

# Religious Education

Summary and Progression						Buddhism
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						<ul style="list-style-type: none"> <li>• Look into the meanings of the word 'Buddha'.</li> <li>• If possible, visit a temple.</li> <li>• Explore the Buddhist Community (Sangha). Know the main features of a Buddhist Centres. Study sacred art (thankas), mandalas and images of the Buddha (rupas).</li> <li>• Holy Book -Siddhartha. Learn through stories told about and by the Buddha.</li> <li>• Buddhist way of life: Know the symbols of Buddhism.</li> <li>• Understand that Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives. Know the Buddhist 'Four Noble Truths'.</li> <li>• Understand Samsara - continual cycle of birth and death</li> <li>• Explore key festivals such as Wesak - Buddha's birthday and Dharma Day.</li> <li>• Know sacred places of pilgrimage.</li> <li>• Explore the Buddhism belief of rebirth. Explore the theory of 'infinite number of lives'. Compare to other religions.</li> </ul>

# Religious Education

Summary and Progression							Christianity
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
<ul style="list-style-type: none"> <li>Children know that Christmas, Easter and Harvest are special times to lots of people.</li> <li>Children know that the Bible is a special book to lots of people.</li> <li>Children know that some Christian symbols are special.</li> <li>Children to know God and Jesus were special people to lots of people.</li> </ul>	<ul style="list-style-type: none"> <li>Children explore what life is like for a Christian family.</li> <li>Learn about Jesus, the Bible, Christian practices and special times including Christian weddings.</li> <li>Retell the story of Christmas.</li> <li>Think about what Christian families do at Christmas and how this compares to the Christmas story.</li> <li>Visit a church. Recognise some of the important features of a church building. Think about some of the activities that take place in a church. Compare similarities and differences between churches.</li> <li>Retell parts of the story of Noah's Ark.</li> </ul>	<ul style="list-style-type: none"> <li>Find out how the Christians celebrate the festival of Harvest and compare to festivals from other religions.</li> <li>Discuss the meaning of Christmas and why presents are given at Christmas.</li> <li>Introduce advent and traditions around this.</li> <li>Know that Jesus was an historical person, a 1st century Jew. Know that stories about him can be found in the Bible. Know some stories about Jesus and some stories he told.</li> <li>Know the stories about Jesus connected with Easter and the importance of these for Christians.</li> <li>Find out how the Christians celebrate the festival of Easter.</li> <li>Remind children of the main features of a church. Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories).</li> </ul>	<ul style="list-style-type: none"> <li>Know that for Christians Advent is a time of waiting.</li> <li>Recognise some of the ways in which Christians around the world mark Advent – focus on non-European countries.</li> <li>Know that the story of the birth of Jesus is of central importance in Christianity and understand some of the reasons why. Know that the gifts brought by the Wise Men had special significance and consider the significance of the story of the visit of the Wise Men in other countries, e.g. Spain celebrate Three Kings Day in Jan.</li> <li>Understand the different Christmas traditions of countries around the world – link to countries represented in the school community. Look at those Christians who do not celebrate Christmas, e.g. Jehovah's Witnesses.</li> <li>Investigate why, how and where people pray. Hear and talk about some famous prayers for example the Lord's Prayer. Compare to other religions.</li> </ul>	<ul style="list-style-type: none"> <li>Know the story of The Good Samaritan – reflect on the behaviour of those characters.</li> <li>Find out about the work of religious charities, e.g. Christian Aid, Red Crescent. Compare to how different religious encourage donating to charities and local causes.</li> <li>Christian Denominations: compare differences and similarities with C of E, Roman Catholics, Baptists, Methodists, Quakers, Anglicans etc. How and when were each of the different groups founded?</li> <li>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</li> <li>Find out how the different Christian denominations celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost. Investigate why and how people pray.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand the teaching of St. Paul in the Bible about love, and to broaden and deepen their own understanding of the idea of love.</li> <li>Ask pupils to think of other poetry or songs they know about love, and see if there are links between these songs and poems and the text from 1 Corinthians 13.</li> <li>Describe three things that make Holy Week a special time for Christians. Describe what three symbols tell us about the story of Easter How to connect stories, symbols and beliefs with what happens at Easter.</li> <li>Describe the Last Supper and make a link to the idea of sacrifice. Explain the meaning and link to the concept being celebrated at Holy communion.</li> <li>Describe the events of the crucifixion. Find out more about the connection between stories, symbols and beliefs and what happens at Easter. Give simple reasons for why Jesus was put to death.</li> </ul>	<ul style="list-style-type: none"> <li>What do Judaism and Christianity tell us about the natural world?</li> <li>Explore the Creation Story from Genesis – Why is it important? What are the key messages? How do Christians/Jews feel about the world they live in?</li> <li>What impact does Christianity have Christian life? What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge.</li> <li>What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity.</li> <li>Children to explore what Christians do to show their faith within their church communities in modern society. Compare at least two different kinds of churches – this could link to work done in Year 4.</li> </ul>	

# Religious Education

Summary and Progression						Christianity
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				<ul style="list-style-type: none"> <li>Explore Jesus' teaching as a foundation for Christian living: baptism, confirmation etc. Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians.</li> <li>Explore whether Easter is the festival of new life or a sacrifice.</li> <li>Ten commandments.</li> <li>Compare how religions achieve peace. In Christianity: through prayer, offering sign of peace, going on retreat, lent. Explore what Christians mean by/experience as the Holy Spirit in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Find out more about what the story of Easter might mean to a Christian today. Consider questions such as why do Christians call this day Good Friday? What sort of celebrations would you expect to see in a church on Good Friday? On Easter Sunday?</li> <li>Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God Know some of the artefacts religious people might use when they talk to God or pray.</li> <li>Two Bible stories compared: Moses and Saint Paul. They are both about turning points in life.</li> </ul>	<ul style="list-style-type: none"> <li>Choose one or two local churches to illustrate local involvement.</li> <li>Children to learn about some ways in which Christians make a difference in the worldwide community. E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.</li> <li>What do Christians think happens when we die? Understand what happens in a Christian funeral and how that shows Christian beliefs about life and death.</li> </ul>

# Religious Education

Summary and Progression						Hinduism
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Children know that Diwali is a special festival to some people.</li> <li>Children to know a mandir is a special place to some people.</li> </ul>			<ul style="list-style-type: none"> <li>Visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir.</li> <li>Understand how most Hindus believe in the Supreme Spirit Brahman and that the different deities represented in the murtis reflect different aspects of God.</li> <li>If possible, have an opportunity to talk with Hindu believers. Explore some Hindu traditions</li> <li>Find out how Hindus celebrate the festival of Diwali including stories, traditions, shrines and worship.</li> <li>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the Hindu way of welcoming babies, e.g. Jatakarma and the child naming ceremony (Namakarana).</li> <li>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life.</li> <li>Hindus believe in karma or 'intentional action'.</li> <li>Compare how religions achieve peace. In Hinduism: Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life. Hindu shrines in the home to pray.</li> </ul>		<ul style="list-style-type: none"> <li>Describe the Hindu belief in reincarnation and Karma. Find out more about Hindu beliefs about Karma and reincarnation. Consider questions such as: Will people behave differently in life if they believe in reincarnation? Why? Understand the belief that the cycle is there to be broken by living a good life and one's soul going to Heaven. What do we mean by a good life? Explore the link between a belief in reincarnation and living a good life.</li> </ul>

# Religious Education

Summary and Progression						Humanism
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Children to know 'what makes me an individual, what I look like, what I am good at.'</li> <li>Children to know similarities and differences between self and classmates...</li> <li>Children to know everyone should be treated as a special person.</li> <li>Children to know more than one person can be special.</li> </ul>					<ul style="list-style-type: none"> <li>Introduce the work of the British Humanist Association to pupils. Ask pupils to think about these rules or principles: Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you.</li> <li>Use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</li> <li>Explore one value that Christians and Humanists share.</li> <li>Understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life.</li> </ul>	

# Religious Education

Summary and Progression							Islam
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
<ul style="list-style-type: none"> <li>Children to know that Ramadan and Eid are special festivals to come people</li> <li>Children to know Allah is a special person to some people</li> <li>Children to know a mosque is a special place to some people</li> <li>Children to know the Quran is a special book to some people.</li> </ul>	<ul style="list-style-type: none"> <li>Find out what happens in the mosque.</li> <li>Know that Prophet Muhammad (pbuh) is a Prophet in Islam and know some stories about him.</li> <li>Explore likely features of a Muslim family (Mosque, Qur'an, daily prayers). Explore some stories about Muslims.</li> <li>Know that the Qur'an is a special book for Muslims. Hear some stories from the Qur'an. Children explore a story from the Qur'an.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the festival Eid-ul-Adha and compare to festivals from other religions.</li> <li>Know that the Qur'an was sent to Prophet Muhammad (pbuh) as a guide for the people. Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</li> <li>Hear some stories from the Qur'an. Qur'an tells Muslims what to do and is therefore a guide for them. Make comparisons between stories in different religions.</li> <li>Visit a local mosque and become familiar with the main features of the building. Explore stories connected with the mosque. Meet the people who go to the mosque. Compare a mosque to a church.</li> <li>Recap likely features of a Muslim family (Mosque, Qur'an, daily prayers).</li> <li>Explore special times for Muslims (e.g. welcoming new babies).</li> </ul>	<ul style="list-style-type: none"> <li>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Understand some of the actions that form a prayer. Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Children could make their own prayer mats.</li> <li>Compare to other religions.</li> <li>Learn about the Islamic practice of Zakat in which a proportion of their wealth should be given to charity – how is this observed?</li> </ul>	<ul style="list-style-type: none"> <li>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. How does prayer help a Muslim? Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers) Special times for Muslims (e.g. welcoming new babies). Explore some stories about Muslims, e.g. going for Hajj.</li> <li>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Link stories- Prophet &amp; the woman who used to throw rubbish. In Muslim thinking, the Shaytan / devil whispers to people asking them to choose what is wrong, but Allah provides guidance in the Holy Qur'an and through the exemplary life of the Prophet to 'show us the straight path' (this sentence is prayed 5 times daily. Humans must submit to Allah's will and guidance, and this submission is symbolized in prayer, and the ritual at Makkah of 'stoning the devil' – rejecting evil and building up determination to do good.</li> </ul>	<ul style="list-style-type: none"> <li>What do Muslims think about the beauty of nature?</li> <li>To explore and respond to ideas about creation from Islamic traditions. To think about the beauty of the Earth for themselves, connecting their thoughts to the idea of thankfulness.</li> <li>Pupils hear and respond to Islamic teaching about the beauty of the world Allah created and link their own ideas about the beauty of the earth to Muslim ideas.</li> <li>Pupils read and hear a selection of ideas from the Qur'an about the beauty of the earth and the beauty and creation of Allah. An Islamic saying about God: "When you walk towards God, then God runs towards you." Consider the Muslim teaching that humans can see signs of Allah's mercy and kindness in the created world.</li> </ul>	<ul style="list-style-type: none"> <li>What do Muslims believe how the world was created? Children to know a number of stories of creation from different religions – the Islamic Creation Story or Quest Creation Stories – are children able to identify similarities with Judaism/Christianity.</li> <li>Look at similarities and differences between Muslim belief in judgement and Christian belief in judgement and how that is similar and different to the Hindu belief in reincarnation.</li> </ul>	

