style-type: none"> • To conduct an enquiry into the nature and character of religion and belief in the UK. • To be able to identify religious communities represented in the UK. • To research into a religious community represented in the UK, determining the distinctive features and key beliefs and practices of that faith community. • To be able to identify and explain the symbols of the major religious communities represented in the UK.

	<p>fiction texts and (when appropriate) maps.</p> <p><u>Vocabulary:</u> Belonging Family Different Same</p>	<p>belong to different religions.</p> <p><u>Vocabulary:</u> Symbol Baptism Christening Ceremony Celebration</p>			<p>represented in the community.</p> <ul style="list-style-type: none"> • Ask thoughtful, enquiry based questions about faith communities in the local area. <p><u>Vocabulary:</u> Distinctive Characteristics Faith communities Religious communities Religious groups Representation Conduct Research</p>	<ul style="list-style-type: none"> • To identify some of the challenges faced by religious communities practising their faith in the UK. • To identify some British and shared universal values and their importance in determining how we treat others in society today. <p><u>Vocabulary:</u> Features Identity History Customs Diversity British citizen Beliefs Practices Statistics Influence Enquiry British Values Rule of law Democracy Individual liberty Mutual respect</p>
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<p>Special themes/festivals</p>	<p>ELG – People, Culture and Communities</p> <p>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.</p> <p><u>Vocabulary:</u> Festival Special occasion Birthday</p>	<p><i>Why do Christians celebrate Christmas?</i></p> <ul style="list-style-type: none"> • Describe a celebration and a gift which is significant to them; say why it is significant to them. • Use appropriate religious vocabulary to describe the event and characters of the Christmas story. • Ask questions as to why Jesus is seen by Christians as God's gift to the world. • Explain how Christmas is celebrated in church. • Suggest a gift a Christian would give to Jesus and why. • Recall the gifts given to Jesus and suggest meanings for these gifts. • Explain how people feel when they receive a gift. <p><u>Vocabulary:</u> Church Christmas</p>	<p><i>Why and how are Christmas and Chanukah celebrated?</i></p> <ul style="list-style-type: none"> • Sequence the Christmas and Hanukkah story, using appropriate religious vocabulary to describe the key events. • Identify and explain some symbols linked with Christmas and their meaning. • Describe how Chanukah is celebrated. • Say why these festivals are called festivals of light. <p><u>Vocabulary:</u> Nativity Jewish Chanukah Hanukkah</p>	<p><i>What are the deeper meanings of festivals of light?</i></p> <ul style="list-style-type: none"> • Recall the key features of the Diwali and Christmas stories. • Suggest why Jesus is called the light of the world. • Identify the good and evil characters in the Diwali story. • Describe how Diwali is celebrated in a Hindu home. • Reflect on own experiences of darkness and light. • Identify symbols of light in both festivals, suggesting reasons for them. • Make links between the festival stories and the symbols of light in festival celebrations. <p><u>Vocabulary:</u> Christingle Diwali Reflection Concept Light and dark Good and evil Christians</p>	<p><i>How is Christmas celebrated in other cultures?</i></p> <ul style="list-style-type: none"> • Describe the symbolism, practices and beliefs associated with Advent. • Define the word Advent and its importance in the Christian calendar. • Make links between the Christmas story and the customs and tradition in other cultures. • Identify round the world Christmas customs. • Find out about carol singing and research Christmas customs in other cultures. • Respond to the statement. 'The world has lost the true meaning of Christmas.' <p><u>Vocabulary:</u> Salvation Army Advent Wreath Love Hope Peace Joy Traditions</p>	<p><i>Why is Easter so important to Christians?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key events of the Easter story. • Explain why Easter is important to Christians. • Make links between the Easter story and the story of The Lion, the Witch and the Wardrobe. • Explain what is meant by the concepts of sacrifice and forgiveness and give examples to illustrate understanding. • Demonstrate religious literacy by using words such as sacrifice and forgiveness correctly in context and with reference to the Easter story. • Ask questions and apply their own ideas and experiences to beliefs about resurrection, 	
