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| **RELIGIOUS EDUCATION (**Aut/Spr/Sum) | | | | | | |
| **EYFS** | **KS1** | | LKS2 | | **UKS2** | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Development Matters (Foundation Stage)**  **People, Culture and Communities**  **-I understand that some places are special to members of my community.**  **-I can recognise that people have different beliefs and celebrate special times in different ways.**  ***Early Learning Goals***  ***-I know some similarities and difference between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.*** | **Is everybody special?**  **-To explore how and why people choose to belong to groups and religions and the difference that makes to their lives.**  **-To recognise that everyone is different, but equally of value.**  **Should we celebrate Harvest and Christmas?**  **-To explore and compare reasons for celebrating Harvest and Christmas.**  **-To learn that not everyone celebrates the same festivals.**  **Does creation help people understand God?**  **-To understand Christian and or Jewish beliefs about Creation and the character of God.**  **Should everyone follow Jesus?**  **-To explore the reasons why people follow Jesus, with reference to the Easter story.**  **-Are some stories more important than others?**  **-To explore some Old Testament stories and find what can be learned from them.**  **Do we need shared special places?**  **-To explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews.** | **Who should you follow?**  **-To find out about religious leaders and how and why they are followed.**  **-To learn some stories about religious leaders and their significance for believers.**  **Do religious symbols mean the same to everyone?**  **- To explore the variety of ways people can express beliefs by what they wear.**  **-To explore the different meanings behind symbols.**  **Is it important to celebrate the New Year?**  **-To explore the ways that different people and different faiths celebrate New Year.**  **How should the church celebrate Easter?**  **-To explore how and why the church celebrates Easter.**  **Can stories change people?**  **-To explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.**  **How should you spend the weekend?**  **-To explore the practice of observing Shabbat and the implications for Jewish believers and children.** | **Does taking bread and wine show that someone is a Christian?**  **-To explore the ritual of communion and other ways of belonging to the church.**  **Is light a good symbol for celebration?**  **-To understand the significance of light as a symbol of belief.**  **Is a Jewish child free to choose how to live?**  **-To explore the impact Jewish beliefs have on the life of a child.**  **Does Easter make sense without Passover?**  **-To explore the connections between Passover and Easter, particularly the Last Supper.**  **Does Jesus have authority for everyone?**  **-To explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today.**  **Can made up stories tell the truth?**  **-To explore how Jesus taught truths through story and why he chose to do this.** | **Do Murtis help Hindus understand God?**  **-To explore how Hindus express their beliefs through images of deities and symbols.**  **Does the Christmas narrative need Mary?**  **-To explore the role of Mary in Christian life and in the Christmas story in particular.**  **Is a holy journey necessary for believers?**  **-To explore the holy journeys made by believers; the reasons and impact for such journeys.**  **Should believers give things up?**  **-To explore Lent and its significance for Christian belief and practice.**  **Did Jesus really do miracles?**  **-To explore at least two miracles of Jesus and evaluate them from the view of a believer and a sceptic.**  **Does prayer change things?**  **-To explore the reasons why believers pray and what they believe the results are.** | **Do Muslims need the Qu’ran?**  **-To explore different ways of showing belief with special reference to Islam.**  **Does God communicate with humans?**  **-To understand the Christmas story from a biblical viewpoint; to explore prayer as communication.**  **Does the community of the Mosque help Muslims lead better lives?**  **-To explore how the Mosque is viewed and how it influences the life and belief of Muslims.**  **Was the death of Jesus a worthwhile sacrifice?**  **-To explore the significance of death of Jesus at Easter for Christians.**  **Are you inspired?**  **-To explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today.**  **What is best for our World? Does religion help us decide?**  **-To explore how and why believers help others through charity and service.** | **Are saints encouraging role models?