# Religious Education

## Summary and Progression

Islam

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Children to know that Ramadan and Eid are special festivals to come people</p> <p>Children to know Allah is a special person to some people</p> <p>Children to know a mosque is a special place to some people</p> <p>Children to know the Quran is a special book to some people.</p>		<ul style="list-style-type: none"> <li>Find out about Muslim festivals and how Muslims get ready for Ramadhan and Eid ul Fitr.</li> </ul>		<ul style="list-style-type: none"> <li>Compare how religions achieve peace. In Islam: Through prayer: Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware) Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer.</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils in groups to select and organise twelve or thirteen images of the beauty of the earth, perhaps one for each month of the year, as a calendar. Ask them to select a Qur’anic saying or a traditional Hadith to go with each of the images they choose. Learn about the Muslim calendar, and to express ideas of their own in the light of their learning.</li> <li>Understand about the Shahadah, the Muslim statement of faith in one God To think about some simple Muslim beliefs about God based on 12 of the 99 Names of Allah</li> <li>Islam teaches that the Qur’an was revealed to the Prophet from Allah by the Angel Jibril. That the Qur’an guides Muslims in their daily life and teaches them about Allah / God.</li> </ul>	

# Religious Education

Summary and Progression						Judaism
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Children to know Hannukah is a special festival to some people.</li> <li>Children to know a synagogue is a special building to some people.</li> <li>Children to know the Torah is a special text to some people.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are many important moments in a Jewish person's life. Know some basic information related to Rosh Hashanah (New Year), Yom Kippur. Know that Torah is the holiest document for every Jewish person.</li> <li>Know that Shabbat is the most important Jewish Festival and it has been celebrated by the Jewish people for thousands of years.</li> <li>Visit a local Synagogue. Locate all important features of the Synagogue.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the festival Sukkot and compare to festivals from other religions.</li> <li>Know that Torah is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Know that the stories in the Torah are known to Christians as the Old Testament. Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God. Make comparisons between stories in different religions.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Jews believe their relationship with God is based upon a covenant made in the past. To understand that the Mitzvot are the responsibilities of Jews within the covenant. To consider the importance/need for rules within groups/society and out about the spiritual meaning of the Hebrew alphabet ("letters of fire"), numerical value of letters and words.</li> <li>Know the Jewish calendar.</li> <li>Look at Jewish artefact and items of clothing they wear or have in their homes.</li> <li>To know that there are different groups within Judaism.</li> <li>To understand the significance of the synagogue in Judaism. To understand how features of the synagogue and the activities that go on there reinforce the Jewish faith.</li> <li>Know more detail about Shabbat.</li> <li>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them</li> </ul>	<ul style="list-style-type: none"> <li>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community? Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year. Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.</li> <li>Many Jews believe that evil originates from the first sin of Adam and Eve. Some Jews believe that Satan is not a separate being. For them, Satan is a tendency existing in every human being which tempts them to do wrong. Jews believe that they should accept both good and bad in their lives, as both are God-given and therefore have a purpose. 10 Commandments (also regarded as important by Christians) among many other commandments kept by Jewish people.</li> </ul>		<ul style="list-style-type: none"> <li>What do Judaism and Christianity tell us about the natural world? To begin to understand how religious sources can be used to help provide answers to ultimate and ethical questions. Explore the natural environment and incorporate in their own version of the Psalms.</li> <li>What does the story from Genesis tell us about the natural world? Begin to explain how religious sources are used to provide answers to ultimate and ethical questions. Explore the Creation Story from Genesis – Why is it important? What are the key messages? How do Christians/Jews feel about the world they live in? How might this affect the way they live and treat the world?</li> <li>Explore the Jewish festival of Tu B'Shevat and why trees make a good symbol of hope for the future?</li> </ul>

# Religious Education

## Summary and Progression

Judaism

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Children to know Hannukah is a special festival to some people.</p> <p>Children to know a synagogue is a special building to some people.</p> <p>Children to know the Torah is a special text to some people.</p>			<ul style="list-style-type: none"><li>• Know when Jewish people come to Synagogues. Know what the main roles are related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator. Compare to other religions.</li></ul>	<ul style="list-style-type: none"><li>• Compare how religions achieve peace. In Judaism: "Shabbat Shalom". Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life. The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</li></ul>		

# Religious Education

Summary and Progression						Sikhism
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Children to know the special festivals, places of worship, faith leaders and symbols of Sikhism.</li> </ul>				<ul style="list-style-type: none"> <li>Explore Sikh belief about God expressed in the Mool Mantar, e.g. Creator, Sustainer etc.</li> <li>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru? What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life?</li> <li>Visit a Gurdwara. Learn about how Sikhs meditate and serve in Gurdwaras and in their own homes. Learn about the key features of the Gurdwara, and how may they differ in different parts of the world.</li> <li>Explore what happens in Sikh celebrations and ceremonies in the Gurdwara. How is the Guru Granth Sahib respected in the Gurdwara?</li> <li>Explore the ways in which Sikhs make a difference in the local community.</li> <li>Why is Seva (Selfless Service) such an important aspect of human life? What is expected of an individual choosing the Sikh way of life? Learn about how the Five 5K's assist a Sikh practice their purpose in life, i.e. to connect with the Creator.</li> </ul>	<ul style="list-style-type: none"> <li>To understand Sikh teaching about the things that matter more than money, such as justice, service to others and appreciating the divine.</li> <li>To make sense of links between Sikh story, scripture and teaching, and ideas of one's own.</li> <li>Read together a story of Guru Nanak in which his attitude to money is made clear, and/or some sayings from Sikh scripture about the limits of cash.</li> <li>Consider what can be learned from the Sikh's wisdom about money.</li> </ul>	

# Religious Education

Summary and Progression							Sikhism
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Children to know the special festivals, places of worship, faith leaders and symbols of Sikhism.				<ul style="list-style-type: none"> <li>How does a Sikh family choose to name a child that they have been blessed with?</li> <li>Learn how life and death are celebrated and accepted.</li> <li>God does not inflict suffering on human beings directly. Suffering is allowed by God as a test of courage and faith. God gave humans free will. Therefore, evil cannot be removed from the world by God, as otherwise God would not be allowing humans true free will.</li> <li>Compare how religions achieve peace.</li> </ul>			

**Year EYFS**

Educational Program  
 Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p><b>Early Years End Points:</b>                  People, Culture and communities                  Children at the expected level of development will:                  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been red to them in class.</p>	<p>Knowledge for Nursery</p>	<p>Key Texts for Nursery</p>	<p>Knowledge for Reception</p>	<p>Key Texts for Reception</p>
	<p><b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the difference between people.</li> <li>Develop their sense of responsibility and membership of a community</li> </ul>	<p><u>Key Text</u>                  We are family                  All are welcome</p> <p><u>Vocabulary</u>                  Special, same, different, respect</p>	<p><b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>Understand that places are special to members to their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<p><u>Key Text</u>                  Julian is a mermaid                  And tango makes three                  This is How We Do It: One day in the lives of Seven Kids from Around the world</p> <p><u>Vocabulary</u>                  special, same, different, respect, unique</p>
	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Children know that Christmas and Harvest are special times to lots of people.</li> </ul>	<p><u>Key Text</u>                  Little Red Hen                  ‘The Christmas Story’ (some version of the Nativity)</p> <p><u>Vocabulary</u>                  Christmas, Harvest, Jesus, God, manger, donkey, Mary, Joseph, grow, seed</p>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Children know that Christmas, Easter and Harvest are special times to lots of people.</li> <li>Children know that the Bible is a special book to lots of people.</li> <li>Children know that some Christian symbols are special.</li> <li>Children to know God and Jesus were special people to lots of people.</li> </ul>	<p><u>Key Text</u>                  Pumpkin Soup                  ‘The Christmas Story’ (some version of the Nativity)                  Symbols of Easter (the cross, new life) &gt; Key Rhyme Hot cross bun</p> <p><u>Vocabulary</u>                  Bible, church, cross, Christmas, Easter, Harvest, Nativity, Jesus, God, manger, angel, Mary, Joseph, grow, seed</p>
<p><b>Possible provision:</b></p> <ul style="list-style-type: none"> <li>Objects from different cultures</li> <li>Role play areas to reflect diversity within the school community</li> <li>Stories to reflect the diversity of children’s experiences</li> <li>Religious artefacts (curiosity cube)</li> <li>Resources to provide opportunities for cultural diverse art</li> <li>Visits to local places of religion</li> <li>Visitors from different religious communities into school</li> </ul>		<p><b>RE enquiry</b></p> <p><u>Nursery</u></p> <ul style="list-style-type: none"> <li>Encourage children to ask questions</li> <li>Talk about what they see using a wide vocabulary</li> </ul> <p><u>Reception</u></p> <ul style="list-style-type: none"> <li>Ask questions to find out more, and to check they understand what has been said to them (interview a resident of the local area)</li> <li>Talk about what they see using a wide vocabulary</li> <li>Children to answer who, where and when questions first before answering ‘why’ and ‘I wonder/how do you know’ questions.</li> <li>Describe and make observations of the differences within our settings and local community</li> </ul>		

EYFS					
Enquiry questions 	Key Learning – what the children must know, do and remember			Vocabulary	Possible evidence to demonstrate working at the Expected Standard for EYFS
	  				