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		<p><i>Why and how do Christians celebrate Easter?</i></p> <ul style="list-style-type: none"> • Retell stories connected with Easter. • Ask questions about the Easter story and how it is a symbol of new life and new beginnings. • Identify and suggest meanings for some of the symbols of new life associated with Easter. • Demonstrate creativity by creating an Easter card. • Explain what events Christians are remembering at Easter. • Make links between the celebrations at Easter and the Easter story. <p><u>Vocabulary:</u> New life Easter Good Friday Palm Sunday Jesus Christian Bible</p>		<p><i>What matters to Christians about Easter?</i></p> <ul style="list-style-type: none"> • Describe the main events of the Last Supper and explain its significance to Christians today. • Ask questions and suggest reasons for example, why did Jesus wash the feet of his disciples? • Make links between the story of the Last Supper and how Christians remember Jesus today in the Eucharist. • Recall the story of Jesus' appearance on the road to Emmaus and explain why it made Christians rejoice. • Identify things that they think Jesus would want to be remembered for. • Reflect and share their own feelings regarding loss and remembrance. • Explain the concepts of humility and service. • Respond to the question 'Washing a person's feet is a 	<p>Thanksgiving Culture St Francis of Assisi Australia China Denmark France Germany India Japan Mexico Netherlands Feliz Navidad Joyeux Noel Aids of prayer</p>	<p>sacrifice, hope and life after death.</p> <ul style="list-style-type: none"> • Explain what is meant by the term resurrection. • Suggest a reason for the name Good Friday. • Explain the reference to Jesus as the Lamb of God and how this links to the concept of sacrifice. <p><u>Vocabulary:</u> Sacrifice Crucifixion Resurrection Holy week Maundy Thursday Forgiveness Betrayal</p>	
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				<p>good way to show they are welcome. Do you agree?</p> <p><u>Vocabulary:</u> Last Supper Eucharist Humility Service</p>			
Special books and stories	<p>ELG – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and</p>	<p><i>Why do Christians love to tell stories about Jesus?</i></p> <ul style="list-style-type: none"> • Recognise that Holy books contain stories that are special to many people and should be treated with respect. • Retell the stories Jesus told in words, drama and pictures (Lost Sheep/Coin). • Identify and explain the difference between a parable and a miracle. • Reflect and talk about their own experiences relating to some of the themes in stories that are told about Jesus, for example friendship or the loss of something, being thankful, bravery and kindness. 		<p><i>What makes some books sacred?</i></p> <ul style="list-style-type: none"> • Reflect and talk about books that are special to them and why. • Identify the holy books of other religious traditions. • Describe how religious traditions show respect for their holy books. • Use appropriate religious vocabulary to refer to sacred texts, such as sacred, Torah, Qur'an, bible, scribe etc. • Suggest reasons why holy books are sacred and different from other books. • Recall stories from the bible (Noah's Ark/Feeding the 5000) and suggest simple meanings for these stories. 			

	life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	<u>Vocabulary:</u> Parable Miracle		<ul style="list-style-type: none"> • Explain how Christians use the Bible and why it is important to them. • Explain how a religious community shows respect for its holy book. • Respond to the statement 'Sacred books are more special than other books. Do you agree?' <u>Vocabulary:</u> Noah's Ark, Qur'an Torah Sacred			
Worship/Places of Worship	<p>ELG – People, Culture and Communities</p> <p>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.</p>	<p><i>What does it mean to be part of a Jewish family?</i></p> <ul style="list-style-type: none"> • Reflect and share with others the special things about their home and family. • Talk about and explain how a Jewish home is different or the same as their home. • Ask interesting and imaginative questions about a Jewish home. • Demonstrate their knowledge and 	<p><i>Why and how do special places and symbols show what people believe?</i></p> <ul style="list-style-type: none"> • Tell and sequence the story of Easter • Reflect on an object special to them, explaining why • Know the main features and functions of a Christian church • Make links between the symbols of Easter and the Easter story. • Talk about the 	<p><i>What is worship?</i></p> <ul style="list-style-type: none"> • Identify and describe key features found in places of worship. • Ask thoughtful questions about why people choose to attend a church, mosque or synagogue. • Use appropriate religious vocabulary when referring to places of worship and use them in the right context, eg mosque, pulpit. 	<p><i>Where, how and why do people pray?</i></p> <ul style="list-style-type: none"> • Explain what prayer is and why it is important in different religions. • Use appropriate religious vocabulary such as prayer, tallit, teffillin, • Ask questions and suggest reasons for why and how people pray to God. • Recall some famous prayers and their meaning. 	<p><i>What is important in Jewish life and worship?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the Jewish religion. • Identify some key Jewish religious artefacts and explain their function in Jewish life and worship. • Describe and explain the main features of Jewish life such as Shabbat and kosher. 	<p><i>Why, where and how do Hindus worship?</i></p> <ul style="list-style-type: none"> • Enquire into the nature and qualities associated with Hindu Gods. • Explain the beliefs about God in Hinduism. Identify the key features of a Hindu shrine explaining the beliefs they respect. • Reflect and identify their

