

A: Know about and understand a range of religions and worldviews

EYFS & KS1 Knowledge and Skills				KS2 Knowledge and Skills				
<p>A1: Recall and name different beliefs and practices including festivals, worship and rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Rec</p> <p>Christmas – giving, saying thank you, carols</p> <p>New year and resolutions</p> <p>Chinese New Year - traditions</p> <p>Nowruz – stories linked to Festivals</p> <p>Easter</p> <p>Look at a range of special places of worship</p>	<p>Y1</p> <p>Christmas – the symbolism of gifts</p> <p>Easter – Palm Sunday, pilgrimage</p> <p>The festivals of Chanukah Shabbat – meanings, meal, blessings ceremony</p>	<p>Y2</p> <p>Christmas – Jesus as a gift to the world</p> <p>Advent</p> <p>Easter – what does Jesus’ resurrection mean for Christians?</p> <p>Islamic prayer – would regular prayer help a Muslim in everyday life? Hajj</p> <p>Visit to a local Mosque</p> <p>Id ul Fitr – stories told at festivals</p>	<p>A1: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship and to beliefs and teachings that arise from them in different communities.</p>	<p>Y3</p> <p>Christmas – true meaning and its influence on people’s lives.</p> <p>Easter – Good Friday</p> <p>Personal commitment and beliefs about pilgrimage and sacred texts (Hinduism)</p> <p>Diwali in the community (belonging) – rangoli, divas, sweets, music, puja</p>	<p>Y4</p> <p>Christmas – What is significant for people today?</p> <p>Easter – The Christian value of forgiveness</p> <p>The festival of Pesach (Judaism) – Sedar plate, food rules</p> <p>Judaism – Bar/Bat Mitzvah and Mitzvoth (doing good and helping others)</p> <p>Church attendance (Christianity) – holy communion, worship</p>	<p>Y5</p> <p>Christmas – Is the story true?</p> <p>Easter – Did God intend the crucifixion?</p> <p>Amrit ceremony, worship in the Gurdwara and Amristar , pilgrimage to the Golden Temple (Sikhism)</p>	<p>Y6</p> <p>Christmas – Mary the mother of Jesus</p> <p>Easter – The influence of Christianity in the world.</p> <p>Personal commitment to Allah and beliefs of Akhirah and Hajj in Islam.</p>
	<p>A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing sources of wisdom and recognizing the traditions from which they come.</p>	<p>Jesus’ miracle stories</p> <p>Moses & the 10 commandments</p> <p>Christmas story</p> <p>Stories from many cultures – India, China, Iran and the Holy Land</p> <p>Moral stories – ‘The crocodile and the Priest’ (Sikhism), ‘Bilal and the Butterfly’ (Islam), Parable of the Lost Sheep’ (Christianity)</p>	<p>Christian Creation story</p> <p>Christianity - Zacchaeus</p> <p>Christianity – The calming of the Storm</p> <p>Chanukah – miracle of the lamp</p> <p>What messages are there that might be considered wise?</p>	<p>The birth, life, teaching s and death of Jesus:</p> <p>Christianity – The Good Samaritan</p> <p>Christianity – The Paralysed Man</p>	<p>A2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Consider if Christmas has lost its true meaning.</p> <p>The meaning behind the story of Rama and Sita</p>	<p>Consider what the most important part of the nativity story is for Christians today.</p> <p>Judaism - The covenant story of Abraham and the birth of Isaac.</p>	<p>Examine if the Christmas story is true.</p> <p>Look at stories behind the festivals to see context including Christmas, Easter & miracles of Jesus.</p> <p>Children ask challenging questions. Is the Christmas story true?</p> <p>Did God intend Jesus to be crucified?</p> <p>What are the relevance of Sikh stories today? (Guru Nanak and the Jasmine flower / Guru Nanak, Malik Bhago and Lalo)</p>
<p>A3: Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<p>Giving and saying thank you</p> <p>Symbols for God (linked to places of worship)</p>	<p>Easter – Palm Leaves</p> <p>Judaism – Chanukah candles, songs, dreidel</p>	<p>How do Muslims wash, bow and pray and how does this help them during their everyday life?</p>	<p>A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>Badges / logos as a shared symbol of belonging.</p>	<p>Judaism – The mezuzah and Shema (a reminder of the covenant between Jewish people and God).</p>	<p>‘How can Brahman be everywhere and in everything?’ through Hindu eyes. Examine how this relates to animals and belief in vegetarianism. Also examine key belief of Karma.</p>	<p>What is the best way for a Muslim to show commitment to God? (Prayer positions, times, fasting during Ramadan).</p> <p>Examine teachings from Jesus. (Parable of the Lost Son)</p>

B: Express ideas and insights about the nature, significance and impact of religions and worldviews