<b>What makes me special?</b>	<ul style="list-style-type: none"> <li>• What makes me an individual, what I look like, what I am good at.</li> <li>• Similarities and differences between self and classmates.</li> <li>• Being treated as a special person.</li> <li>• More than one person can be special.</li> <li>• People I am special too.</li> </ul>			special, same, difference, respect	<ul style="list-style-type: none"> <li>• Children take account of one another's ideas. They show sensitivity to others needs and feelings.</li> <li>• Children answer 'how' and 'why' questions about their experiences.</li> <li>• Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others among families' communities and traditions. They know that other children don't always enjoy the same things and are sensitive to this.</li> </ul>
<b>Who are special people?</b>	<ul style="list-style-type: none"> <li>• Link to faith leaders and founders.</li> <li>• Family and friends.</li> <li>• People who help us.</li> <li>• People who have special jobs including within places of worship.</li> </ul>			Jesus, Allah, Mary, Joseph, God, Krishna, Guru Nanak	
<b>Why do we celebrate.....?</b> <b>Special Times</b>	<ul style="list-style-type: none"> <li>• Link to worship and festivals.</li> <li>• Special celebrations to me : birthday, baptism, bar-mitzvah, first communion.</li> <li>• Special to lots of people: Harvest, Christmas, Easter, Diwali, Eid...and others relevant to cohort.</li> </ul>			Christmas, Eid, Ramadan, Hannukah, Easter, Diwali	
<b>Why are some places special?</b>	<ul style="list-style-type: none"> <li>• Link to places of worship, including places or worship, places within home and the world as a special place.</li> <li>• Special to me-home, classroom, favourite places.</li> <li>• Special to all of us-classroom, school.</li> <li>• Special to lots of people-Christian places of worship, mosque, gurdwara ...and others relevant to cohort.</li> </ul>			church, chapel, mosque, alter, mandir, gurdwara, synagogue	
<b>Why are some books special?</b>	<ul style="list-style-type: none"> <li>• Link to sacred texts.</li> <li>• Special to me-my favourite books, books that have been given to me.</li> <li>• Special to my class/school.</li> <li>• Special to lots of people-sacred texts linked to bible, Quran and other relevant to cohort.</li> </ul>			Bible, Quran, Torah,	
<b>Why are some objects special?</b>	<ul style="list-style-type: none"> <li>• Link to religious artefacts and symbols.</li> <li>• Special to me-my special things.</li> <li>• Special to my class/school (bears, badge, logo).</li> <li>• Special to lots of people-artefacts and symbols linked to Christianity and other world religions.</li> </ul>			cross, crucifix, mandala,	

Year 1			
Enquiry Questions	Key Learning – what the children must know, do and remember	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 1
	 		
<b>What is life like as a Christian?</b>	<p>Y1 experience in RE should start from a family basis and experiences that the child or a child of their age within a different faith would have. They are beginning to understand what it means to ‘have a faith’ as well as looking at other faiths. What do you do as a family? Introduce Christian family life. Are there any special places you go to? Can you remember visiting the church at...?</p> <p><b>Jesus</b></p> <ul style="list-style-type: none"> <li>Know stories about Jesus can be found in the Bible. Know some stories about Jesus and some stories he told (e.g. 10 silver coins, House built on rock, lost sheep, two sons, Rich Farmer)</li> </ul> <p><b>Bible</b></p> <ul style="list-style-type: none"> <li>Know that the Bible is a special book for Christians because of its message about God and Jesus.</li> </ul> <p><b>Christian Life</b></p> <ul style="list-style-type: none"> <li>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals).</li> <li>Explore special times for Christians (welcoming new babies – including Christenings and baptism).</li> <li>Find out how the Christians celebrate weddings. Role play a Christian wedding.</li> </ul>	<p>advent, baptism, Bible, Christ, church, creation, disciple, Easter, faith, God, harvest, holy, hymn, Jesus, prayer, priest, Vicar, worship, wedding</p>	<p><b>Learning about religion and belief:</b></p> <ul style="list-style-type: none"> <li>Begin to name the different beliefs and practices of Christianity and at least one other religion.</li> <li>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.</li> <li>Show how different people celebrate aspects of religion.</li> </ul>
<b>Why do Christians celebrate Christmas?</b>	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>Retell the Christmas story, e.g. why was travelling hard for Mary and Joseph, focus on the journey, what presents did Jesus receive, from who, what would you give to baby Jesus today?</li> <li>What does Christmas mean to you and your family (Christians only)?</li> <li>Think about what families do at Christmas and how this compares to the Christmas story. What are the similarities and differences? What makes Christmas different from other times of the year?</li> </ul>	<p>advent, Christmas, God, halo, holy spirit, Jesus, symbol, holy, belief, celebration, tradition,</p>	<ul style="list-style-type: none"> <li>Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.</li> </ul>
<b>What is life like as a Muslim family?</b>	<p>Children should start to see that although we might look/sound/think differently, we are not all different across faiths, we look at things in very similar ways. Focus on the Family in Islam.</p> <p><b>Mosque</b></p> <ul style="list-style-type: none"> <li>Know a mosque is a special place where Muslims worship.</li> <li>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur’an) and what children do.</li> </ul> <p><b>Prophet Muhammad (pbuh)</b></p> <ul style="list-style-type: none"> <li>Know that Muhammad is a Prophet in Islam.</li> <li>He is important to Muslims who try to follow his teaching and example.</li> <li>Know some stories about Prophet Muhammad.</li> </ul> <p><b>Muslim Life</b></p> <ul style="list-style-type: none"> <li>Explore likely feature of a Muslim family (Mosque, Qur’an, daily prayers).</li> <li>Explore some stories about Muslims.</li> </ul>	<p>Allah, Islam, mosque, Muslim, prophet, Quran</p>	<p><b>Learning from religion and belief:</b></p> <ul style="list-style-type: none"> <li>Begin to talk about and find meanings behind different beliefs and practices.</li> <li>Begin to suggest meanings of some religious and moral stories.</li> <li>Either ask or respond to questions about what individuals and faith communities do.</li> <li>Express their own ideas creatively.</li> </ul>

Year 1			
Enquiry Questions	Key Learning – what the children must know, do and remember	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 1
<p><b>What makes a place special?</b></p> <p><b>What makes a church a special place for Christians?</b></p> <p>Visit a church</p> <p>Cross reference planning with <a href="#">B) KS1 PLACES IN CHRISTIANITY</a></p>	<p><b><u>What makes a place special to each child?</u></b></p> <ul style="list-style-type: none"> <li>Recognise why a place can be special.</li> <li>Think about their own special places and those of other people.</li> <li>Know the importance of showing respect for other people and their special places.</li> <li>Ask pupils to think of places that might be special to them.</li> </ul> <p></p> <p><b><u>Know that a church is a special place for Christians</u></b></p> <ul style="list-style-type: none"> <li>Recognise some of the important features of a church building.</li> <li>Think about some of the activities that take place in a church.</li> <li>Speak to a member of the local church (congregation) and ask what makes the church special?</li> <li>Discuss with the pupils how the Church congregation may attend a church service and listen to a reading from the lectern (taken from the Bible) and if the church has a Pulpit that this is used by a Priest /Vicar / Minister to preach a sermon.</li> <li>Explain that songs may be sung and prayers said. Christians believe that God hears prayers.</li> </ul> <p><b><u>Visit a church</u></b></p> <ul style="list-style-type: none"> <li>Visit a local church and become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc).</li> <li>If your local church uses different coloured furnishings for different Church seasons spread your visits over the year.</li> <li>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do.</li> </ul>	<p>aisle, altar, candles, cathedral, chapel church, cross, font, god, hassocks, lectern, pulpit, worship</p> <p>  </p>	
<p><b>Why are stories special to us?</b></p> <p><b>What makes some stories special in religion?</b></p> <p>Cross reference planning with <a href="#">C) KS1 BOOKS AND STORIES</a></p>	<p><b><u>What makes a book or story special?</u></b></p> <ul style="list-style-type: none"> <li>Recognise that people may have special books and talk about why these books are special.</li> <li>Ask children to choose a book that is special to them and talk about what makes it special.</li> <li>Read Nick Butterworth stories and link these to the bible and how these are special to some people.</li> <li>Know that the Bible comes in two parts (Testaments) and that one part is also special to Jews.</li> <li>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion’s den, Jonah)</li> <li>Find out when Christians read the Bible in church and at home.</li> <li>Know that reading the Bible can help Christians think about their behaviour, e.g. being thankful, saying sorry, forgiveness.</li> </ul> <p><b><u>Why is the Qur’an special to Muslims?</u></b></p> <ul style="list-style-type: none"> <li>Recognise that the Qur’an is special to Muslims.</li> <li>Choose a story from the Qur’an, e.g. Muhammad (pbuh) and the Crying Camel or Muhammad (pbuh), the Spider and the Pigeon.</li> <li>Ask the children to talk about one of the stories they have heard. Can they retell it?</li> <li>Discuss what important messages the stories have for Muslims. Think about whether this is this an important message for me too.</li> <li>Discuss whether the message is only important for religious people or whether we can all learn from the story.</li> </ul> <p><b><u>What can we learn from the story of Noah’s Ark?</u></b></p> <ul style="list-style-type: none"> <li>Retell parts of the story of Noah’s Ark and recognise the importance of keeping promises.</li> <li>Read the story of Noah’s Ark using props as appropriate.</li> <li>Discuss the promise of the rainbow. Discuss what a promise is.</li> </ul>	<p>comfort, strength, understanding, guidance, holy, inspiration, prayer, sacred, scripture, strength</p>	