		<p>understanding of the Mezuzah through designing and making their own.</p> <ul style="list-style-type: none"> • Identify a variety of Jewish artefacts found in a Jewish home, explain what they are used for. • Describe how Shabbat is celebrated by a Jewish family, giving a reason why Jewish people do not work on the Sabbath and three examples of things that they would not be allowed to do. <p><u>Vocabulary:</u> Artefact Faith Jewish home Mezuzah Menorah Tallit Sedar Plate Shabbat Belief/believe Qualities</p>	<p>feelings associated with the Easter story.</p> <ul style="list-style-type: none"> • Say what it means to show respect and how we can show respect for special objects and places • Suggest simple reasons for the differences between a cross and crucifix <p><u>Vocabulary:</u> Holy Rosary bead Chalice Wedding ring Water stoup Hymn book Holy week Palm cross Crucifix Pulpit Font Altar Pew Candle Lectern Pray Worship</p>	<ul style="list-style-type: none"> • Make links between features of the place of worship and the beliefs of the religious tradition. • Reflect on how people worship and why. • Explain how places of worship bring religious communities closer together. • Explain how religious people think worship connects them with God. • Respond to the statement 'All Christians should go to church on a Sunday.' Do you agree? <p><u>Vocabulary:</u> Judaism Islam Hymns Sermon Holy Communion</p>	<ul style="list-style-type: none"> • Identify different types and styles of prayer. • Reflect and share their own thoughts and feelings about prayer. • Describe and explain some different aids to prayer and how they are used. • Apply their learning by writing a prayer or designing a prayer room suitable for prayer in different traditions. • Respond to the statement, 'God always answers prayers.' <p><u>Vocabulary:</u> Confessional Lord's Prayer The Shema Mosque Rules Adoration Supplication</p>	<ul style="list-style-type: none"> • Ask questions and research in to the Jewish Sabbath and its importance in Jewish life and worship. • Suggest reasons why it might be difficult to have a day of rest on the Sabbath in Britain today. <p><u>Vocabulary:</u> Jewish life Rabbi Orthodox Jew Reform Jew Liberal Jew Abraham (founder) Moses Synagogue Kippah Havdallah candle Kosher Impact Sabbath Star of David</p>	<p>personal characteristics and qualities.</p> <ul style="list-style-type: none"> • Explain the concept of worship with reference to worship in Hinduism. • Demonstrate religious literacy by describing and explaining the main features of Hindu worship, using key religious terminology. • Express viewpoints and opinions relating to worship in Hinduism with reference to religion and belief. • Demonstrate knowledge and understanding of why, where and how Hindus worship. <p><u>Vocabulary:</u> Hindu/Hinduism God/Goddesses Shrine Puja Mandir Aum</p>
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							<p>Jesus and Christian belief and practice.</p> <ul style="list-style-type: none"> • Respond to the statement 'Christians should always obey the Bible' <p><u>Vocabulary:</u> Bible reference Vicar Priest Minister Church calendar Teachings Obey</p>
Inspiring people			<p><i>Who is an inspiring person?</i></p> <ul style="list-style-type: none"> • Talk about a person who inspires them saying why. • Suggest reasons why Christians believe Jesus was a great leader, retelling a story to show what a good leader he was. • Ask questions, identify and explain the qualities of a food leader. • Reflect on their own inspirational qualities. • Identify and talk about characters in story books that inspire others. 	<p><i>What qualities do leaders of religions demonstrate?</i></p> <ul style="list-style-type: none"> • Describe the life of Mohammad and explain his importance and influence in Islam today. • Describe the life of Abraham and explain his importance and influence in Judaism today. • Ask questions and suggests reasons as to why these people were chosen by God. • Recall the names of religious leaders (building on from 			<p><i>Who has made a difference because of their beliefs?</i></p> <ul style="list-style-type: none"> • Conduct an independent enquiry in to the life and work of an inspirational person. • Explain the life and work of Mother Theresa and how she put into practice the teachings of Jesus. • Identify and explain the qualities that inspirational people demand. • Reflect upon

			<p><u>Vocabulary:</u> Inspiring Disciple Moses Passover Talent</p>	<p>Year 2) and the religious traditions they represent.</p> <ul style="list-style-type: none"> • Identify the qualities demonstrated by the leaders of the religious traditions. • Explain the work of a religious leader in a specific religious tradition. • Respond to the statement: 'Abraham was a good leader.' <p><u>Vocabulary:</u> Qualities Leader Society Prophet Muhammad Influence Abraham</p>			<p>and express their own views about their own qualities and how they inspire others.</p> <ul style="list-style-type: none"> • Demonstrate religious literacy by expressing viewpoints and opinions related to the work of others and their ability to inspire. • Demonstrate knowledge and understanding of the lives of inspirational people from religion and belief and their influence on the lives of others. • Respond to the statement 'We should all try to make a difference in the lives of others.' <p><u>Vocabulary:</u> Christian lifestyle Motivation Impact Mother Teresa Rosa Parks Boycott Equality Bishop</p>
