

Griffin Park RE Curriculum 2025-2026

Nursery				
Thread	Focus	Knowledge	Skills	Vocabulary
EYFS 2	Harvest: Why do people of faith say thank you to God at Harvest time?	I know why Christians say thank you to God at Harvest time.	I can draw some of the things that I am thankful for. I can talk about the food I enjoy.	God, food, share, plants, family, creation, harvest, thank you, prayer
EYFS 4	Christmas: How do Christians celebrate Jesus' birthday	I know that Jesus was born as a gift from God. I know that Jesus was a very special baby.	I can talk about why Christmas is important. I can paint a picture of me with my family when I was born.	nativity, Jesus, birthday, gift, angels, tar
EYFS 7	Easter: Why do Christians believe that Easter is all about love?	I know some of the Easter story.	I can briefly retell the Easter story.	Easter, love,, Jesus, disciples, cross, tomb, hot cross buns, Easter eggs, Easter nests
EYFS 11	Special Times: How do you celebrate special times? World Faith Islam	I know why birthdays are so important. I know Muslims have special times of celebration. I know that special times create memories. I know why celebrating special festivals and occasions such as Christmas, Easter and Eid is important.	I can explain why my birthday is so special to me. I can talk about special times. I can talk about some festivals and how it feels celebrating them.	celebration, birthday, Cake, present, anniversary, christening, wedding
Learning links to enhance long term memory		Children bring food to school for the harvest festival. Children perform the Nativity to parents.	Assessment	Explain why Hindus light candles at Diwali Explain why their birthday is so special to them. Explain how you celebrate special times

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Reception				
Thread	Focus	Knowledge	Skills	Vocabulary
EYFS 2	Harvest: Why do people of faith say thank you to God at Harvest time? World Faith Judaism	I know why Christians say thank you to God at Harvest time. I know that Christians believe God created the world. I know that Christians celebrate the Harvest Festival with a special service in church. I know why people of the Jewish faith celebrate the harvest.	I can talk about the food I enjoy. I can talk about harvest around the world. I can talk about why we celebrate harvest. I can talk about why it is important to help others, particularly at harvest time.	God, food, share, plants, family, creation, harvest, thank you and prayer.
EYFS 4	Why do Hindus light candles at Diwali? World Faith Hinduism	I know that Diwali is the Hindu festival of light and is celebrated in the Autumn. I know why Hindus light candles at Diwali.	I can talk about the Hindu Diwali festival celebrations. I can recall the story of Rama and Sita. I can identify and make a diva lamp. I can identify characters from the story of Rama and Sita.	light, Diva lamp, Hindu, Diwali, Rama, Sita
EYFS 10	Prayer: What is prayer? World Faith Islam	I know that Jesus taught his disciples the Lord's Prayer. I know that prayer is a form of communication with God. I know that prayer is expressed in a variety of ways. I know that people pray for many different reasons. I know that Muslims use a prayer mat to create a clean space to pray. I know that there are 5 special times each day when Muslims stop to pray.	I can talk about the stories of Daniel and Jonah. I can talk about the different ways people pray. I can talk about my own experiences of prayer. I can talk about people of faith using prayer beads. I can identify different objects that can be associated with prayer.	pray, prayer, God, Jesus, the Lord's Prayer