Year 2			
Enquiry Questions	Key Learning – what the children must know, do and remember	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 2
<p>What are the similarities between Harvest, Thanksgiving and other religious festivals?</p>	<p><b>Christianity (Harvest)</b></p> <ul style="list-style-type: none"> <li>Find out how the Christians celebrate the festival of Harvest.</li> <li>Christians use the Harvest festival to think about how God loves the world and cares for it. Churches are decorated with the things that Christians are thankful for, and they sing songs of gratitude. They also show they are followers of Jesus by doing the sorts of things Jesus himself used to do, such as looking after people who are less fortunate.</li> <li>Know some stories about Jesus and some stories he told. (e.g. Feeding 5000, Good Samaritan)</li> </ul> <p><b>Islam (Eid-ul-Adha)</b></p> <ul style="list-style-type: none"> <li>Find out about Eid-ul-Adha. This festival is the greater one of two Eids; the other, Eid-ul-Fitr, celebrates the end of the fasting month of Ramadan. Eid-ul-Adha means festival of sacrifice.</li> <li>The festival remembers the prophet that the Christians and Jews call Abraham, but the Muslims call Ibrahim. The festival celebrates Ibrahim’s life, and in particular the sacrifice he was prepared to make.</li> <li>Muslims might celebrate this festival by attending mosque and having a meal with family.</li> <li>Muslims also give money to enable poorer members of their local community and around the world to eat a meat-based meal.</li> <li>Every Muslim also considers the needy and the poor.</li> <li>This is the highest time of joy Muslims share with not only their friends and family but also with the other people, especially with those who are deprived of basic necessities of life by showing sympathy and consolation and sharing.</li> </ul>	<p>bible, Christ, church, disciple, faith, God, harvest, holy, hymn, Jesus, prayer, priest, vicar, worship</p> <p>aum or Om, Diwali, Ganesh, gods and goddesses, Hindu, Hinduism, mandir, offering, pray, Rama, shrine, Sita, Vishnu, worship</p>	<p><b>Learning about religion and belief:</b></p> <ul style="list-style-type: none"> <li>Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</li> <li>Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</li> <li>Begin to understand what it looks like to be a person of faith.</li> <li>Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.</li> </ul> <p><b>Learning from religion and belief:</b></p> <ul style="list-style-type: none"> <li>Talk about and find meanings behind different beliefs and practices.</li> <li>Suggest meanings of some religious and moral stories.</li> <li>Ask and respond to questions about what individuals and faith communities do.</li> <li>Express their own ideas, opinions and talk about their work creatively using a range of different medium.</li> </ul>
<p>What do Islamic stories tell us?</p>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Remind children of Prophet Muhammad (pbuh): Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur’an was sent to him as a guide for the people.</li> <li>Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time).</li> <li>Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</li> <li>Holy Qur’an: Know that the Qur’an is a special book for Muslims. Know that it has 114 chapters.</li> <li>Hear some stories from the Qur’an. A chapter is named after Lady Mary.</li> <li>Qur’an tells Muslims what to do and is therefore a guide for them.</li> <li>Qur’an was sent to Prophet Muhammad as a guide to humanity.</li> </ul> <p>Make comparisons between stories in these different religions. Discuss what they tell us? What do they teach us?</p>	<p>Allah, Islam, Muslim, prophet, Quran</p>	

Year 2			
Enquiry Questions	Key Learning – what the children must know, do and remember	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 2
<p><b>Why are presents given at Christmas time?</b></p>	<p>Introduce advent and the meaning of Christmas. </p> <p><b>Stories</b></p> <ul style="list-style-type: none"> <li>Know the stories about Jesus connected with Christmas and the importance of these for Christians. Learn about: John the Baptist and Jesus' baptism, Loaves and Fishes, Calling of the Disciples, The Widows Mite</li> </ul> <p><b>Presents</b></p> <ul style="list-style-type: none"> <li>Find out how the Christians celebrate the festival of Christmas.</li> <li>Find out why presents are given at Christmas time.</li> </ul> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>Know that advent is a time for Christians to prepare for the celebration of the birth of Jesus during the four weeks before Christmas.</li> <li>Find out about how churches display an Advent crown or Advent wreath during Advent – a circle of evergreen branches including four candles standing in the circle with a fifth candle in the middle. The circle of evergreen branches is a reminder that God does not change.</li> <li>A new candle is lit each Sunday during Advent to represent hope, peace, joy and love. The final candle is lit on Christmas day to celebrate the birth of Jesus.</li> <li>Know that children often make Christingles during Advent and what the elements of a Christingle represent.</li> <li>Explore similarities and differences of how Christians in our school celebrate advent.</li> </ul>	<p>  </p> <p>advent, bible, Christ, Christmas, church, faith, God, holy, hymn, Jesus, prayer, priest, vicar, worship</p>	
<p><b>What are the similarities between a church and a mosque?</b></p> <p>Visit a Mosque</p>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Remind children of the main features of a church: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</li> <li>Speak to leader in church.</li> <li>Discuss Sunday as a special day.</li> <li>Explain how church may be seen as family with some people cleaning, others decorating with flowers.</li> <li>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories).</li> <li>Children could also meet some of the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do.</li> </ul> <p><b>Compare churches over time and in different places</b></p> <ul style="list-style-type: none"> <li>Compare one church with another.</li> <li>To be aware that churches may be different from each other.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Visit a local mosque and become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</li> <li>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</li> <li>Explore stories connected with the mosque (name, when was it built) Meet the people who go to the mosque.</li> </ul> <p>Compare a mosque to a church.</p>	<p>baptism, bible, Christ, church, creation, disciple, faith, God, holy, hymn, Jesus, prayer, priest, vicar, worship.</p> <p>Allah, Islam, mosque, Muslim, Prophet, Quran</p>	

Year 2			
Enquiry Questions	Key Learning – what the children must know, do and remember	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 2
			
<b>Who is Jesus and what is the meaning of Easter?</b>	<p><b>Jesus</b></p> <ul style="list-style-type: none"> <li>• Know that Jesus was an historical person, a 1st century Jew.</li> <li>• Know that he is important to Christians who try to follow his teaching and example.</li> <li>• Know that stories about him can be found in the Bible.</li> </ul> <p><b>Stories</b></p> <ul style="list-style-type: none"> <li>• Know some stories about Jesus and some stories he told (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, lost sheep, lost son).</li> <li>• Know the stories about Jesus connected with Easter and the importance of these for Christians.</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• Find out how the Christians celebrate the festival of Easter.</li> <li>• Dissect the Easter story (connections could be made with Year 5 here).</li> <li>• How do we celebrate Easter, what do we do the same, what is different?</li> </ul>	advent, baptism, bible, Christ, church, creation, disciple, Easter, faith, god, holy, hymn, Jesus, prayer, priest, vicar, worship.	
<b>What times of the year are special for Muslims?</b>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Recap likely features of a Muslim family (Mosque, Qur'an, daily prayers).</li> <li>• Explore special times for Muslims (e.g. welcoming new babies).</li> <li>• Find out about Muslim festivals.</li> <li>• Find out about how Muslims get ready for Ramadhan and Eid ul Fitr.</li> <li>• What can you give up?</li> </ul>	Allah, Islam, mosque, Muslim, prophet, Quran.	

Year 3				
Enquiry Question	Key Learning – what the children must know, do and remember		Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 3
				
<p><b>What is Hinduism?</b></p> <p>Cross reference planning with <a href="#">HINDUISM AS A LIVING RELIGION</a></p>	<p><b>Places of worship</b></p> <ul style="list-style-type: none"> <li>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere.</li> <li>Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</li> <li>If possible, have an opportunity to talk with Hindu believers.</li> </ul> <p><b>Deities and scriptures</b></p> <ul style="list-style-type: none"> <li>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</li> </ul> <p><b>Living a Hindu Life</b></p> <ul style="list-style-type: none"> <li>Look at daily life of a Hindu – rituals, prayer and practices.</li> <li>If possible, have an opportunity to talk with Hindu believers.</li> <li>Explore the Hindu way of welcoming babies, e.g. Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear.</li> <li>Learn about the child naming ceremony (Namakarana) and how names are chosen.</li> <li>Learn about how head shaving is connected to the removal of impurities.</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>Find out how Hindus celebrate the festival of Diwali.</li> <li>Know that Diwali is a 'festival of lights' which celebrates the New Year. The word Diwali means 'row of lighted lamps'.</li> <li>Deities and scriptures: Explore stories of favourite Hindu deities which are the focus of Diwali, e.g. the Rama and Sita story, from the Ramayana epic, and how Diwali is celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</li> <li>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers).</li> <li>Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</li> <li>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</li> </ul>		<p>aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, mandir, offering, pray, Rama, Shiva, shrine, Sita, Vishnu, worship</p>	<p><b>Learning about religion and belief:</b></p> <ul style="list-style-type: none"> <li>Recall the different beliefs and practices of Christianity and at least one other religion.</li> <li>Retell some of the religious and moral stories from at least three different religious texts and books.</li> <li>Understand what it looks like to be a person of faith.</li> <li>Use key words and vocabulary related to Christianity and at least one other religion.</li> </ul> <p><b>Learning from religion and belief:</b></p> <ul style="list-style-type: none"> <li>Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.</li> </ul>
<p><b>How is Christmas celebrated around the world?</b></p>	<p><b>Advent</b></p> <ul style="list-style-type: none"> <li>What is Advent? Why is it important to Christians?</li> <li>Identify the feelings associated with anticipation and know that for Christians Advent is a time of waiting.</li> <li>Recognise some of the ways in which Christians around the world mark Advent – focus on non-European countries.</li> <li>Unpick advent story - how does this support Christian's beliefs about God?</li> <li></li> </ul> <p><b>Life of Jesus</b></p> <ul style="list-style-type: none"> <li>Know that the story of the birth of Jesus is of central importance in Christianity and understand some of the reasons why.</li> <li>Know that the gifts brought by the Wise Men had special significance and consider the significance of the story of the visit of the Wise Men in other countries, e.g. Spain celebrate Three Kings Day in Jan.</li> </ul> <p><b>Variations in Christmas traditions</b></p> <ul style="list-style-type: none"> <li>Understand the different Christmas traditions of countries around the world – link to countries represented in the school community, e.g. many Eastern European countries open presents on Christmas Eve.</li> <li>Look at how Orthodox Christians celebrate Christmas, e.g. how is Catholic celebration different to Anglican?</li> <li>Look at those Christians who do not celebrate Christmas, e.g. Jehovah's Witnesses - how do they mark the birth of Jesus?</li> </ul>		<p>advent, Christmas, God, halo, holy spirit, incarnation, Jesus, messiah, saviour, symbol, holy, belief, celebration, tradition, symbolism</p>	

