

Year A RE				
EYFS	Y1/2	Y3/4	Y5/6	
Procedural knowledge (from NC)				
<p>AREA OF DEVELOPMENT UNDERSTANDING THE WORLD</p> <p>STRAND People, Culture and Communities * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>To understand beliefs and teachings</p> <ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. recognise, name and describe some religious artefacts, places and practices <p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> name some religious symbols explain the meaning of some religious symbols <p>To reflect</p> <ul style="list-style-type: none"> identify the things that are important in their own lives and compare these to religious beliefs relate emotions to some of the experiences of religious figures studied ask questions about puzzling aspects of life <p>To understand values</p> <ul style="list-style-type: none"> identify how they have to make their own choices in life explain how actions affect others show an understanding of the term 'morals' 	<p>To understand beliefs and teachings</p> <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. <p>To understand practices and lifestyles</p> <ul style="list-style-type: none"> identify religious artefacts and explain how and why they are used describe religious buildings and explain how they are used explain some of the religious practices of both clerics and individuals <p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> identify religious symbolism in literature and the arts <p>To reflect</p> <ul style="list-style-type: none"> show an understanding that personal experiences and feelings influence attitudes and actions give some reasons why religious figures may have acted as they did ask questions that have no universally agreed answers <p>To understand values</p> <ul style="list-style-type: none"> explain how beliefs about right and wrong affect people's behaviour describe how some of the values held by communities or individuals affect behaviour and actions discuss and give opinions on stories involving moral dilemmas 	<p>To understand beliefs and teachings</p> <ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. explain the practices and lifestyles involved in belonging to a faith community compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles show an understanding of the role of a spiritual leader <p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> explain some of the different ways that individuals show their beliefs <p>To reflect</p> <ul style="list-style-type: none"> recognise and express feelings about their own identities. Relate these to religious beliefs or teachings explain their own ideas about the answers to ultimate questions explain why their own answers to ultimate questions may differ from those of others <p>To understand values</p> <ul style="list-style-type: none"> explain why different religious communities or individuals may have a different view of what is right and wrong show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules) express their own values and remain respectful of those with different values 	
Unit and declarative knowledge (specific information we want children to know and remember)				
<p>Nursery/EYFS Cultures Week: Autumn: Harvest Spring: Celebrations Summer: Christianity/British Values</p> <p>AUTUMN 1 ALL ABOUT ME * Understand that some places are special to members of their community</p> <p>WODDERFUL WOODLANDS * Harvest Festival</p> <p>AUTUMN 2 NIGHT & DAY CHRISTMAS IS COMING * Recognise that people have different beliefs and celebrate special times in different ways</p> <p>SPRING 1 WINTER WONDERLAND AMAZING ANIMALS * Recognise some similarities and differences between life in this country and life in other countries</p> <p>SPRING 2 FOOD GLORIOUS FOOD TRANSPORT * Continue developing positive attitudes about the differences between people</p>	<p>Year 1/2 Cultures Week:</p> <p>Autumn: Judaism – Rosh Hashanah Festival (Israel)</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Find out about questions of right and wrong and begin to express their ideas and opinions in response. <p>Spring: Christianity- Easter celebration (United Kingdom)</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. <p>Summer: Islam – Ramadan (Turkey)</p> <ul style="list-style-type: none"> Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Notice and respond sensitively to some similarities between different religions and worldviews. 	<p>Year 3/4 Cultures Week: FESTIVALS Autumn: Christianity</p> <ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning <p>Spring: Sikhism</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. <p>Summer: Islam</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. 	<p>Year 4/5 Cultures Week: PLACES OF WORSHIP Autumn: Christianity</p> <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. <p>Spring: Sikhism</p> <ul style="list-style-type: none"> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. <p>Summer: Islam</p> <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. 	<p>Year 5/6 Cultures Week: BELIEFS, STORIES and SYMBOLS Autumn: Christianity</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Spring: Sikhism</p> <ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <p>Summer: Islam</p> <ul style="list-style-type: none"> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

<p>SUMMER 1 BUILD IT UP TO INFINITY & BEYOND * Recognise some similarities and differences between life in this country and life in other countries</p> <p>SUMMER 2 UNDER THE SEA MARVELLOUS MACHINES MOVING ON * Recognise that people have different beliefs and celebrate special times in different ways</p>	<ul style="list-style-type: none"> Find out about and respond with ideas to examples of cooperation between people who are different. 			
Non-subject specific unit				
<p>Due to the nature of EYFS additional statements from the Development Matters curriculum are taught within topics and themes that are developed from the children's interests as and when they arise.</p>	<p>Key Questions</p> <p>Y1 – How and why do we celebrate special and sacred times? Who is a Christian and what do they believe? What makes some places sacred? What does it mean to belong to a faith community?</p> <p>Y2 - Who is Jewish and what do they believe? What can we learn from sacred books? Who is a Muslim and what do they believe? How and why do we celebrate special and sacred times? How should we care for others and the world, and why does it matter?</p>	<p>Key Questions</p> <p>What do different people believe about God? Why is the Bible so important for Christians today? Why is Jesus inspiring to some people? Why do people pray? Why are festivals important to religious communities? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today?</p>	<p>Key Questions</p> <p>If God is everywhere, why go to a place of worship? What does it mean to be a Muslim in Britain today? What can we learn from religions about deciding what is right and wrong? Why do some people think that life is like a journey and what significant experiences mark this?</p>	<p>Key Questions</p> <p>What do religions say to us when life gets hard? Why do some people think God exists? What matters most to Christians and Humanists? Is it better to express your beliefs in arts and architecture or in charity and generosity? What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</p>