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|  | **Key Concept** | **Explanation** |
| Throughout Key Stage  1 & 2 | Worship | Worship is the response to a sacred power or being. When exploring the concept of worship students are not being taught to worship, they are being taught about worship. This will enable them to make links between worship and faith. In turn students will develop a deeper understanding of the reasons that some people possess the beliefs that they do and why some people conduct themselves in the way that they do. |
| Tradition | Tradition is an inherited, established, or customary pattern of thought, action, or behaviour. Tradition is an important of people’s lives. Different families and communities have their own traditions. These traditions also play a part in the wider local and national community. It is imperative that students understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share as a nation. |
| Morality | Morality is a particular system of values and principles of conduct. As students develop their identity they will assume definitions of right and wrong and use these in a range of situations both personal and philosophical. The exploration of this concept will enable students to understand how moral values and a sense of obligation can come from some people’s beliefs and experiences. They will also be able to evaluate their own and others’ values in order to make informed, rational and imaginative choices. |
| Values | Our personal values are influenced by a number of things and are developed as we grow. By exploring the values of others, including British Values students will be able to think deeply about their own values and develop as an individual. |
| Community | A community is an all-inclusive group of people who live, work and play near each other. By learning about the communities in which students belong and contrasting these with other communities, students are able to develop an understanding of and respect for people from a range of communities. This concept will also allow children to explore how their choices may impact on the wider community. |
| Symbols | Students will explore the use of symbols within faith communities. They will develop a deeper background knowledge of common symbols that they may see in their everyday lives, for example when attending weddings or baptisms. |
| Faith | England is a multicultural and a multi-faith society. Even though some students grow up without a faith, they will potentially live in an area where there are people of many faiths. It is important that students explore this concept in order to develop an understanding of people’s beliefs. This is vital for us to develop a community where people demonstrate tolerance towards others (British values). |
| Spirituality | Beliefs, practices, and experiences that outline and create a way of knowing and living. This may be informed by religious ritual, tradition or may not have any religious basis. When exploring spiritualty, students will explore their own thoughts and ideas and look at their own identity. They will use the idea of spiritualty to express their own opinions and ideas on some of the deeper questions that they may have about the world around them. |

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|  | **Unit of Work** | **Key Vocabulary** |
| **Key Stage**  **One** | Buddhism | Buddha, Buddhist temple, monks and nuns, rebirth, meditation. |
| Christianity | Advent, baptism, Bible, Christ, Christmas, church, disciple, Easter, Harvest, hymn, Jesus, priest, vicar. |
| Hinduism | Aum or Om, Brahman, Diwali, Ganesh, Hindu, Hinduism, Mandir, offering, Rama, Shiva, shrine, Sita, Vishnu. |
| Humanism | Celebrant, happy human, Humanism, Humanist, science, The Golden Rule. |
| Islam | Allah, Islam, Mosque, Muslim, Prophet, Quran, Muhammad, Shahada. |
| Judaism | Ark, Kippah, Tallit, Torah Scrolls, Yad,Kosher, Challah, Chanukah, covenant, Dreidel, Maccabees, Purim, Rosh Hashanah, Shofar. |
| Sikhism | Five K’s, Gurdwara, Kaur, Nishan Sahib, Ek Oankar, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Turban. |
| **Key**  **Stage Two** | Buddhism | *As above plus*: Dharma and Sangha (‘Three Precious Jewels’), Jataka Tales, samsara, Nirvana |
| Christianity | *As above plus*: gospel, grace, Holy Communion, Holy Spirit, incarnation, Lent, Lord’s Prayer, Lord’s Supper, mass, New Testament, Old Testament, parables, Pentecost, priest, Psalm, resurrection, salvation, Ten Commandments, Trinity. |
| Hinduism | *As above* |
| Humanism | *As above plus*: Agnosticism, Atheism, evolution, human rights, humanity, natural selection, The Big Bang. |
| Islam | *As above plus:* Adhan, Eid ul Fitr, Eid ul-Adha, Hajj, Islam, Ka’bah, Mihrab, Muslim, Qiblah, Salah Sawm, Sunnah, Surah. |
| Judaism | *As above plus*: Synagogue, Bimah, Menorah Rabbi,Shabbat,Kosher, Bar Mitzvah/Bat  Mitzvah, Matzah, Messiah, Moses, Pesach, Yom Kippur. |
| Sikhism | *As above plus*: Guru Granth Sahib, Kirtan, Langar, Mool Mantar, Nishan Sahib, Seva, Singh |