Year 3				
Enquiry Question 	Key Learning – what the children must know, do and remember	  	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 3
<p><b>What is it like to follow a Jewish way of life in Britain today?</b></p> <p>Cross reference planning with <a href="#">JUDAISM AS A LIVING RELIGION</a></p>	<p><b><u>Jewish life</u></b></p> <ul style="list-style-type: none"> <li>To know that Jews believe their relationship with God is based upon a covenant made in the past.</li> <li>To understand that the Mitzvot are the responsibilities of Jews within the covenant.</li> <li>To consider the importance/ need for rules within groups/society.</li> <li>Find out about the spiritual meaning of the Hebrew alphabet (“letters of fire”), numerical value of letters and words.</li> <li>Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons).</li> <li>Look at Jewish artefact and items of clothing they wear or have in their homes.</li> <li>What do Torah stories mean to a boy/girl in 21st century Britain?</li> </ul> <p><b><u>Do all Jews behave in the same way?</u></b></p> <ul style="list-style-type: none"> <li>To know that there are different groups within Judaism.</li> <li>To identify some of the key similarities/differences between those groups.</li> </ul> <p><b><u>Synagogue</u></b></p> <ul style="list-style-type: none"> <li>To understand the significance of the synagogue in Judaism.</li> <li>To understand how features of the synagogue and the activities that go on there reinforce the Jewish faith.</li> </ul> <p><b><u>Celebrations and Festivals</u></b></p> <ul style="list-style-type: none"> <li>Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation.</li> <li>Havdalah candles are plaited to symbolise a liaison between Shabbat and the everyday, between sacred and profane, God and people.</li> <li>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.</li> <li>Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt.</li> <li>Can you plan a party using kosher foods?</li> </ul>		<p>ark, kippah, tallit, Torah scrolls, yad, mezuzah, menorah, kosher, two candles, challah, wine, Chanukah (Hanukkah), covenant, dreidel, Purim, Shabbat, Rosh Hashanah, Yom Kippur, shofar</p>	<p><b>Learning from religion and belief:</b></p> <p>Ask and respond to questions about what individuals and faith communities do and why. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Suggest and find meanings behind different beliefs and practices.</p>
<p><b>Do you have to be in a religious building to pray?</b></p>	<p>How do people pray? Look at Judaism, Islam and Christianity to compare how different religions approach prayer. Also compare this to other religions such as Quakers to compare.</p> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>Know when Jewish people come to Synagogues: (Friday evening – Kabbalat Shabbat to welcome Shabbat, Saturday morning, Orthodox groups also Saturday afternoon and evening, Yom Kippur all day long prayers, and other Festivals throughout the year).</li> <li>Know what the main roles are related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>Know that Muslims have a duty to pray at regular times.</li> <li>They prepare themselves for prayers. Understand some of the actions that form a prayer.</li> <li>Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Children could make their own prayer mats.</li> </ul> <p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Investigate why, how and where people pray.</li> <li>Hear and talk about some famous prayers for example the Lord’s Prayer.</li> </ul> <p><b><u>Quaker</u></b></p> <ul style="list-style-type: none"> <li>In Quaker worship there are no ministers or creeds. They gather together in silence to quiet their minds – they don’t have set hymns, prayers or sermons.</li> </ul>		<p>Kabbalat, shabbat Yom Kippur, rabbi, Gabbai, salat, fajr, zhuhr, asr, maghrib, isha’a, jumu’ah, sunnat</p>	

Year 3			
Enquiry Question 	Key Learning – what the children must know, do and remember 	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 3
<p><b>How can we make a difference in our world today?</b></p> <p>Cross reference planning with <a href="#">CHRISTIANITY IN ACTION</a></p>	<p><b>What is the relationship between what people believe and what they do?</b></p> <ul style="list-style-type: none"> <li>Know the story of The Good Samaritan – reflect on the behaviour of those characters and whether their actions were “religious”.</li> <li>Reflect on what others do because they care. Reflect on how people show love and care for others.</li> </ul> <p><b>Charity</b></p> <ul style="list-style-type: none"> <li>Find out about the work of religious charities, e.g. Christian Aid, Red Crescent.</li> <li>Begin to understand how actions are motivated by beliefs but also that giving to charity is not always motivated by religion, e.g. Children in Need, Comic Relief.</li> </ul> <p><b>What can I do to help others?</b></p> <ul style="list-style-type: none"> <li>Reflect upon and respond to a current social issue.</li> <li>Consider how we might help the work of a charity.</li> <li>Consider how we don’t have to be religious to make a difference, e.g. children in need.</li> </ul> <p><b>How do different religions encourage donating to charities and local causes?</b></p> <ul style="list-style-type: none"> <li>Explore how different religions encourage donations to charity, e.g. the passing of the offering plate at the end of the Christian church service, the Islamic practice of Zakat in which a proportion of their wealth should be given to charity. How is this observed?</li> </ul>	<p>beliefs, caring, charity, Christian, faith, Jericho, Levite, priest, revelation, saint, Samaritan</p>	<p><b>Learning from religion and belief:</b></p> <p>Ask and respond to questions about what individuals and faith communities do and why. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Suggest and find meanings behind different beliefs and practices.</p>
<p><b>What are the similarities between sacred texts?</b></p> <p>Cross reference planning with <a href="#">STORIES OF FAITH</a></p>	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>Christianity and Judaism are closely connected historically and referred to as Abrahamic Faiths (along with Islam) as they can trace their traditions back to Abraham.</li> <li>Christianity arose out of Judaism, becoming a separate religion. Consequently, stories that appear in the Christian Bible are also found in the Torah.</li> </ul> <p><b>The Bible/The Torah</b></p> <ul style="list-style-type: none"> <li>The Bible is divided into two major parts: The Old Testament and the New Testament.</li> <li>The first five books of the Old Testament also make up the Torah, the first part of the Jewish Tenakh. The stories in these books contain the laws and early history of the Jewish people, including the Creation story, the story of Abraham and his descendants, and the story of the exodus from Egypt of Moses and his people.</li> <li>The Torah’s main purpose is to help Jews answer the question “What does God require?” Jews believe it to be perfect in every way; its teachings must not be altered, and every part is of equal importance.</li> <li>Christians believe that the Old and New Testaments describe how God reveals himself, how he acts and why he acts in this way.</li> <li>Christians believe that the Biblical texts were inspired and directed by God, but they do not revere the Bible as a physical object. This is because Christians want to remember that it is the living Jesus who is important, not information about him.</li> <li>Look at Torah and Bible - what are the similarities between them? What do these similar stories mean to people of the different faiths?</li> </ul> <p><b>Stories</b></p> <ul style="list-style-type: none"> <li>Look at the stories of Adam and Eve, Noah, Jacob and Joseph and identify what Christians and Jews would have learned from these stories.</li> <li>Compare version of the stories from the Bible and the Torah – are they exactly the same?</li> <li>Look closely at the language to determine what words are sacred or holy the two faiths.</li> </ul>	<p>bible, creation, Genesis, God’s purpose, judgement, patriarch, comfort, guidance, holy, inspiration, Islam, Judaism, prayer, sacred, scripture, strength, choice, consequences, innocence, right and wrong, thankfulness</p>	

Year 4			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember   	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 4
<p><b>Sikhs in Britain</b> <b>What Does it Mean to Be a Sikh?</b></p> <p>Visit a Gurdwara.</p> <p>Cross reference planning with <a href="#">SIKHISM IN BRITAIN</a></p>	<p><b>Knowledge and Belief</b></p> <ul style="list-style-type: none"> <li>Explore Sikh belief about God expressed in the Mool Mantar, e.g. Creator, Sustainer etc.</li> <li>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru?</li> <li>What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life?</li> <li>How does reincarnation work?</li> </ul> <p><b>Meaning and Purpose</b></p> <ul style="list-style-type: none"> <li>Visit a Gurdwara.</li> <li>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</li> <li>What are the key features of the Gurdwara, and how may they differ in different parts of the world (e.g. Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK)?</li> </ul> <p><b>Celebrations and ceremonies</b></p> <ul style="list-style-type: none"> <li>What happens in Sikh celebrations and ceremonies in the Gurdwara?</li> <li>How does music and meditation play an important part in Sikh ceremonies.</li> <li>Explore how music and meditation can make you feel.</li> <li>How is the Guru Granth Sahib respected in the Gurdwara?</li> </ul> <p><b>A Sikh way of Life</b></p> <ul style="list-style-type: none"> <li>Why is Seva (Selfless Service) such an important aspect of human life?</li> <li>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</li> <li>In what ways do Sikhs make a difference in the local community?</li> <li>How do the Five 5K's assist a Sikh practice their purpose in life – i.e. to connect with the Creator?</li> <li>Which of the 5 K's do you think is the most important to help a Sikh practice their purpose in life – ie to connect with the Creator?</li> </ul>	<p>acceptance, Chaur Sahib, equality, family life, five K's forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), respect, Sangat, sharing, Seva, Singh, Sikh, Sikhism (Sikhi), ten Gurus, truth, turban</p>	<p><b>Learning about religion and belief:</b></p> <ul style="list-style-type: none"> <li>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</li> <li>Begin to compare the similarities of at least three different religious texts or stories.</li> <li>To begin to understand the diversity of belief in different religions, nationally and globally</li> <li>Begin to compare directly different responses to ethical questions looking at a range of different religions.</li> <li>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</li> <li>Express views about why belonging to a faith community is valuable in their own lives.</li> </ul>
<p><b>Do you think it is important which Christian denomination you belong to?</b></p> <p>Visit and compare at least two different churches.</p>	<p><b>Places of Christian worship</b></p> <ul style="list-style-type: none"> <li>Different places of Christian worship: Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist</li> <li>What kind of place of worship would you have?</li> </ul> <p><b>Christian Denominations</b></p> <ul style="list-style-type: none"> <li>Compare differences and similarities with C of E, Roman Catholics, Baptists, Methodists, Quakers, Anglicans etc How and when were each of the different groups founded?</li> <li>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). Have an opportunity to talk with believers from the different churches.</li> <li>Festivals – find out how the different Christian denominations celebrate some festivals such as Harvest, Remembrance Sun-day, Ad-vent, Christmas, Lent, Easter, Ascension Day Pentecost.</li> <li>Investigate why and how people pray. Hear and talk about some famous prayers.</li> </ul>	<p>denomination, Methodist, Church of England, Roman Catholic, Baptist, Quaker, Anglican, Mormon</p>	<p>Express views about why belonging to a faith community is valuable in their own lives.</p>