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Caring for each other and the world			<p><i>How do we show we care for others?</i></p> <ul style="list-style-type: none"> • Talk about the talents of Jesus and how he used them to help others. • Demonstrate knowledge of the work of famous Christians, such as Dr Barnardo and how they helped others. • Ask questions about why we should care for others. • Explain how the tiny ants teaches us about caring for others. • Identify some of the ways that the Salvation Army helps others. <p><u>Vocabulary:</u> Good Samaritan Dr Barnado Talents Caring</p> <p><i>What can we learn from Christian and Jewish creation stories?</i></p>		<p><i>Can religious teachings help us to decide the best way to live?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religious rules and their impact on people's lives today. • Identify some religious rules for living. • Ask questions about rules and suggest reasons for their importance. • Recall some of the Ten Commandments and explain how people put them in to practice today. • Make links between religious rules for living and a believer's daily life. • Identify neighbours and suggest ways you can show you care for them. • Reflect on religious rules for living and give an opinion in which rules show us the best way to live. • Create some rules that will make the 		<p><i>Can religions help to build a fair world?</i></p> <ul style="list-style-type: none"> • Ask and respond to questions about fairness and injustice in the world. • Identify examples of injustice in the world and suggest solutions. • Explain how and why religion wants to fight injustice in the world. • Research a charity fighting injustice and present their research in the form of a presentation to the class. • Identify the things needed to take action to bring about a fairer world. • Reflect upon and express their ideas and beliefs about treating

			<ul style="list-style-type: none"> • Retell and sequence the story of creation in the bible using different creative media. • Identify and explain things from the creation story which show that it is important to care for the world. • Reflect and give their opinion on what is amazing about the world and why. • Ask questions and suggest answers to puzzling questions about the creation of the world. • Reflect on own feelings about the world and the creation story, using colour, words, action and music. • Give examples of what we are doing to harm our world and suggest ways that we can put it right. • Explain what the word creation means. <p><u>Vocabulary:</u> Creation Invention Awe and wonder</p>	<p>world a better place.</p> <ul style="list-style-type: none"> • Respond to the question: 'You should always obey the rules'. <p><u>Vocabulary:</u> Consequence Ten Commandments, Mahatma Gandhi</p> <p><i>What do creation stories teach us about caring for the world?</i></p> <ul style="list-style-type: none"> • Enquire in to and describe the main features of creation stories from different religions and cultures, identifying links between them and how believers care for the world. • Define stewardship. • Use a developing religious vocabulary linked to the creation stories. • Ask questions and suggest reasons for the different creation stories and their teachings. • Reflect on the beauty of the world. • Describe and explain the impact 	<p>others with justice and love in light of their learning through story, art, music and prayer.</p> <ul style="list-style-type: none"> • Demonstrate religious literacy in discussion by giving opinions with reasons relating to religion and belief. Use appropriate religious vocabulary such as injustice, justice, charity etc. • Demonstrate knowledge and understanding of what injustice is and what religions are doing about it and why. • Respond to the statement, 'There will always be injustice in the world.' Discuss their response. <p><u>Vocabulary:</u> Justice Injustice Poverty Shared humanity</p>
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					<p>creation stories have on believers and how they care for the world.</p> <ul style="list-style-type: none"> • Respond to the statement: Our world is the most amazing place. Do you agree? Explain what you think <p><u>Vocabulary:</u> Greenpeace Pollution CAFOD Christian Aid Compare/contrast Chinese - Yin and Yang Christianity Islam Atheism Big Bang Sabbath day</p>		Charity work Homelessness