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EYFS 4	Christmas: How do Christians celebrate Jesus' birthday?	<p>I know that for Christians Christmas is the celebration of Jesus' birthday.</p> <p>I know that Christians believe that Jesus was the Son of God.</p> <p>I know that the church celebrates Christmas in special ways.</p>	<p>I can recall/retell the nativity story.</p> <p>I can identify the characters in the nativity story.</p> <p>I can use religious words to talk about Christmas.</p> <p>I can talk about how the church celebrates Christmas.</p> <p>I can talk about my own experiences of Christmas.</p> <p>I can talk about feelings related to celebrating Christmas and birthdays.</p> <p>I can talk about birthdays and why we celebrate the arrival of new babies.</p>	Christmas, Jesus, Bethlehem, Mary, Joseph, shepherds and star
EYFS 9	<p>Special Places; What makes a place Holy?</p> <p>World Faith</p> <p>Islam and Hinduism</p>	<p>I know that Christians worship in a church. I know that Muslims worship in a mosque. I know that Hindus worship in a temple/mandir.</p> <p>I know that people consider places to be special for different reasons.</p> <p>I know some people of faith take off their shoes before entering a place of worship.</p> <p>I know why a mosque is holy to Muslims.</p>	<p>I can talk about my special place.</p> <p>I can talk about places of worship as special/holy places.</p> <p>I can talk about taking off shoes in a special/holy place</p>	church, mosque, mandir, temple, holy
EYFS 7	Easter: Why do Christians believe that Easter is all about love?	<p>I know that Jesus rode into Jerusalem on a donkey on Palm Sunday.</p> <p>I know that Jesus died on the cross on Good Friday.</p> <p>I know that Christians believe that Jesus rose on Easter Day and is alive today.</p> <p>Easter is the most important time of the year for the Church.</p>	<p>I can tell you that Christians believe Jesus died on the cross because God loves everyone.</p> <p>I can briefly retell the story of Easter.</p> <p>I can identify symbols associated with Easter.</p> <p>I can talk about my own experiences of love and other emotions expressed in the Easter Story.</p> <p>I can ask questions about the Easter story.</p>	Easter. Love, sacrifice, Jesus, disciples, Holy Week, Palm Sunday, crucified, cross, tomb, risen
Learning links to enhance long term memory		<p>Special visitors in school.</p> <p>Children take place in harvest and Christmas celebrations and performances in school</p>	Assessment	<p>Explain why Hindus light candles at Diwali.</p> <p>Discuss why Christians celebrate Jesus' birthday.</p>

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Year 1 Autumn				
Thread	Focus	Knowledge	Skills	Vocabulary
1.1	Harvest	I know how we help those who do not have a good harvest.	<p>I can discuss how and why we celebrate Harvest Festival.</p> <p>I can choose which foods I enjoy the most.</p> <p>I can describe why we should help those who do not have a good harvest.</p>	Harvest festival
1.1	Harvest World Faith Judaism	I know how people of Jewish faith celebrate the harvest.	<p>I can explore the festival of Sukkot and the story of the people of Israel in the Wilderness.</p> <p>I can retell a story that shows what Jewish people at the festivals of Sukkot, might think about God.</p> <p>I can build a Sukkah.</p>	festival of Sukkot wilderness
1.9	My world Jesus' world	I know how the place where Jesus lived is different from how we live now.	<p>I can read Bible stories that highlight the differences between our world and Jesus' world.</p> <p>I can investigate food tasting.</p> <p>I can create a book of comparisons.</p>	Jesus, Jerusalem, Nazerath
1.3	Christmas World Faith Hinduism	<p>I know why Christians give and receive gifts at Christmas.</p> <p>I know what festival people of the Hindu faith give and receive gifts.</p>	<p>I can listen to the nativity story, the story of the Wise Men and the story of St Nicholas.</p> <p>I can reflect on giving and receiving gifts at Diwali.</p>	
Learning links to enhance long term memory		Christmas Nativity production.	Assessment	Discuss how and why we celebrate sacred times including Harvest, Christmas and Diwali.

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Year 1 Spring				
Thread	Focus	Knowledge	Skills	Vocabulary
1.4	Jesus	I know the stories of Jesus' miracles are found in the Gospels in the New Testament.	I can retell the stories about Jesus covered in this unit. I can talk about my own experiences and feelings.	Jesus, Son of God, friendship, miracle and disciple.
1.4	Jesus	I know that Christians believe that the miracles reveal Jesus as the Son of God.	I can respond sensitively to questions about my own and others' experiences and feelings.	
1.5	Easter	I know that the events of Palm Sunday, Good Friday and Easter Day are very important. I know who the characters of the Easter story are.	I can talk about the events of the Easter story. I can retell the story of Easter I can wonder at the new life and changes in nature.	Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb
1.5	Easter	I know that Christians believe Jesus died and rose back to life. I know that Christians believe that Easter is a new beginning.	I can talk about new beginnings and changes.	
Learning links to enhance long term memory		Science-study the miracle of the life cycle of a butterfly, plant, frog etc. Create an Easter garden.	Assessment	What do you think is the most important part of the Easter Story?

