



RE: Knowledge and Skills Progression Map

Early Years

Children in our Nursery encounter religions and beliefs through special people, books, stories, times, places and objects. Pupils experience RE, through planned, purposeful play and a mix of adult led and child-initiated activity.

In Reception, children are given immersive opportunities to experience different religious beliefs, cultural practices and worldviews. Children take part in Christmas, Easter and Chinese New Year. As part of the ELG's children are also given the opportunity to begin to respond to the world around them and form and express their own opinion through an enquiry-based approach.

Statutory Framework for the Early Years Foundation Stage, Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

By the end of EYFS, children will:

ELG: Personal, Social and Emotional Development: Building relationships

- Work and play cooperatively, taking turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others needs.

ELG: Understanding the World: Past and Present.

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters, and events encountered in books read in class and storytelling.

EYFS Vocabulary:

Nursery- Special book, Special place, Rules, Belonging, Celebration, Christmas, Easter, Jesus, God, Church, Christian, Vicar, Harvest, Festival, New Life.

Reception- Religion, Special book, Special place, Special stories, Prayer, Celebration, Belief, Rules, Belonging, Co-operation, Creation story, Love, Wedding, Thankful, Bible, Christening, Vicar, Font, Creator, Miracles,.

ELG: People, Culture and Communities.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences:	My Hindu Family	My Christian Family	My Buddhist Family	My Jewish Family	My Sikh Family	My Muslim Family

SEATON
ACADEMY

Key Stage 1

In KS1 the religious education offer is in the form of Love to Celebrate projects, which support schools in delivering the programme of study from their local Standing Advisory Council on Religious Education (SACRE).

The skills statements are taken from A Curriculum Framework for Religious Education in England, published by the Religious Education Council of England and Wales. Each year group has six projects to choose from that cover the major religions of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. The projects are based around festivals or celebrations and are planned in the academic terms closest to the events. The projects contain Engage and Develop stages, where the children are introduced to new skills and knowledge. The Innovate stage allows the children time to explore a theme in their own lives, and the Express stage provides opportunities for exploration and asks evaluation questions. Glossaries are provided for each project.

By the end of KS1, children will:

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.

Retell and suggest meanings to some religious and Moral stories, exploring and discussing sacred writings and sources of wisdom and recognizing the communities from which they come.

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

KS1 Vocabulary:

Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship
arti, barfi, demon, dhal, diva lamps, Lakshmi's footsteps, mandir, mehndi, murti, puja, Rangoli
celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim
amrit, chauri, Granthi, Gurdwara, Guru Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh
Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy
dreidel, gelt, Hanukkiah, kosher, latke, menorah, Shamash candle
Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy, message, nativity, prayers, stable, star, traditions, wreath

auspicious symbols, Cham dancing, chants, chemar bo, compassion, generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving-kindness, luck, Mahayana Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada Buddhism, Tibet, Tibetan, Tibetan prayer flags, tormas

aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration, churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth Sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses
ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers
dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra, prasad, prayer, puja, puja thalis, sari

Prior learning links:

ELG: Personal, Social and Emotional Development: Building relationships

ELG: Understanding the World: Past and Present.

ELG: People, Culture and Communities.

SEATON
ACADEMY

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Harvest	Diwali Traditions	Story of Easter	Muhammad	Gurdwara	Buddha
National Curriculum links: (From the Agreed Syllabus)	<p>Harvest; Sharing</p> <p>1. Year 1. Expressing ideas and insights: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>2. Year 1: Gaining and deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>3. Year 1: Knowledge and Understanding. 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. 3. Year 1: Knowledge and understanding. Recognise some different</p>	<p>Diva lamps; New beginnings; Diwali traditions; Luck</p> <p>1. Year 1. Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1. Year 1 Gaining and deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1. Year 1. Gaining and deploying skills. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>1. Year 1. Expressing ideas and insights. Observe and recount</p>	<p>Special clothes; Story of Esther; Purim customs; Gifts</p> <p>1. Year 1. Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1. Year 1. Gaining and deploying skills. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>2. Year 1. Expressing ideas and insights. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>2. Year 1. Knowledge and Understanding. Recognise some different symbols and</p>	<p>Muhammad; The first Muslim; Leadership</p> <p>2. Year 1 Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1. Year 1 Gaining and deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1. Year 1 Gaining and deploying skills. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>1. Year 1. Gaining and deploying skills. Find out about questions of</p>	<p>Gurdwara; Guru Granth Sahib; Naming ceremony; Families</p> <p>1. Year 1 Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1. Year 1 Gaining and Deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1. Year 1 Gaining and Deploying Skills. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>1. Year 1 Expressing ideas and insights. Observe and recount</p>	<p>Buddha; Sacred places; Memories and remembering</p> <p>2. Year 1 Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1. Year 1 Gaining and Deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1. Year 1 Expressing ideas and insights. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>1. Year 1 Knowledge and Understanding.</p>