Religions and secular beliefs	<p>ELG – People, Culture and Communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	<p><i>What do Christians believe?</i></p> <ul style="list-style-type: none"> • Talk about their own ideas about God and listen to and respond sensitively to the ideas of others. • Use appropriate religious vocabulary to describe some of the qualities associated with God 	<p><i>What do Muslims believe?</i></p> <ul style="list-style-type: none"> • Describe some of the key features of a Muslim child's daily life and identify how it is different and the same as their own. • Ask questions about Muslim daily life. • Identify some of the qualities of God 	<p><i>What do different people believe God is like?</i></p> <ul style="list-style-type: none"> • Share ideas about God and respond sensitively to the ideas of others. • Use appropriate religious vocabulary to describe some of the qualities associated with God 	<p><i>Why is pilgrimage important to some religious believers?</i></p> <ul style="list-style-type: none"> • Describe and explain the main features of the Islamic pilgrimage to Mecca and the symbolism and stories associated with it. • Explain the importance of 	<p><i>What are the Five Pillars of Islam?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the five pillars of Islam. • Identify the challenges of keeping the five pillars for Muslims living in Britain today. 	<p><i>Why do some people believe in life after death?</i></p> <ul style="list-style-type: none"> • Ask questions and suggest answers to the question, 'What happens when you die?' • Conduct and enquiry into views about life after death from

	<p>experiences and what has been read in class.</p>	<p>in Christianity, saying what they mean, eg loving</p> <ul style="list-style-type: none"> • Ask interesting questions about God and the world in which we live. • Reflect on the nature of God in a creative way, demonstrating through art their own response to the idea of God. • Identify some qualities that Christians associate with God. • Give an opinion on the best quality God has. • Identify and explain a belief or practice associated with Christianity. <p><u>Vocabulary:</u> God Quality</p>	<p>in Islam and make links with their own experiences.</p> <ul style="list-style-type: none"> • Suggest a reason why Muslims are not allowed to have images of Allah. <p><u>Vocabulary:</u> Muslim Shahadah Prayer Expression of worship Forbidden</p>	<p>in Christianity and what they mean.</p> <ul style="list-style-type: none"> • Ask interesting and imaginative questions about God and the world in which we live. • Reflect on the nature of God through creative media. • Identify and explain some qualities that Christians associate with God • Demonstrate knowledge and understanding of the nature of God in one other religious tradition. • Give a reason why someone might not believe in God. • Give an example of something a person might do or not do because they believe in God. • Respond to the question 'Where is God?' Give reasons for your answer. <p><u>Vocabulary:</u> Holy Trinity – Father, Son and Holy Spirit</p>	<p>pilgrimage in the religious life of a believer.</p> <ul style="list-style-type: none"> • Identify the main features of the Christian pilgrimage to Lourdes. • Explain some reasons why pilgrimage is important to the life of believers. • Recall and describe the story behind the pilgrimage to Lourdes. • Respond to the question 'There is no point going on pilgrimage because God is everywhere.' <p><u>Vocabulary:</u> Commitment Pilgrimage Journey</p>	<ul style="list-style-type: none"> • Reflect on their own beliefs and practices and the importance of religious belief and practice in the lives of believers. • Use a developing religious vocabulary to identify, describe and explain the main features of the five pillars of Islam such as belief, prayer, pilgrimage, fasting, charity etc. <p><u>Vocabulary:</u> Concept Duty Five Pillars of Islam Shahadah Zakat Sawm Fasting Hajj Allah Salah Prayer Challenges</p> <p><i>How can art, architecture and poetry express belief?</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how art, architecture and poetry express 	<p>religion and belief.</p> <ul style="list-style-type: none"> • Identify some mysterious and puzzling questions that religions can give the answers to. • Reflect upon and express their own beliefs about life after death supported with reasons. • Use a developing religious vocabulary to express their viewpoints and opinions about life after death, using key words such as funeral, heaven soul, reincarnation. • Demonstrate knowledge and understanding of what Christians and Hindus believe about life after death. • Demonstrate knowledge and understanding of a ceremony that marks the end of a person's life and its value.
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						<p>religious beliefs and aid worship.</p> <ul style="list-style-type: none"> • Give an opinion on the use of religious art in worship. • Explain how culture can influence religious art. • Explain the reasons why some religions restrict the use of religious art. • Reflect in a creative way on their own beliefs and values. <p>Respond to the statement 'You should not use images of God in worship.'</p> <p><u>Vocabulary:</u> Express Media Art Architecture Culture Depicted images</p> <p><i>Why do believers see life as a journey?</i></p> <ul style="list-style-type: none"> • Explain what a rite of passage is and identify the four main events they signify. 	<ul style="list-style-type: none"> • Explain how beliefs in life after death may affect a person's everyday life. <p><u>Vocabulary:</u> Life after death Heaven/Hell Reincarnation Judgement Funeral rites</p>
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						<u>Vocabulary:</u> Milestone Rites of passage Ceremonies Initiation Confirmation Marriage Funeral	
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