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Year 1 Summer				
Thread	Focus	Knowledge	Skills	Vocabulary
1.7	Baptism: Why is baptism special?	<p>I know that Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.</p> <p>I know that water is a symbol of baptism. I know that people can be baptised at any age, in the font at church, in a pool, a river or the sea.</p> <p>I know that Jesus was baptised in the river Jordan by John the Baptist.</p>	<p>I can talk about what belonging means to me.</p> <p>I can use religious vocabulary such as vicar, priest, font, baptism church and prayer.</p> <p>I can talk about what happens when a baby is baptised.</p>	vicar, priest, font, baptism church and prayer
1.7	<p>How do people of world faiths welcome new babies?</p> <p>World Faiths Islam Sikhism</p>	<p>I know that people of world faiths welcome new babies in special ways.</p> <p>I know that the words of the call to prayer are whispered in the ear of newborn Muslim babies.</p> <p>I know that giving babies a meaningful name is important to people of faith</p>	<p>I can talk about the ways in which people of world faiths welcome new babies.</p> <p>I can talk about why there are dates and honey in the chatterbox.</p> <p>I can talk about why sometimes hair is shaved from the newborn's head.</p>	dates and honey
1.2	Creation: What are your favourite things that God created?	I know that the creation stories are at the beginning of the Bible.	<p>I can talk about being creative and what I enjoy doing when I am creative.</p> <p>I can look around and wonder how amazing God's creation is.</p> <p>I can talk about what I enjoy most in creation.</p>	God, Creation, Genesis, pollution, world, environment
1.2	What do people of Hindu and Islam faith believe about how God made the world?	I know that Muslims and Hindus believe that God created the world.	<p>I can talk about ways in which we can all help to take care of the world.</p> <p>I can talk about how Christians, Muslims and Hindus believe that creation shows the power and wonder of God.</p>	Muslim. Hindu, God
Learning links to enhance long term memory		Visit to a local church focussing on symbols and images.	Assessment	Describe what happens at a Christian infant Baptism/dedication and suggest what the actions and symbols are.

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Year 2 Autumn				
Thread	Focus	Knowledge	Skills	Vocabulary
2.1	The Bible	I know that the Bible is the Christian holy book. I know that the Bible tells God's big story. I know that the Bible is a library of books.	I can talk about the stories found in the Bible	bible, Old Testament, New Testament, Holy, Gospel
	Why is the bible such a special book?	I know that the Bible is the world's bestseller. I know about people who struggle to have a bible of their own.	I can discuss why the Bible is so important to Christians	psalms, Lord's prayer Word of God
	Do people of all world faiths have holy books? World Faiths Islam Judaism	I know that world faiths have different holy books.	I can talk about the Qumran scrolls and Mary Jones. I can name the holy books from world faiths that I have investigated. I can describe the similarities and differences between holy books, including the Bible.	Mary Jones Quman Dead Sea scrolls, Qur'an
2.2	Why was the birth of Jesus such good news?	I know that Christians believe that the birth of Jesus is good news. I know that angels brought the good news to Zachariah, Mary and the shepherds.	I can retell the Christmas story, including the story of Zechariah. I can ask and respond sensitively to questions about the experiences of Mary and the shepherds	Christmas, son of God, shepherds, Angel Gabriel, Three Wise Men, stable, manger
	How is the good news celebrated today?	I know that Christians believe Jesus is the saviour of the world.	I can talk about my own feelings and experiences of good news	Good news, Elizabeth, Zechariah, Jesus, Mary, Joseph, Bethlehem.
	What difference did it make to the world?	I know that the good news impacts on the world then and now	I can talk about the ways Christians share the good news at Christmas time.	
Learning links to enhance long term memory		Children to perform the nativity to parents.	Assessment	Demonstrate ways of caring for others and how these follow Christian beliefs. Describe the importance of angels at Christmas time.

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Year 2 Spring				
Thread	Focus	Knowledge	Skills	Vocabulary
S9	New Testament	I know that the Bible is in two parts. I know they are the Old Testament and the New Testament	I can retell the Bible stories that we have explored. I can empathise with the characters in the stories that we have explored	
	Which part of the story do you like best?	I know that the stories reveal Christian beliefs about Jesus. I know when people met Jesus or heard his stories, they changed their behaviour.	I can identify the Christian values in the stories we have explored	New Testament, Old Testament, parable, Jairus, Mary and Martha, Luke, Zacchaeus and Matthew
	What is the most important part of the story? World Faiths Hindu and Sikhism	I know the most important part of the story.	I can discuss the most important part of the story.	
2.4	Easter-How do symbols help us understand the Easter story?	I know that there are different objects and symbols used to help explain and understand the meaning of Easter. I know that Christians believe that Jesus died to save humankind and this is part of God's salvation plan.	I can identify and name some of the symbols of Easter. I can retell the Easter story. I can talk about my own experiences of Easter celebrations. I can describe briefly, why Christian people celebrate Easter.	cross, crucifix, Paschal candle, resurrection, Last Supper, eucharist, symbol, sacrifice and celebration
Learning links to enhance long term memory		Make own Easter cards in class. Easter celebrations in school.	Assessment	Use religious vocabulary to simply describe what the symbols of Easter mean.