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<p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Rec</p> <p>Christian Harvest - How do Christians celebrate the fruitfulness of the earth? Generosity to those in need.</p> <p>What makes places of worship special?</p>	<p>Y1</p> <p>Caring for our world – what would God be proud of?</p>	<p>Y2</p> <p>The significance of the Mosque for Muslims. Does it give Muslims a sense of belonging?</p>	<p>B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>Y3</p> <p>Look at designs and uses of holy buildings as part of worship; Hinduism- ‘Would celebrating Divali at home and in the community (Mandir) bring a feeling of belonging to a Hindu child?’</p>	<p>Y4</p> <p>Look at designs and uses of holy buildings as part of worship;</p> <p>Christianity- ‘Do people need to go to church to show they are Christians?’</p> <p>Consider different religious beliefs. ‘What is the best way to show commitment to God?’</p> <p>-Judaism (Bar/Bat Mitzvah)</p>	<p>Y5</p> <p>Look at designs and uses of holy buildings as part of worship;</p> <p>Sikhism – ‘What is the best way for a Sikh to show commitment to God?’ (Worship at Gurdwara with specially designed kitchen for langar meal.)</p> <p>Consider different religious beliefs. ‘What is the best way to show commitment to God?’</p> <p>-Sikhism (Amrit ceremony)</p>	<p>Y6</p> <p>Look at designs and uses of holy buildings as part of worship;</p> <p>‘What is the best way for a Muslim to show commitment to God?’ (Worship at Mosque and pilgrimage to Makkah).</p> <p>Examine views on life after death.</p> <p>Islam- ‘Does belief in Akhirah help Muslims lead good lives?’</p> <p>Christianity- ‘Is anything ever eternal?’</p> <p>Consider different religious beliefs. ‘What is the best way to show commitment to God?’</p> <p>-Islam (Five Pillars)</p>
	<p>B2: Observe and recount different ways of expressing identify and belonging responding sensitively for themselves.</p>	<p>What makes people special? How am I special?</p> <p>Family traditions and customs</p> <p>Special food / traditions at Nowruz compared to birthdays, Easter etc.</p>	<p>Christian Creation story – sense of responsibility towards the earth.</p> <p>Jewish key beliefs – does Chanukah bring Jews closer to God?</p>		<p>Christian key beliefs – what can we learn from Jesus’ teachings?</p> <p>Islam – Prayer as commitment to God, developing a relationship with God.</p>	<p>B2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>Explore ‘Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?’ (Role of community in worship.) ‘Do Sikhs think it’s important to share?’ (Importance of belonging, commitment in community).</p>	<p>The importance of sharing in Sikhism</p> <p>Examine lives of famous Christians like Corrie Ten Boom and Martin Luther King. Explore how they decided to make a stand based on beliefs in right and wrong stemming from faith.</p>
<p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Children talk about different stories from around the world, their differences, similarities and the messages they are trying to convey.</p>	<p>Notice similar attitudes to God between the two religions studied so far: Christianity and Judaism.</p>	<p>Notice similar attitudes to God between the three religions studied so far: Christianity, Islam and Judaism.</p>	<p>B3: Observe and consider different dimensions of religion so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>Look at stories of Jesus and explore key events of his live, meanings behind them and how they are remembered today.</p> <p>-Christmas & Easter</p> <p>Look at belonging through the eyes of different faiths particularly in festivals</p> <p>-Hinduism (Divali)</p> <p>Hinduism – showing commitment to God</p>	<p>Look at stories of Moses and Jesus and explore key events of their lives, meanings behind them and how they are remembered today.</p> <p>-Christmas & Easter</p> <p>-Ten commandments & Passover.</p> <p>Look at belonging through the eyes of different faiths particularly in festivals</p> <p>-Judaism (Passover)</p> <p>Examine different ways and locations for prayer</p> <p>-Judaism (Special relationship with God)</p>	<p>Look at stories of Jesus and explore key events of his live, meanings behind them and how they are remembered today.</p> <p>-Christmas & Easter</p> <p>Examine different ways and locations for prayer</p> <p>-Sikhism (Showing commitment to God)</p>	<p>Look at stories of Jesus and explore key events of his live, meanings behind them and how they are remembered today.</p> <p>-Christmas & Easter</p> <p>Examine different ways and locations for prayer</p> <p>-Islam (Prayer potions and prayers in the Mosque)</p>

C: Gain and deploy the skills needed to engage seriously with religions and worldviews

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C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Rec	Y1	Y2	C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including e.g. reasoning, music, art and poetry.	Y3	Y4	Y5	Y6
	Taking part in singing, celebrations as part of school life	Explore how believers feel they can belong to a faith community through festivals and celebrations – Channukah, Shabbat, Christmas & Easter	Explore how believers feel they can belong to a faith community through festivals and celebrations – Regular visits to the Mosque, Christmas and Easter Pilgrimage – Does completing the Hajj make a person a better Muslim?		Look at challenging questions about the origin and meaning of life as well as what happens after this life is over. -Hinduism (How can God be everywhere and in everything?) Examine each faith through it's beliefs and practices. Reflect on different beliefs about God and discuss different truth claims including, -Hinduism (How can God be everywhere and in everything?)			
C2: Find out about and respond with ideas to examples of co-operation between people who are different.	Special people at school – all people are special. Stories to show co-operation and similarities between people. Create a recipe for living together happily.	Growth in knowledge of world religions (Christianity and Judaism). Being part of our everyday multi-faith community.	Growth in knowledge of world religions (Christianity and Islam). Being part of our everyday multi-faith community.	C2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	Look at different religious codes and consider their relevance today and the link to modern moral codes including, -Christianity (Jesus' miracles and parables)	Look at different religious codes and consider their relevance today and the link to modern moral codes including, -Judaism (The ten commandments)		Examine religious teachings about the way people should treat each other including, -Christianity (Is forgiveness always possible?) Look at different religious codes and consider their relevance today and the link to modern moral codes including, -Islam (Moral guidance in the Qur'an)
C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Right and wrong linked to Personal and social development.	Enquiry questions: Does God want us to look after the world? Was it always easy for Jesus to show friendship?	Enquiry Questions: Is it possible to be kind to people all the time?	C3: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Look at ways in which religious believers can show commitment to God. Eg. Making a stand and helping people in need. This includes -Sikhism (Donating money and time to Langar)		Look at ways in which religious believers can show commitment to God. Eg. Making a stand and helping people in need. This includes -Sikhism (Donating money and time to Langar)	Look at ways in which religious believers can show commitment to God. Eg. Making a stand and helping people in need. This includes -Islam (Giving to charity through Zakat) -Christianity (Being a role model like Martin Luther King) Look at different religious codes and consider their relevance today and the link to modern moral codes including -Judaism (The ten commandments)