**  **-To explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus.**  **Is ‘God made Man’ a good way to understand the Christmas story?**  **-To explore the concept of incarnation in the Christmas story; to compare the Biblical narrative with a traditional Christmas story.**  **Do clothes express beliefs?**  **-To explore whether clothing rules and restrictions can express belief and give people a sense of identity.**  **Is the resurrection important to Christians?**  **-To explore the resurrection of Jesus, the Easter narrative and concepts of life after death.**  **Can we know what God is like?**  **-To explore different views of God and how some people believe they can know God or know about God and why some do not believe at all.**  **Does it matter what we believe about creation?**  **-To explore different views of creation and consider the consequences of holding certain beliefs.** |
|  | ***\*Milton Keynes Agreed Syllabus for Religious Education 2017***  ***(Inclusion of some extra elements of the Oxford Diocese Scheme)***  **Believing- a faith and its texts and teaching.**  **-I can recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism).**  **-I can recall a variety of religious stories used for different purposes.**  **Belonging- to a faith and to other believers.**  **-I can give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area.**  **Behaving- in a way that is required by the texts and teachings of each faith.**  **-I can identify some elements of practice that arise from these beliefs.**  **Reflecting and Responding**  **Making Links**  **-I can talk about my own experiences in the light of religious knowledge gained.**  **-I can express my own opinion appropriately.**  **-I can talk about the differences that beliefs make to the way believers live.**  **-I can make simple comparisons to others and my own life.**  **-I can ask questions about the beliefs and practices of others.** | ***\*Milton Keynes Agreed Syllabus for Religious Education 2017***  ***(Inclusion of some extra elements of the Oxford Diocese Scheme)***  **Believing- a faith and its texts and teaching.**  **-I can give a simple account of the core beliefs of the religions studied and non-religious world views studied.**  **-I can retell a selection of key stories, making links to the core beliefs.**    **Belonging- to a faith and to other believers.**  **-I can give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).**  **Behaving- in a way that is required by the texts and teachings of each faith.**  **-I can give examples of how beliefs are linked to worship and prayer.**  **Reflecting and Responding**  **Making Links**  **-I can talk about my own experiences in the light of religious knowledge gained.**  **-I can express my own opinion appropriately.**  **-I can talk about the differences that beliefs make to the way believers live.**  **-I can make simple comparisons to others and my own life.**  **-I can ask questions about the beliefs and practices of others.** | ***\*Milton Keynes Agreed Syllabus for Religious Education 2017***  ***(Inclusion of some extra elements of the Oxford Diocese Scheme)***  **Believing- a faith and its texts and teaching.**  **-I can identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.).**  **-I can identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).**  **Belonging- to a faith and to other believers.**  **-I can identify the key practices of a faith and some of the differences between denominations or sects.**  **Behaving- in a way that is required by the texts and teachings of each faith.**  **-I can describe how beliefs influence worship and lifestyle.**  **Reflecting and Responding**  **Making Links**  **-I can raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area.**  **-I can make links between the teachings of religious figures and current leaders.**  **-I can suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.** | ***\*Milton Keynes Agreed Syllabus for Religious Education 2017***  ***(Inclusion of some extra elements of the Oxford Diocese Scheme)***  **Believing- a faith and its texts and teaching.**  **-I can describe the role of the most important religious figures and their place within the belief system.**  **-I can suggest meaning for the various kinds of writing found within sacred texts.**  **Belonging- to a faith and to other believers. -I can make links between the texts and concepts studied and the practise of faith in the community and family.**  **Behaving- in a way that is required by the texts and teachings of each faith.**  **-I can describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God.**  **Reflecting and Responding**  **Making Links**  **-I can raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area.**  **-I can make links between the teachings of religious figures and current leaders.