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Year 2 Summer				
Thread	Focus	Knowledge	Skills	Vocabulary
2.6	Ascension and Pentecost; What happened at the Ascension and Pentecost?	I know that 40 days after the resurrection, Jesus ascended into heaven. I know that Christians believe that God is three in one – Father, Son and Holy Spirit. I know that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.	I can retell the stories of Jesus’ ascension and the events of Pentecost. I can talk about my ideas of heaven. I can describe the symbols of the Holy Spirit.	Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity
2.5	The Church; Why is the church a special place for Christians?	I know that the church is a special place where Christians meet to worship and pray. I know that it is also the body of people and not just the building. I know that for Christians the church is a holy blessed space.	I can ask good questions that reveal an understanding about places of worship. I can connect the features of the church to bible stories and Christian belief and teaching. I can use religious vocabulary to name and describe the features of a church building.	church, vicar, minister, pews, font, alter, stained glass, worship, holy , sacred
2.5	Why are holy buildings important to people of faith? World Faiths Islam Judaism	I know that people of Muslim faith meet to pray in a mosque. I know that people of Jewish faith meet together for worship in a synagogue.	I can use religious vocabulary to name and describe the features of a mosque. I can use religious vocabulary to name and describe the features of a synagogue. I can use religious vocabulary to describe a few similarities and differences between places of worship. I can connect the features of the mosque to Islamic belief and teaching.	mosque, Minaret tower Iman synagogue, ark, sefer, torah, menorah, Bimah, Rabbi, Hebrew,
Learning links to enhance long term memory		Visit to a mosque.	Assessment	Ask good questions that reveal understanding about places of worship and investigate what happens there.

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Year 3 Autumn				
Thread	Focus	Knowledge	Skills	Vocabulary
3.6	Harvest: How do people of faith say thank you to God for the harvest? World Faiths Judaism Sikhism	I know that the Bible records people harvesting and gives instruction that people should give their first and their finest grain. I know that harvest is mentioned throughout the Old Testament.	Describe the ways in which Christian harvest festival celebrations show Christian values in action. Describe and recognise similarities between different religious harvest festivals. Express their own opinion as to why communities celebrate Harvest.	Harvest Festival, thankfulness, Sukkot, Sukkah and Pongal
S12	Peace: What is Peace? World Faiths Hinduism and Islam	I know that peace is a fruit of the spirit and a key Christian concept. I know that there is a connection between values, action and beliefs.	Ask important and relevant questions. Express in words and art, their own opinion about the value of peace. Ask and suggest answers to quality questions about values, meaning and commitment. Use religious vocabulary to talk about peace showing their understanding of religious text and beliefs.	Peace, fruit of the spirit
3.2	Christmas: How does the presence of Jesus impact on people's lives?	I know that Jesus is called Emmanuel and that means God with us. I know that Christians believe Jesus is God's son.	Make links between their own experiences and the experiences of others. Retell stories about the presence of Jesus changing people's lives. Describe the ways in which the actions of Christians show Jesus' presence in the world.	Emmanuel, Incarnation
Learning links to enhance long term memory	Nutrition and cooking Growing vegetables and fruit in school garden. Celebrating Harvest in school assembly.		Assessment	How did the arrival of Jesus change the world? What are the similarities between the harvest festivals around the world?