Year 4			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember   	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 4
<p><b>Why is the birth of a baby important in each of the religions?</b></p>	<p>Explore the rites of passage/belonging in each religion. Must be done across religions. Debate similarities and differences.</p> <p><b><u>Jewish Commitment and Belonging</u></b></p> <ul style="list-style-type: none"> <li>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community?</li> <li>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.</li> <li>Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</li> <li>How does prayer help a Muslim?</li> <li>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers).</li> <li>Explore special times for Muslims (e.g. welcoming new babies).</li> <li>Explore some stories about Muslims, e.g. going for Hajj.</li> </ul> <p><b><u>Hinduism</u></b></p> <ul style="list-style-type: none"> <li>Revise the Hindu way of welcoming babies, e.g. Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. Learn about the child naming ceremony (Namakarana) and how names are chosen. Head shaving is connected to the removing of impurities.</li> <li>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life.</li> </ul> <p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Explore Jesus' teaching as a foundation for Christian living.</li> <li>Personal life – baptism, confirmation etc.</li> <li>Making moral decisions and lifestyle choices.</li> <li>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians.</li> </ul> <p><b><u>Sikhism</u></b></p> <ul style="list-style-type: none"> <li>Why is Seva (Selfless Service) such an important aspect of human life?</li> <li>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</li> <li>How do the Five SK's assist a Sikh practice their purpose in life – i.e. to connect with the Creator?</li> <li>How does a Sikh family choose to name a child that they have been blessed with?</li> <li>How going to the Gurdwara brings people together: example when a Turban is first tied on a child. How life and death are celebrated and accepted.</li> </ul>	<p>Bar Mitzvah, Rosh Hashanah, Yom Kippur, Ramadan, Eid ul Fitr, Hajj, Jatakarma, Namakarana, karma baptism, confirmation, communion, Dharma, Four Noble Truths, Wesak, Samsara, Gurdwara, 5 K's Kanga, Kippur, Krpan, Kesh</p>	<p><b>Learning about religion and belief:</b></p> <ul style="list-style-type: none"> <li>Respond to meanings behind different beliefs and practices.</li> <li>Begin to make connections between their own ideas and others.</li> </ul> <p><b>Learning from religion and belief:</b></p> <ul style="list-style-type: none"> <li>Respond to meanings behind different beliefs and practices.</li> <li>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</li> <li>Express views about why belonging to a faith community is valuable in their own lives.</li> <li>Begin to make connections between their own ideas and others.</li> </ul>
<p><b>Is Easter the festival of new life or sacrifice?</b></p> <p>Cross reference planning with <a href="#">THE CHURCH YEAR: IS EASTER A FESTIVAL OF NEW LIFE OR SACRIFICE?</a></p>	<ul style="list-style-type: none"> <li>Focus on temptation in the story.</li> <li>Revisit Easter story from Lent, through temptation in desert, to Holy week, resurrection, ascension and Pentecost.</li> <li>Compare the modern Easter celebration vs sacrifice, death and resurrection.</li> <li>To consider the ideas of sacrifice and commitment; From the study of Christianity, pupils will be encouraged to consider a range of views about questions of commitment, sacrifice and life after death.</li> <li>To think about their own experiences and views in relation to questions of sacrifice and what happens after death.</li> <li>Is Easter the festival of new life or a sacrifice?</li> </ul>	<p>Ascension, crucifixion, disciple Eucharist, Holy Spirit, lent, Pentecost, Pesach (Passover), resurrection, sacrifice, temptation</p>	

Year 4			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember   	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 4
<p><b>What makes a good person or a bad person?</b></p>	<p>Explore what makes a ‘good’ person and an ‘evil’ person in each religion. What do different religions say?</p> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.</li> <li>Link stories- Prophet &amp; the woman who used to throw rubbish. In Muslim thinking, the Shaytan/devil whispers to people asking them to choose what is wrong, but Allah provides guidance in the Holy Qur’an and through the exemplary life of the Prophet to ‘show us the straight path’ (this sentence is prayed 5 times daily).</li> <li>Humans must submit to Allah’s will and guidance, and this submission is symbolized in prayer, and the ritual at Makkah of ‘stoning the devil’ – rejecting evil and building up determination to do good.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Many Jews believe that evil originates from the first sin of Adam and Eve. The serpent tempted Eve to eat from the Tree of Knowledge against God’s wishes. Evil then became a part of them and they no longer needed an external temptation to sin. Humans suffered because they were disobedient and so became separated from God.</li> <li>Some Jews believe that Satan is not a separate being. For them, Satan is a tendency existing in every human being which tempts them to do wrong. Jews believe that they should accept both good and bad in their lives, as both are God-given and therefore have a purpose.</li> <li>Although God has given humans free will, they believe that they will be punished for committing evil with death and destruction. However, they will be rewarded for resisting temptation with protection and prosperity.</li> <li>Know that it includes the 10 Commandments (also regarded as important by Christians) among many other commandments kept by Jewish people.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Ten commandments.</li> <li>In Christian thinking, temptation is the battle between good and evil played out in life.</li> <li>God, by the Holy Spirit, provides strength and guidance for the actions of goodness, but humans are free, and often choose the wrong action or the attitude that is selfish.</li> <li>Jesus was tempted himself, and lived a human life making good choices and doing good.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>Hindus believe in karma or ‘intentional action’. Most Hindus believe that much of the suffering they endure is a result of their own actions. Previous motives and actions need to be made up for.</li> <li>Many would add that this is not about ‘deserving’ suffering, but about taking the opportunity to learn from it. It is about not repeating mistakes.</li> <li>The response of those around the sufferer should always be compassion and kindness, otherwise they will suffer ‘bad’ karmic consequences themselves.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>God does not inflict suffering on human beings directly. Suffering is allowed by God as a test of courage and faith.</li> <li>God gave humans free will. Therefore, evil cannot be removed from the world by God, as otherwise God would not be allowing humans true free will.</li> <li>Sikhs are encouraged to work to do good and relieve the consequences of evil. Those who do evil will be punished: Sikhs think we should be good to each other?</li> <li>How can meditation, honest living and serving humanity help us become better people? Discuss the act of doing good deeds.</li> </ul>	<p>Golden Rule, Quran, Allah, prophet, Shaytan, temptation, commandments, karma, evil, meditation</p>	

Year 4			
Possible Enquiry Question	Key Learning – what the children must know, do and remember	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 4
<p><b>How do prayer and meditation help with achieving peace?</b></p> <p>Cross reference planning with <a href="#">PEACE: WHY SHOULD WE GIVE IT A CHANCE?</a></p>	<p>Study how each religion achieves peace this may be through prayer, mediation etc.</p> <ul style="list-style-type: none"> <li>To consider the concept of peace and its importance in the contemporary world.</li> <li>To consider a diverse range of views about questions of what peace means, how places and experiences can create peace and how individuals and members of communities can help to make their world a more peaceful one.</li> <li>To explore some of the ways in which people try to pursue or promote peace.</li> <li>Learning from individuals like Mahatma Gandhi and Nelson Mandela and groups such as The Quakers, pupils will extend their understanding of Christianity, Hinduism and non-religious life stances.</li> <li>To think about their own experiences and views in relation to questions of what peace is and why it might be.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Through prayer, offering sign of peace, going on retreat, lent. Explore what Christians mean by/experience as the Holy Spirit in their lives.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life. Hindu shrines in the home to pray.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Through prayer: Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware).</li> <li>Know that Muslims have a duty to pray at regular times.</li> <li>They prepare themselves for prayers. Why and how do people pray? Understand some of the actions that form a prayer.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>“Shabbat Shalom”: Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life.</li> <li>The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>How does music and meditation play an important part in Sikh ceremonies.</li> <li>Explore how music and meditation can make you feel.</li> </ul>	<p>meditation, prayer, retreat, holy spirit, five pillars, Sunni, Ten Obligatory Acts, Shia, Shabbat, Shalom</p>	

Year 4			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember   	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 4
<p><b>How do prayer and meditation help with achieving peace?</b></p> <p>Cross reference planning with <a href="#">PEACE: WHY SHOULD WE GIVE IT A CHANCE?</a></p>	<p>Study how each religion achieves peace this may be through prayer, mediation etc.</p> <ul style="list-style-type: none"> <li>To consider the concept of peace and its importance in the contemporary world.</li> <li>To consider a diverse range of views about questions of what peace means, how places and experiences can create peace and how individuals and members of communities can help to make their world a more peaceful one.</li> <li>To explore some of the ways in which people try to pursue or promote peace.</li> <li>Learning from individuals like Mahatma Gandhi and Nelson Mandela and groups such as The Quakers, pupils will extend their understanding of Christianity, Hinduism and non-religious life stances.</li> <li>To think about their own experiences and views in relation to questions of what peace is and why it might be.</li> </ul> <p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Through prayer, offering sign of peace, going on retreat, lent. Explore what Christians mean by/experience as the Holy Spirit in their lives.</li> </ul> <p><b><u>Hinduism</u></b></p> <ul style="list-style-type: none"> <li>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life. Hindu shrines in the home to pray.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>Through prayer: Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware).</li> <li>Know that Muslims have a duty to pray at regular times.</li> <li>They prepare themselves for prayers. Why and how do people pray? Understand some of the actions that form a prayer.</li> </ul> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>“Shabbat Shalom”: Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life.</li> <li>The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</li> </ul> <p><b><u>Sikhism</u></b></p> <ul style="list-style-type: none"> <li>How does music and meditation play an important part in Sikh ceremonies.</li> <li>Explore how music and meditation can make you feel.</li> </ul>	<p>meditation, prayer, retreat, holy spirit, five pillars, Sunni, Ten Obligatory Acts, Shia, Shabbat, Shalom</p>	