	<p>symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>4. Year 1. Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>3. Year 1. Knowledge and Understanding. 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.</p> <p>1. Year 1: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	<p>actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>2. Year 1. Knowledge and understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>right and wrong and begin to express their ideas and opinions in response.</p> <p>1. Year 1. Expressing ideas and insights. Notice and respond sensitively to some similarities between different religions and world views.</p> <p>1. Year 1. Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>1. Year 1 Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	<p>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.</p> <p>1. Year 1 Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>1. Year 1 Knowledge and Understanding. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>
<p>Substantive Knowledge:</p> <p><i>I know</i></p>	<p>-Why Christians believe that the world is a special place.</p> <p>-Why Christians say thank you at harvest time.</p>	<p>-How to describe a mandir.</p> <p>-Why Hindus clean the house during Diwali.</p> <p>-Can retell the story of Rama and Sita.</p>	<p>-What happened in the story of Esther.</p> <p>-Why special clothes are worn at special times.</p> <p>-The name of three</p>	<p>-Where Muhammad live 1400 years ago.</p> <p>-Which parts of Muhammad's life show Muslims that he was special.</p>	<p>-How a Sikh baby is welcomed in the Gurdwara.</p> <p>-How people of other faiths and traditions welcome babies.</p>	<p>-Who is Buddha.</p> <p>-How Buddhists show that the tooth relic is important to them.</p> <p>-Why Buddhists think the tooth is important.</p>

	<ul style="list-style-type: none"> -Why Christians sing harvest hymns. -What I am thankful for. -What a miracle is. -Why it is important to share what you have. -Everyone in the world will not eat the same food. -How churches celebrate harvest time. 	<ul style="list-style-type: none"> -Why the story of Rama and Sita is important to Hindus. -How Hindus invite Lakshmi into their homes and Why. -What luck is. -The name of three traditions of Diwali. -Diwali is similar to other festivals that we take part in. 	<ul style="list-style-type: none"> things that Jewish people may do during Purim. -Why people give gifts at Purim. -What a celebration is. -How we make celebrations special. -How to describe a celebration you have been to. -Why Jews might believe that God helped Esther in the story. 	<ul style="list-style-type: none"> -How you show that you are honest and trustworthy. -Why Muhammad's wife, Khadijah become the first Muslim. -How people can be similar or different to each other. -What makes a good leader. -Who is special to me. -Why it is important to respect other people's beliefs. 	<ul style="list-style-type: none"> -How Sikh parents choose a name for their new baby. -Why the Guru Granth Sahib is important to Sikhs. -What is important to my family. -What is important to a Sikh family. -Why many people respect older people and think they are wise. -How my life is the same or different to the life of our Sikh persona doll. 	<ul style="list-style-type: none"> -What a Buddhist temple like. -Why some places are sacred. -Which places are special to me. -Why people from all religions and cultures want to remember special people, places and times.
Disciplinary Knowledge:	<ul style="list-style-type: none"> -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. -Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. -Recall and name 	<ul style="list-style-type: none"> -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. -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 ideas and opinions in 	<ul style="list-style-type: none"> -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. -Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. -Find out about questions of right and wrong and begin to express their ideas and opinions in 	<ul style="list-style-type: none"> -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. -Notice and respond sensitively to some similarities between different religions and world views. -Explore questions about belonging, meaning and truth so that they can express ideas and opinions in 	<ul style="list-style-type: none"> -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. -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 ideas and opinions in 	<ul style="list-style-type: none"> -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. -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 ideas and opinions in


	<p>different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>-Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>-Recognise the importance of friendship and that there are different ways of making friends.</p>	<p>response using words, music, art or poetry.</p> <p>-Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>-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.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	<p>response.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>response using words, music, art or poetry.</p> <p>-Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>-Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>response using words, music, art or poetry.</p> <p>-Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	<p>response using words, music, art or poetry.</p> <p>-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.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>
Experiences:	Making Crumble Church Visit	Making diva lamps	Make some noise	Birthday Celebrations	Nursery Role Play	Imaginary trip to Sri Lanka
Key Vocabulary:	Bible, charity, Christian, creation, grateful,	arti, barfi, demon, dhal, diva lamps, Lakshmi's	celebration, Esther, gragger, Haman, King	Allah, Arabic, beliefs, calligraphy, honest,	amrit, chauri, Granthi, Gurdwara, Guru	architecture, belief, Buddha, Buddhist,

	harvest, hymns, miracle, share, thankful, worship	footsteps, mandir, mehndi, murti, puja, rangoli	Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim	Mecca, Muhammad, prophet, Saudi Arabia, trustworthy	Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh	casket, celebration, festival, memories, mundras, offerings, perahera, procession, relic, religion, sacred, Sri Lanka, statues, stupa, temple
Significant historical person:	Jesus	Rama Sita Lakshmi	Esther Haman King Ahasuerus, Mordecai	Muhammad Allah		Buddha Prince Sidarther