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Year 3 Spring				
Thread	Focus	Knowledge	Skills	Vocabulary
3.1	Called by God: What does it mean to be called by God. Local Faith leaders; Who are they and what do they do? World Faiths Islam, Sikhism	I know that the Prophets were called by God to give his message to the people. I know that people are called by God today and can describe how they respond and the impact on their lives.	I can use developing religious vocabulary to show that I understand the Christian beliefs. I can describe the impact of responding to God's call on a person's life.	prophet, God, Old Testament, ministry and ordination.
3.4	Easter: Is the cross a symbol of sadness or joy?	I know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.	I can use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.	Palm Sunday, temple, last supper, Gethsemane, Good Friday, crucified, Easter Sunday and resurrection
3.4	How do the services held in churches during Holy Week and Easter reflect the sadness and joy?	I know the church remembers and marks the events of Holy Week in a variety of ways.	I can ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.	
3.4	Is Good Friday the beginning or the end?	I know the events of Holy Week reveal what Jesus came to earth to do – God's salvation plan.	I can use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.	
3.4	Is Easter Sunday the end or the beginning	I know the events of Holy Week reveal what Jesus came to earth to do – God's salvation plan.	I can describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.	
Learning links to enhance long term memory		Visit to St Luke's church	Assessment	Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.

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Year 3 Summer				
Thread	Focus	Knowledge	Skills	Vocabulary
3.5	<p>Rules for Living; Which rules should we follow?</p> <p>Does everyone follow the same rules?</p> <p>World Faith Buddhism</p>	<p>I know that all world faiths have rules to follow that have been established a long time ago.</p> <p>I know that Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.</p> <p>I know that the ten commandments are the foundation of Christian and Jewish societies.</p>	<p>I can talk about the story of Moses and the impact of the ten commandments.</p> <p>I can talk about the rules and laws that I try to follow in my own life.</p> <p>I can identify and talk about religious and non-religious rules that affect my life.</p> <p>I can identify something that is common in all religious rules (e.g. charitable giving).</p> <p>I can express my own ideas about rules.</p>	<p>rules, laws, Moses commandment, Mount Sinai, covenant, Old Testament, New Testament</p>
3.5	<p>Does everybody follow the same rules?</p> <p>World Faith Islam</p>	<p>I know that the 5 pillars set the Muslim rules for living. Muslims follow rules set out in the Qur'an.</p> <p>I know that Muslims have 99 names for God that show his characteristics.</p>	<p>Make links between beliefs and behaviour.</p> <p>Identify the impact that the 5 pillars of Islam have on a Muslim way of life.</p> <p>Identify the impact that the 5 pillars of Islam have on a Muslim way of life.</p>	<p>Islam, Muslim, Allah, fasting, charity, Ramadan, Eid, ,</p>
S10	<p>Is the book of Proverbs still relevant today?</p>	<p>I know that Proverbs is in the Old Testament and is a book of wise advice written by Solomon.</p> <p>I know that Solomon chose wisdom as a gift from God</p>	<p>I can make connections between the context of the proverbs and Christian Values, attitudes and behaviour.</p> <p>I can apply the wisdom of a proverb to a situation in my own life.</p>	<p>Wisdom truth</p>
Learning links to enhance long term memory	<p>To investigate rules for living in World Faiths.</p>		Assessment	<p>Understand the effects of rules and ask good questions about religious rules.</p>

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Year 4 Autumn				
Thread	Focus	Knowledge	Skills	Vocabulary
4.1	David and the Psalms: What values do you consider to be important?	I know key stories in the life of David. I know that David is a key figure in the Old Testament.	I can identify values that I think are important. I can ask important questions about the stories of David that improve my learning.	Samuel, David, Johnathan, Saul, Goliath, inspiration and Psalm
		I know that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.)	I can connect values and Christian beliefs to events and teaching in the Bible	
4.2	Christmas: Why is Jesus described as the light of the world?	I know that Christians believe that Jesus is the light of the world. I know that the light of Jesus brings hope in dark places.	I can tell stories about Jesus bringing light into people's lives. I can talk about the lives of people who bring Jesus' light into the world.	Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation
	Why is light an important symbol in World Faiths? Judaism	I know that Hannukah is a Jewish festival of light.	I can tell you about the stories and traditions of Hanukkah. I can ask good questions about different religious experiences and beliefs.	Hannukah, Jerusalem, Temple
Learning links to enhance long term memory	Sitting in a darkened room in candlelight.		Assessment	Which of the images of God found in the Psalms do you like best? Why? Choose three. Why do people of faith often light candles?