Year 5			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember 	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 5
<p><b>How do people express their spiritual ideas through the arts?</b></p> <p>Cross reference planning with <a href="#">BELIEF THROUGH ART</a></p>	<p>Suggest what spiritual might mean. What is the spirit? What is spiritual?</p> <ul style="list-style-type: none"> <li>Children show understanding of how different people may find different things spiritual at different times.</li> <li>Children know why music is important to Christian communities. How do Christians use music in worship to express a variety of ideas and feelings to and about God?</li> <li>Describe or show how the music makes me feel.</li> <li>Explore the use of a variety of objects in times of reflection. To interpret and give reasons for the use of symbolism. How do Christians use objects to help them concentrate on and think about God?</li> <li>Represent feelings through symbolic colours. To know the meanings of colours associated with the church year. How do colours help us to express our feelings?</li> <li>Suggest the meaning behind the use of banners and stained glass windows in churches. To explore and reflect upon the symbolism associated with icons. How do banners, icons and stained glass windows help Christians to worship?</li> </ul>	<p>belief, Christian, commitment, faith, spiritual, spirituality</p>	<p><b>Learning from religion and belief:</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions about what individuals and faith communities do and why.</li> <li>Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</li> <li>Suggest and find meanings behind different beliefs and practices.</li> </ul>
<p><b>How can you represent the Easter Story?</b></p>	<p>Retell the Easter Story to Year 2 using story-paths, pop-up books, presentations and oral storytelling.</p> <ul style="list-style-type: none"> <li>Describe three things that make Holy Week a special time for Christians.</li> <li>Describe what three symbols tell us about the story of Easter How to connect stories, symbols and beliefs with what happens at Easter.</li> <li>Describe the last supper and make a link to the idea of sacrifice Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion. What was the meaning of Jesus' last meal with his friends?</li> <li>Describe the events of the crucifixion. Find out more about the connection between stories, symbols and beliefs and what happens at Easter Give simple reasons for why Jesus was put to death. What does the crucifying of Jesus mean to Christians?</li> <li>Find out more about what the story of Easter might mean to a Christian today. Explain links between the death of Jesus and some key Christian beliefs Consider questions such as why do Christians call this day Good Friday? What sort of celebrations would you expect to see in a church on Good Friday? On Easter Sunday?</li> <li>What do Christians believe happened on Easter Sunday morning? What do Christians celebrate at Easter?</li> </ul>	<p>ascension, crucifixion, disciple, eucharist, holy spirit, lent, Pentecost, Pesach (Passover), resurrection, sacrifice, temptation, beliefs, celebration, discipleship, festival, forgiveness, humility, regret, remembrance, service, symbolism</p>	
<p><b>What does it mean to be a person of faith today?</b></p>	<p>Focus on Christianity and Islam.</p> <p><u>Christian Faith</u></p> <ul style="list-style-type: none"> <li>Find out more about Christian metaphors for God. Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God Know some of the artefacts religious people might use when they talk to God or pray. Understand that prayer is a way religious believers believe they can communicate with God. What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers.</li> <li>Two Bible stories compared: Moses and Saint Paul -Tell these two stories as well as can be done – use video, props, story sacks, drama or whatever works for your class. Compare the stories: they are both about turning points in life. There are other similarities too. Use literacy methods to unpack meanings. Check for prior learning – there may be none, so start with 'Who was Moses? Who was Saint Paul? Both are said to have written lots of the Bible. What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</li> </ul>	<p>Atheist, evidence forgiveness, holy spirit, religious experience, suffering, trinity, Akhlaq, Allah, du'a, Eid ul Fitr, Hajj, ibadah, iman, jihad, Qur'an, salah, shariah, sunnah, tawhid, ummah, zakah</p>	

Year 5				
Possible Enquiry Question 	Key Learning – what the children must know, do and remember	  	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 5
What does it mean to be a person of faith today?	<p><b>Islamic Faith</b></p> <ul style="list-style-type: none"> <li>Understand about the Shahadah, the Muslim statement of faith in one God To think about some simple Muslim beliefs about God based on 12 of the 99 Names of Allah. What do Muslims believe about Allah? (The Arabic word for God is Allah)</li> <li>That Islam teaches that the Qur’an was revealed to the Prophet from Allah by the Angel Jibril. That the Qur’an guides Muslims in their daily life and teaches them about Allah / God. To think about some questions about God: If there is a great God, full of love, what might God be like? How could we describe God? What do Muslims believe about the Holy Quran, Allah’s gift to humanity?</li> </ul>		<p>Atheist, evidence forgiveness, holy spirit, religious experience, suffering, trinity, Akhlaq, Allah, du’a, Eid ul Fitr, Hajj, ibadah, iman, jihad, Qur’an, salah, shariah, sunnah, tawhid, ummah, zakah</p>	
<p>What is Humanism?</p> <p>Cross reference planning with <a href="#">VALUES: WHAT MATTERS MOST TO CHRISTIANS AND HUMANISTS?</a></p>	<ul style="list-style-type: none"> <li>Explore the concepts of being naughty and being good in terms of actions, words and thoughts. To think about the idea of a code for living and to examine whether they are living by a code themselves. Do rules matter? Why? What is a code for living? What codes for living do non-religious people use? Can we create a code for living that will help the world?</li> <li>What is a Humanist? Discuss with the class the religions they know about, and ask: Is everyone part of a religion? Many pupils in many classes are not. Explore the idea that religious people try to be “good with God”, but others think you can be “good without God”.</li> <li>Introduce the work of the British Humanist Association to pupils. What do Humanists think is good? Ask pupils to think about these rules or principles: Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you.</li> <li>Use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. Build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work. What can we learn from discussion and drama about good and bad, right and wrong?</li> <li>Think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy – or unhappy. What codes for living do Christians try to follow?</li> <li>Learning about Jesus’ values from two texts from the Bible Read with pupils the account of love for the neighbour that introduces the story of the Good Samaritan (Luke 10:25-37). Also read the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35). Discuss what kinds of values Jesus wanted people to follow, and how he “showed a path”.</li> <li>See if pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship. Values trees: roots and fruits Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well. Write onto the fruits the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the roots of their trees. In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions. This activity could be done as a class display – each pupil making fruits for the values tree, which is a whole class piece of work.</li> <li>Explore one value that Christians and Humanists share.</li> <li>Understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life. Peace: Is it more valuable than any money?</li> </ul>		<p><b>Christianity</b> fellowship, forgiveness, honesty, love, peace between people and God, prayer, worship</p> <p><b>Humanism</b> integrity, love of truth, personal, responsibility, reciprocity</p>	

Year 6			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember 	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 6
<p><b>Whose world is it? How was the world created and why should I care about it today?</b></p> <p>Cross reference planning with <a href="#">WHOSE WORLD IS IT?</a></p>	<p><b>What do we want to know about the natural world?</b></p> <ul style="list-style-type: none"> <li>To reflect upon the beauty and destruction of the natural world.</li> <li>Consider the place of mankind in the natural world.</li> <li>Children to be able to express views on our responsibilities to the natural world.</li> <li>Children to learn to raise questions and suggest answers about the sacredness of the natural world.</li> </ul> <p><b>What do Judaism and Christianity tell us about the natural world?</b></p> <ul style="list-style-type: none"> <li>To begin to understand how religious sources can be used to help provide answers to ultimate and ethical questions.</li> <li>Explore the natural environment and incorporate in their own version of the Psalms.</li> </ul> <p><b>What does the story from Genesis tell us about the natural world?</b></p> <ul style="list-style-type: none"> <li>To begin to explain how religious sources are used to provide answers to ultimate and ethical questions.</li> <li>Explore the Creation Story from Genesis. Why is it important? What are the key messages? How do Christians/Jews feel about the world they live in? How might this affect the way they live and treat the world?</li> </ul> <p><b>What can we do to help the natural world?</b></p> <ul style="list-style-type: none"> <li>To understand the impact that religion can have on people’s lifestyles.</li> <li>To reflect upon our responsibilities to care for the natural world.</li> <li>Consider why people who are Christians or Jews should care about the earth and why should we all care.</li> <li>Explore the Jewish festival of Tu B’Shevat and why trees make a good symbol of hope for the future?</li> </ul> <p><b>What do Muslims believe how the world was created?</b></p> <ul style="list-style-type: none"> <li>Children to know a number of stories of creation from different religions – the Islamic Creation Story or Quest Creation Stories – are children able to identify similarities with Judaism/Christianity.</li> </ul> <p><b>What does science tell us about the creation of the world?</b></p> <ul style="list-style-type: none"> <li>Children need to understand how to give a non-religious answer to the question of how the world was created.</li> <li>Children need to reflect upon and respond to the scientific account of how the world began – discussing how the Big Bang theory and the Genesis account could both be true.</li> <li>They should also recognise diversity of views.</li> <li>Children to reflect upon their own views about the creation of the light.</li> </ul> <p><b>Whose world is it?</b></p> <ul style="list-style-type: none"> <li>Children to understand and empathise with a different range of views about the purpose of the natural world.</li> <li>They can describe the impact of religion/beliefs upon a person’s life.</li> </ul>	<p>world, natural, Judaism, Christianity, Psalms, ethical, religious, environment, Genesis, sources, creation, The Creation Story, symbol, Tu B’Shevat, hope, Quest Creation, Muslim, The Big Bang, belief, God</p>	<p><b>Learning about religion and belief</b></p> <ul style="list-style-type: none"> <li>Make connections between different belief and practices of all religions.</li> <li>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</li> <li>To understand and evaluate the diversity of belief in different religions, nationally and globally.</li> <li>Articulate and apply the different responses to ethical questions from a range of different religions.</li> </ul> <p><b>Learning from religion and belief</b></p> <ul style="list-style-type: none"> <li>To reflect and respond to the significance of meaning behind different beliefs and practices.</li> <li>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</li> <li>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</li> <li>Discuss and apply their own and others’ ideas about ethical questions and to express their own ideas clearly in response.</li> </ul>