**  **-I can suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.** | ***\*Milton Keynes Agreed Syllabus for Religious Education 2017***  ***(Inclusion of some extra elements of the Oxford Diocese Scheme)***  **Believing- a faith and its texts and teaching.**  **-I can identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.**  **-I can use technical & religious language to identify the different writings within sacred texts.**  **Belonging- to a faith and to other believers.**  **-I can make clear links between the texts and concepts studied and common practice across denominations.**  **Behaving- in a way that is required by the texts and teachings of each faith.**  **-I can describe the actions of believers in their communities, locally and globally that demonstrate commitment.**  **Reflecting and Responding**  **Making Links**  **-I can identify the key ideas from the faiths studied so far that believers may find helpful or inspiring in guiding them to live a good life.**  **-I can weigh up the impact that believers’ actions have on communities, locally and globally and comment on how positive this may be.**  **-I can compare the religious and non- religious responses and ideas to the opportunities and problems of the wider world- the big questions of life.** | ***\*Milton Keynes Agreed Syllabus for Religious Education 2017***  ***(Inclusion of some extra elements of the Oxford Diocese Scheme)***  **Believing- a faith and its texts and teaching.**  **-I can recognise the role of inspiration in the creation of sacred texts and the lives of leaders.**  **-I can explain the connections between sacred texts and beliefs using theological terms.**  **Belonging- to a faith and to other believers.**  **-I can show how believers put their beliefs into practice in different ways (e.g. different denominations and sects)-particularly in questions about life and death.**  **Behaving- in a way that is required by the texts and teachings of each faith.**  **-I can show how inspiration might play a part in how believers interpret the texts.**  **Reflecting and Responding**  **Making Links**  **-I can identify the key ideas from the faiths studied so far that believers may find helpful or inspiring in guiding them to live a good life.**  **-I can weigh up the impact that believers’ actions have on communities, locally and globally and comment on how positive this may be.**  **-I can compare the religious and non- religious responses and ideas to the opportunities and problems of the wider world- the big questions of life.** |
| **VOCABULARY:**  **Jesus, Christmas, Christians, God, prayer, story, friends, Easter, festivals, feelings, Muslim, Eid al Fitr, Messenger, Mosque, Holy, Diwali**  **Hindu, Sikh, celebration, Jewish, Harvest** | **VOCABULARY:**  **community, baptism, Golden Rule, Christianity, Harvest, Christmas, Judaism, Sukkot, giving thanks**  **creation, God, Christianity, Judaism, God as Creator, Christianity, Easter, leaders,**  **Rabbi, vicar**  **Christianity, Judaism, Old Testament, moral stories, God, faith, Judaism; sacred space; Synagogue**  ***Mosque, Gurdwara, Mandir*** | **VOCABULARY:**  **Judaism, Moses & Joshua, Rabbi, vicar, symbols, belonging**  **Celebration, New Year, Rosh Hashanah, *Divali and 1st Muharram,* Easter, baptism, Church**  **Christianity; Judaism, Old Testament (story of Joseph), New Testament (story of Zacchaeus), Judaism, Shabbat, creation** | **VOCABULARY:**  **Communion, commitment, Church, light, belief, Advent, Diwali; Chanukah**  **Judaism, belief, commandments, orthodox, Judaism, Christianity; freedom; Passover; Last Supper**  **authority, Jesus, gospel, obedience, trust, faith, truth, parable, fable, myth** | **VOCABULARY:**  **God; Brahman; Trimurti; Murtis; Avatars, God; Virgin Mary; Christ; Icon**  **Hindu; Christianity; Pilgrimage; Worship (Muslim pilgrimage – Hajj if desired), Christianity; Lent; Giving things up, Carnival**  **Miracles, faith, belief, doubt, Prayer (sin/salvation/miracle)** | **VOCABULARY:**  **Sacred Text; Wudu; Hadith; Hafiz; Calligraphy, Sacred Text; Prophecy; Revelation; Incarnation; prayer**  **Mosque; Community; Ummah, Christianity; Sacrifice; Sin; Redemption, Atonement, Salvation, Grace**  **Christ; Holy Spirit; Inspiration; Pentecost, Inspiration; Christianity; Charity; tithing, Islam - Zakat** | **VOCABULARY:**  **Persecution; Saints; Commitment; Martyr; Faith, Christ; Incarnation; Emmanuel**  **Islam; Judaism, Modest dress code, (Sikh 5 Ks – if desired), Resurrection; Reincarnation; Funeral; Heaven**  **God; Prayer; Faith; Shahadah; Revelation, Multi faith; Creation; Care for world**  **(possible cross curricular unit, linked to literacy); Stewardship, Tawhid, Aum, Creator** |
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