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Year 4 Spring				
Thread	Focus	Knowledge	Skills	Vocabulary
4.3	Jesus: Why do Christians believe Jesus is the Son of God?	I know that Christians believe Jesus is the Son of God. I know that Jesus has power and authority over nature, sickness and death.	I can retell the Bible stories we have talked about. I can make links between the Bible stories and what Christians believe about Jesus.	Son of God, authority, miracle
		I know the stories of people who have campaigned for justice	I can talk about why sometimes people speak out against authority for justice.	
	Why do Jewish people believe that the Sabbath/Shabbat is so important? World Faith Judaism	I know that the Jewish holy day is Shabbat.	I can talk, using religious language, about the traditions and meaning of Jewish Shabbat.	Sabbath/Shabbat and Pharisees
4.4	Easter: A story of betrayal or trust?	I know that trust and forgiveness are key Christian values. I know that Christians believe that they can trust Jesus. I know that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do. I know that the incidents of betrayal and trust are significant.	I can identify and explain the significance of the incidents of betrayal and trust in the Easter story – God’s salvation plan. I can use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity and in my own life. I can ask good questions about people’s values and commitments.	trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem
	What do World Faiths say about forgiveness? Hinduism Islam	I know what Hindus and Muslims believe about forgiveness.	I can describe what is said about forgiveness in the Hindu and Islamic faith.	
Learning links to enhance long term memory	Explore why forgiveness is so important to people of all faiths		Assessment	Make a list of the qualities that make a person trustworthy. What can we learn from the behaviour of Judas, Peter, the women and Jesus?

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Year 4 Summer				
Thread	Focus	Knowledge	Skills	Vocabulary
4.5	The Church: Are all churches the same?	I know that not all church buildings are the same but have similar features according to denomination. I know that Christianity is a world-wide multi-cultural faith	I can use religious vocabulary to name features of the church building. I can identify similarities and differences between churches and denominations worldwide	church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred
	Are all places of worship the same? Do people worship God in the same way? World Faiths: Hinduism and Sikhism	I know that world faiths have different places of worship and I can name the buildings, key features and the worship that takes place there I know that the Hindu murtis (statues) are expressions of god and that they are not worshipped, as they are a focus to enhance worship. I know that the symbol of light is used in several religions and is connected to the Holy Scripture of that faith.	I can ask good questions about the similarities and differences between different denominational practices. I can make links between values and beliefs and behaviour. I can talk knowledgeably about places of worship, the features of the building and the worship that takes place there. I can identify the similarities and differences between the worship that takes place in a mosque and Hindu temple. I can describe the role of the Imam.	temple, Gurdwara
4.6	Prayer: What is prayer?	I know that prayer is a way of communicating with God. I know that prayer is an important part of the life of a believer.	I can talk using religious language about prayer in Christianity. I can talk about my own experiences of prayer.	pray, prayer, collect
	How do people of World Faiths Pray? World Faiths Buddhism, Islam	I know that for some people of faith the direction in which they pray is important	I can talk using religious language about prayer in world faiths.	
Learning links to enhance long term memory	Visit Blackburn Cathedral		Assessment	Do people worship God in the same way? Explain why some people wash before they pray. Some people use candles when they pray. Why?

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Year 5 Autumn				
Thread	Focus	Knowledge	Skills	Vocabulary
5.1	The Bible: How and why do Christians read the Bible?	<p>I know that Christians believe that the Bible is the inspired word of God.</p> <p>I know that there are many translations of the Bible.</p> <p>I know that the Bible guides Christians and effects their daily lives.</p>	<p>I can ask good questions that improve my learning.</p> <p>I can tell you about the work of Bible translators today and in the past.</p> <p>I can describe how what I have learnt inspires and influences me.</p> <p>I can describe the impact of the content of the Bible on a believer's life.</p>	Old Testament, New Testament, Gospel, Word of God and translation
	<p>Why are sacred texts so important to people of faith?</p> <p>World Faiths Islam, Sikhism</p>	I know about the origin and content of holy books from the world faiths I have investigated and the impact of these scriptures on the lives of believers.	I can recognise and talk about the similarities and differences between holy books.	<p>The Holy Quran</p> <p>The 4 Vedas- the Rigveda (Knowledge of the Verses), the Yajurveda, the Samaveda, and the Atharvaveda.</p>
5.2	Christmas: How do our celebrations reflect the true meaning of Christmas?	I know that the nativity story is found in the Gospels of Matthew and Luke.	<p>I can identify which parts of the nativity story can be found in each Gospel.</p> <p>I can tell you about the audiences Matthew and Luke were writing for.</p>	saviour, Messiah, gospel, Matthew, Luke, nativity, Herod, incarnation and salvation
		<p>I know that the true meaning of Christmas is a celebration of the birth of Jesus, Son of God, Messiah.</p> <p>I know where the nativity fits into God's Big Story</p>	<p>I can identify the influence the two stories have on our Christmas celebrations.</p> <p>I can describe the Christian beliefs revealed in the nativity story.</p> <p>I can talk about why the flight to Egypt is a significant event.</p>	
Learning links to enhance long term memory		Visit a Sikh temple.	Assessment	<p>Do you need a Bible to be a Christian? Summarise the points discussed during your class debate.</p> <p>What do you think is the most important part of the Christmas story?</p>