Year 6			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember 	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 6
<p><b>What does it mean to be a Christian?</b></p>	<p><b>What impact does Christianity have Christian life?</b></p> <ul style="list-style-type: none"> <li>Children to find out about how Christians show their faith within their families.</li> <li>What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge.</li> <li>What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity.</li> <li>Talk about which objects and actions are most important and why.</li> <li>What similarities and differences are there with the family values and home rituals of pupils in the class?</li> </ul> <p><b>How is the church adapting for modern society?</b></p> <ul style="list-style-type: none"> <li>Children to explore what Christians do to show their faith within their church communities. What do they do together and why?</li> <li>Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal) – this could link to work done in Year 4 -and some of the similarities and differences between what Christians do there, e.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups.</li> <li>Ask some teenagers from two churches about how they show their faith.</li> </ul> <p><b>How has is the church relevant in today's society?</b></p> <ul style="list-style-type: none"> <li>Children to learn what Christians do to show their faith in how they help their local community.</li> <li>Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities.</li> <li>What kinds of things do pupils at your school do to help others, and why?</li> <li>Children to learn about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.</li> </ul>	<p>advent, ascension, baptism, bible, Christ, Christmas, church, creation, disciple, Easter, faith, go, gospel, grace, harvest, holy, holy communion, holy spirit, hymn, incarnation, Jesus, lent, lord's prayer, lord's supper, mass, miracle, myth, new testament, old testament, parables, Pentecost, prayer, priest, prophet, psalm, resurrection, saint, salvation, sin, soul, ten commandments, trinity, vicar, worship</p>	<p><b>Learning about religion and belief</b></p> <ul style="list-style-type: none"> <li>Make connections between different belief and practices of all religions.</li> <li>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</li> <li>To understand and evaluate the diversity of belief in different religions, nationally and globally.</li> <li>Articulate and apply the different responses to ethical questions from a range of different religions.</li> </ul> <p><b>Learning from religion and belief</b></p> <ul style="list-style-type: none"> <li>To reflect and respond to the significance of meaning behind different beliefs and practices.</li> <li>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</li> <li>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</li> <li>Discuss and apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</li> </ul>
<p><b>What is Buddhism?</b></p> <p>Visit a temple</p>	<p><b>Deity and key figures</b></p> <ul style="list-style-type: none"> <li>What does Buddha mean?</li> <li>Look into the meanings of the word 'Buddha'.</li> <li>Explore how Buddha overcame greed, hatred and ignorance.</li> <li>What is the Siddhartha and why is it important? How can we learn from stories about Siddhartha?</li> </ul> <p><b>Place of worship</b></p> <ul style="list-style-type: none"> <li>If possible, visit a temple.</li> <li>Explore the Buddhist Community (Sangha) – how is made up/ordained? How are these different in different countries?</li> <li>Know the main features of a Buddhist Centres including: temples, shrines, artefacts and offerings.</li> <li>Study sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened.</li> </ul>	<p>Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation,</p>	

Year 6			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember	   Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 6
<p><b>What is Buddhism?</b></p> <p>Visit a temple</p>	<p><b>Holy Book - Siddhartha</b></p> <ul style="list-style-type: none"> <li>Learn through stories told about and by the Buddha – what do these tell us? How do they deepen our understanding of Buddhism? What do they tell us about Buddha?</li> <li>Think about his teachings that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy.</li> <li>Explore with the children how they can apply this to their own life/possession. Do they agree with the stories/Jataka Tales?</li> </ul> <p><b>Buddhist way of life</b></p> <ul style="list-style-type: none"> <li>Know the symbols of Buddhism– lotus flower, prayer wheel – why have these been chosen? What do they mean?</li> <li>What are the 8 paths? Understand that Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives.</li> <li>What do Buddhists aspire to? Think about fearlessness, contentment, kindness and meditation.</li> <li>Know the Buddhist 'Four Noble Truths': Being greedy and wanting things can't make you happy; You can be content without having everything you want; You have to learn this through practice; and Peace of mind comes when you are content with having just enough –not too much, not too little. What does this mean for them in their own lives?</li> <li>Understand Samsara - continual cycle of birth and death.</li> <li>Explore key festivals such as Wesak - Buddha's birthday and Dharma Day – what are these, how are they celebrated and why are they so important.</li> <li>Know sacred places of pilgrimage - the Bodhi tree at Bodh Gaya where the Buddha became enlightened – where is this?</li> <li>Would Buddhism be different depending on where you live? (Explore Buddhism around the world.)</li> <li>Could I be a Buddhist?</li> </ul>	<p>Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage</p>	<p><b>Learning about religion and belief</b></p> <ul style="list-style-type: none"> <li>Make connections between different belief and practices of all religions.</li> <li>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</li> <li>To understand and evaluate the diversity of belief in different religions, nationally and globally.</li> <li>Articulate and apply the different responses to ethical questions from a range of different religions.</li> </ul> <p><b>Learning from religion and belief</b></p> <ul style="list-style-type: none"> <li>To reflect and respond to the significance of meaning behind different beliefs and practices.</li> </ul>
<p><b>What happens when we die?</b></p> <p>Cross reference planning with <u>THE JOURNEY OF LIFE</u></p>	<p>Look at what different beliefs and religions say. Look at some stories linked to these beliefs.</p> <p><b>Christian</b></p> <ul style="list-style-type: none"> <li>What do Christians think happens when we die? Why some might be comforted by their beliefs.</li> <li>Understand what happens in a Christian funeral and how that shows Christian beliefs about life and death.</li> <li>Know what bible passages are read.</li> <li>Explore other religions like: Islam, Hinduism, Buddhism, Atheist, Christianity and Judaism.</li> </ul> <p><b>Hinduism – reincarnation</b></p> <ul style="list-style-type: none"> <li>Describe the Hindu belief in reincarnation and Karma.</li> <li>Find out more about Hindu beliefs about Karma and reincarnation.</li> <li>Consider questions such as: Will people behave differently in life if they believe in reincarnation? Why? Understand the belief that the cycle is there to be broken by living a good life and one's soul going to Heaven. What do we mean by a good life? Explore the link between a belief in reincarnation and living a good life.</li> </ul> <p><b>Buddhism – rebirth</b></p> <ul style="list-style-type: none"> <li>Understand samara. Do we have a soul?</li> <li>How is this different to other religions?</li> <li>Explore the theory of 'infinite number of lives' – what does this look like and how does this compare to other religions.</li> </ul>	<p>moksha, karma, dharma, reincarnation, rebirth, anicca, anatta, God, soul, Heaven, Guru Granth Sahib, enlightenment, nirvana, atheist</p>	<ul style="list-style-type: none"> <li>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</li> <li>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</li> <li>Discuss and apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</li> </ul>

Year 6			
Possible Enquiry Question 	Key Learning – what the children must know, do and remember   	Vocabulary	Possible evidence to demonstrate working at the Expected Standard for Year 6
<p><b>What happens when we die?</b></p> <p>Cross reference planning with <a href="#">THE JOURNEY OF LIFE</a></p>	<p><b>What do others believe?</b></p> <ul style="list-style-type: none"> <li>Look at similarities and differences between Muslim belief in judgement and Christian belief in judgement and how that is similar and different to the Hindu belief in reincarnation.</li> <li>Know what people do who don't believe in God – what do they think happens when we die? K</li> <li>now of reasons why non-religious people and Christians might choose to live their life in similar/different ways because of their beliefs.</li> </ul> <p><b>Own beliefs</b></p> <ul style="list-style-type: none"> <li>Know some questions of my own about life after death. Do we have a soul?</li> </ul>		<p><b>Learning about religion and belief</b></p> <ul style="list-style-type: none"> <li>Make connections between different belief and practices of all religions.</li> <li>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</li> <li>To understand and evaluate the diversity of belief in different religions, nationally and globally.</li> <li>Articulate and apply the different responses to ethical questions from a range of different religions.</li> </ul>
<p><b>How does the 'Power of Celebrity' influence our beliefs?</b></p>	<p>Study people of faith, courage and commitment.</p> <p><b>What is faith? What Are beliefs?</b></p> <ul style="list-style-type: none"> <li>Read out the definitions of faith and belief and ensure that children understand.</li> <li>What different faiths have you learnt about? What kind of beliefs do you associate with them?</li> <li>What beliefs do you have? (Allow children to express and connect these with religious or non-religious worldviews, as appropriate.)</li> </ul> <p><b>Individuals</b></p> <ul style="list-style-type: none"> <li>Malala Yousafzai: Read information about Malala and watch this video Newsround's special programme all about Malala until 4:10, which retells Malala's story.</li> <li>Malala's Story: Children sort and order Malala's life story using the differentiated Malala's Story Activity.</li> <li>Learn about Dalai Lama.</li> </ul> <p><b>Interfaith dialogue</b></p> <ul style="list-style-type: none"> <li>Rabbi Jonathon Sacks views on interfaith dialogue.</li> <li>Why does he think it's important to speak to people of different religions?</li> <li>What is your opinion? Why do they think that?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>What is challenge? What challenges have the children faced in their life?</li> <li>Children to learn from the video, 'I run while talking to God' – how does faith help you overcome challenges? What challenges did Fauja Singh face? How did he overcome these?</li> <li>Who is Bear Grylls? How has his faith allowed him to overcome challenges? What influences does he have on society? What does inspiration mean and how does Bear Grylls inspire? Children to discuss what inspires them.</li> </ul> <p><b>Celebrity</b></p> <ul style="list-style-type: none"> <li>What is celebratory and how can 'the power of celebrity' influence our decisions/opinions about difference faiths.</li> </ul> <p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>Children to learn how beliefs motivate and/or inspire others – including themselves.</li> </ul>	<p>Malala Yousafzai, Muslim, Qur'an, Islam, Taliban, education, girls, differences, United Nations, Dalai Lama, Tibet, Buddhism, Buddhist, monk, China, India, Rabbi Jonathon Sacks, Judaism, Jew, interfaith, Fauja Singh, Sikhism, Sikh, Bear Grylls, Christianity, Christian, inspiration</p>	<p><b>Learning from religion and belief</b></p> <ul style="list-style-type: none"> <li>To reflect and respond to the significance of meaning behind different beliefs and practices.</li> <li>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</li> <li>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.</li> <li>Discuss and apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</li> </ul>

### **Jewish Life**

- Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world.
- Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.
- Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn.
- Know some basic information related to Rosh Hashanah (New Year), Yom Kippur.
- Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.
- Listen to some Chanukah songs, sing some in English. Know that Torah is the holiest document for every Jewish person.

### **Shabbat**

- Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening.
- Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world.
- Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.
- Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.

### **Synagogue**

- Visit a local Synagogue.
  - Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.
  - Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.
  - Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.
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- God, Hoshana Rabbah, Israel, Jewish, pilgrimage, plants (avarot, etrog, handassim, lulav), sukkah, sukkot, synagogue

- Islamic and Jewish stories, drama opportunities

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- Judaism**

- Know that Torah is the holiest document for every Jewish person.
- Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.
- Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.
- Know that it includes the 10 Commandments (also regarded as important by Christians) among many other commandments kept by Jewish people.
- Know that the stories in the Torah are known to Christians as the Old Testament.
- Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.
-