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Year 5 Spring				
Thread	Focus	Knowledge	Skills	Vocabulary
5.5	Old Testament women: Did she make the right choice?	I know the stories of significant women in the Old Testament.	I can make a link between my own values and the values and commitments of the women in the Bible. I can use religious vocabulary to show that I understand the actions and beliefs of the women in the Old Testament.	Hannah, Ruth, Deborah, Jochebed, Abigail
	World Faith Judaism	I know the Jewish Festival of Purim celebrates how God used Esther to save his people.	I can ask good questions and suggest answers about belonging, commitment, truth and values.	Esther, Purim
S6	Easter: Why do Christians believe that Easter is a celebration of victory	I know that Christians believe that Christ's resurrection is a victory over death.	I can retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.	Victory, Triumph, resurrection
		I know that Christians believe that Easter is the key event in God's salvation plan	I can ask important questions about Christian belief. I can talk about and describe feelings in relation to situations of victory.	sacrifice
		I know that Christians believe Jesus' death and resurrection restored the relationship between God and people.	I can explain why Christians believe Jesus' death and resurrection are a victory. I can explain the impact of believing in Jesus' death and resurrection on a person's life.	redeemer
Learning links to enhance long term memory	Assembly on Easter		Assessment	I can describe what inspires me about the lives of the women in the Bible.

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Year 5 Summer				
Thread	Focus	Knowledge	Skills	Vocabulary
6.7	People of faith: how does having faith affect people's lives?	I know that Christian people try to live out the teaching of the Bible and follow Jesus' example. I know that Christians try to build God's kingdom through their words and actions.	I can tell you who, from the people we have studied, inspires me and why I can use appropriate religious vocabulary to talk about the characteristics of a person living out their faith.	faith, ministry, kingdom of God and vocation
	World Faiths Buddhism, Hinduism	I know that someone living a Buddhist lifestyle follows the Eightfold Path. I know that Hindu beliefs are rooted in the teachings of the Vedas.	I can describe some of the ways following the Eightfold Path impacts on the life of a Buddhist	Buddhist Eightfold Path, Hindu, Vedas
5.6	Loss, death and Christian Hope: Is death an ending or a beginning?	Christians believe that through the death and resurrection of Jesus they have the promise of eternal life with God in heaven. Christians believe that when you die your spirit goes to be with God in heaven. Muslims believe that after death there is either paradise or hell. Good deeds in life enable entry into paradise	I can express my own opinion about what I think happens when you die. I can talk about what I think heaven is like I can use the right language to show I understand what Christians believe about death and heaven. I can talk about what the Bible says heaven will be like.	Life, death, heaven. Eternal life, funeral, reincarnation and hope
	World Faiths Hinduism, Buddhism	I know that Hindus and Buddhists believe in samsara and reincarnation until enlightenment or freedom from desire is achieved.	I can talk about similarities and differences between what world faiths say on the subject of death and heaven. I can talk about Hindu and Buddhist belief in samsara and reincarnation. I can describe the funeral traditions of the world faiths I have explored.	Samsara, reincarnation
Learning links to enhance long term memory		Learning about the life of at least one extraordinary person of faith.	Assessment	How does having faith affect people's lives?

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Year 6 Autumn				
Thread	Focus	Knowledge	Skills	Vocabulary
6.1	Life as a journey: Is every person's journey the same?	I know that the life journey of people in the Bible influences the behaviour and choices of Christians today. I know that some Christians are persecuted and a life of faith is a challenge.	I can tell you about my life journey so far. I can describe the impact of religion on people's lives. I can describe the impact that being a Christian has on a person's life. I can describe the key features of Christian life.	baptism, confirmation, pilgrimage, rites of passage, Holy Land, Lourdes, Medjugorje
	Why do people of faith make pilgrimages? World Faiths Sikhism and Islam	I know that pilgrimage is a special journey made by people of faith.	I can tell you why people of faith make pilgrimages. I can identify several places of pilgrimage and describe the religious practices that take place there.	Hajj, Mecca, The Golden Temple in Amrisar (Sikhism)
6.2	Advent: How do Christians prepare for Christmas?	I know that during Advent the church spends time focussing on the promise of Jesus' return.	I can use religious vocabulary to describe the symbolism, practices, beliefs and themes of the season of Advent.	Advent, prophet, prophesy, John the Baptist, annunciation, incarnation, Mary
		I know that Advent is a time of preparation and the season of hope. I know that the themes of Advent tell the 'big story' of God's salvation plan	I can talk about what my hopes and dreams are for the future. I can think carefully and talk about what I have learnt during this unit.	
	World Faiths Judaism	I know that Christians believe that Jesus is the promised Messiah, but Jewish people do not.	I can explain why Jewish people believe that Jesus is not the promised Messiah.	Messiah
Learning links to enhance long term memory	Vicar from St Luke's church to talk to class about pilgrimages.		Assessment	List 3 things that are the same for all pilgrims. What hopes do you think God has for his people today?

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Year 6 Spring				
Thread	Focus	Knowledge	Skills	Vocabulary
6.3A	The Exodus: Why is the Exodus such a significant event in Jewish and Christian History	I know that the Exodus is a significant event in Jewish and Christian history. I know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover I know that Christians remember the Passover and the Last Supper during the Eucharist.	I can retell the Exodus story highlighting the connections to the Seder meal. I can make links between the Passover, Last Supper and the Eucharist. I can tell you why Passover is a festival of memory and freedom. I can express my opinions about freedom, what it is and what it is not.	Moses, Exodus, Israel
6.4	World Faith: Judaism	I know that Christianity is rooted in Judaism and Jesus celebrated the Passover. I know that for Jewish people the events of the Exodus and Passover are very important	I can tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians. I can explain why the Passover is not forgotten	slavery, Seder, Passover
6.4	Jesus (Easter): Who is Jesus?	I know the names that are given to Jesus to describe his character and purpose.	I can use the right words to describe what Christians believe about Jesus. I can ask good questions to improve my learning.	Messiah, Prince of Peace, Saviour
	Who was Jesus?	I know that we believe Jesus is the Messiah and that he came to rescue all. I know the connection between incarnation and salvation	I can express my own opinion about 'Who was Jesus?' I can tell you about what others think in answer to the question 'Who was Jesus?' I can use the Bible to find evidence to answer the question 'Who was Jesus?'	resurrection, redeemer, servant
	World Faiths Islam	I know the links with Islam	I can tell you about what others think in answer to the question 'Who was Jesus?'	
Learning links to long e long term memory	Visit a Synagogue		Assessment	Who was Jesus; What would a Christian say?

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Year 6 Summer				
Thread	Focus	Knowledge	Skills	Vocabulary
6.5	Ascension and Pentecost	I know the Ascension and Pentecost are key events in Christianity.	I can retell the stories of Ascension and Pentecost highlighting Christian beliefs. I can describe the lives of people who have been transformed by the Holy Spirit.	Ascension, Pentecost, trinity
	What is the importance of Ascension and Pentecost to Christians?	I know that Christians believe that people's lives can be transformed by the Holy Spirit	I can tell you about the distinctive Christian beliefs connected with Ascension and Pentecost. I can tell you about what inspires me. I can use these events to answer fundamental questions about God.	Holy spirit, inspiration
6.6	God	I know that Christians believe God is Father, Son and Holy Spirit, the Trinity.	I can retell Bible stories that reveal the nature and characteristics of God. I can talk with understanding and use religious language to explain the Trinity.	God, Father
	What is the nature and character of God?	I know that Bible stories are used to answer questions about God and can talk about them.	I can identify Christian beliefs about God in prayers and worship songs. I can express my own opinion and ask big questions.	Son, Holy Spirit, trinity
	Have you discovered any beliefs about God in common across different faiths? World Faiths Buddhism and Hinduism	I know there are similarities and differences between the names given to God by people of all world faiths.	I can identify the similarities and differences between beliefs about God across world faiths.	
Learning links to enhance long term memory	Explore briefly the lives of Christians today who have been inspired by the Holy Spirit.		Assessment	What are the distinctive Christian beliefs connected to Ascension and Pentecost? Have you discovered any beliefs about God in common across different faiths? List them.