SEATON ACADEMY

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hanukkah	Christmas	Losar	Anand Karaj	Jumu'ah	Navrati
National Curriculum links: (From the Agreed Syllabus)	<p>1.Year 2: Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1.Year 2: Gaining and Deploying skills. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>1.Year 2: Expressing ideas and insights. Notice and respond sensitively to some similarities between different religions and world views.</p> <p>1.Year 2: Expressing ideas and insights. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>2.Year 2: Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1.Year 2: Gaining and Deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1.Year 2: Knowledge and Understanding. 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.</p> <p>2.Year 2: Knowledge and Understanding. Recognise some different symbols and</p>	<p>1.Year 2: Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1.Year 2: Gaining and deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1.Year 2: Expressing ideas and insights. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>1.Year 2: Knowledge and Understanding. Recall and name different beliefs and practices, including festivals, worship,</p>	<p>1.Year 2: Expressing ideas and Insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1.Year 2: Gaining and Deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1.Year 2: Gaining and Deploying skills. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>1.Year 2: Expressing ideas and insights. Notice and respond sensitively to some similarities between</p>	<p>1.Year 2: Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>1.Year 2: Expressing ideas and insights. Notice and respond sensitively to some similarities between different religions and world views.</p> <p>1.Year 2: Expressing ideas and insights. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>3.Year 2: Knowledge and Understanding. Recognise some different symbols and actions, which express a community's way of life, appreciating some</p>	<p>2.Year 2: Expressing ideas and insights. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>2.Year 2: Gaining and deploying skills. Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</p> <p>1.Year 2: Expressing ideas and insights. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>1.Year 2: Knowledge and Understanding. Recall and name different beliefs and practices, including festivals, worship,</p>

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<p>Substantive Knowledge: I know...</p>	<p>-The story of Hanukkah. -What a miracle is. -Why Jews light candles</p>	<p>-What an Advent wreath is. -Why Christians think the Christmas story is</p>	<p>-Why many Buddhists clean their houses and settle arguments during Losar.</p>	<p>-Some words that are used at a wedding. -What a promise is. -Why people make</p>	<p>-Why Bilal became the first muezzin. -What the adhan is. How Yasmin prayed.</p>	<p>-What God is like. -What the story of Durga teach Hindus about good and evil.</p>

	<p>at Hanukkah.</p> <ul style="list-style-type: none"> -How the dreidel game is played. -The name of two Hanukkah traditions. -How to explain fairness and right or wrong. -Similarities and differences between Hanukkah and Christmas. 	<p>special.</p> <ul style="list-style-type: none"> -Why people give gifts at Christmas time. -How giving gifts make people feel. -What the word joy mean to me. -Which traditions remind Christians of the Christmas story. -Why people send Christmas cards. -What the different parts of the Christingle mean. -Why Christians call Jesus the light of the world. 	<ul style="list-style-type: none"> -What is important about a New Year's resolution. -What Tibetan prayer flags are. -Why the message on a flag is important. -What the offerings on the shrine at Losar represent. -How Cham dancing helps Tibetan Buddhists celebrate Losar. -The name of a celebration that is similar to Losar. 	<p>wedding promises.</p> <ul style="list-style-type: none"> -How to make a promise. -What you might see at a Sikh wedding. -Why people might choose to get married. -Know how to talk about the wedding in the storybook. -That all weddings are different. 	<ul style="list-style-type: none"> -Why a mosque a special place. -Why Fridays are a special day for Muslims. -How a mosque helps Muslims to worship together. -How people of other faiths worship together. -Which times are special to people you know. -Which times are special to you. 	<ul style="list-style-type: none"> -Why people dance and wear special clothes during Navratri. -What puja is. -How to describe two things you might find on a puja tray. -How some people use quiet time. -Who might help you when you are worried. -Why Hindus might see God as a mother.
Disciplinary Knowledge:	<ul style="list-style-type: none"> -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. -Notice and respond sensitively to some similarities between different religions and world views. -Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. 	<ul style="list-style-type: none"> -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. -Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. -Recall and name different beliefs and practices, including festivals, worship, 	<ul style="list-style-type: none"> -The future 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. -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 	<ul style="list-style-type: none"> -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. -Notice and respond sensitively to some similarities between different religions and world views. -Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, 	<ul style="list-style-type: none"> -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. -Notice and respond sensitively to some similarities between different religions and world views. -Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. 	<ul style="list-style-type: none"> -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. -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 ideas and opinions in

	<p>-Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>-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.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>rituals and ways of life, in order to find out about the meanings behind them.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>ideas and opinions in response using words, music, art or poetry.</p> <p>-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.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>music, art or poetry.</p> <p>-Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>-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.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	<p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>response using words, music, art or poetry.</p> <p>-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.</p> <p>-Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>
Experiences:	Lighting the candles	New Baby Visit	New Year Party	Marriage and Weddings	Friday Prayers	Growing seeds
Key Vocabulary:	dreidel, gelt, Hanukkah, kosher, latke, menorah, Shamash candle	Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy,	auspicious symbols, Cham dancing, chants, chemar bo, compassion,	aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration,	ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret,	dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra,

		message, nativity, prayers, stable, star, traditions, wreath	generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving-kindness, luck, Mahayana Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada Buddhism, Tibet, Tibetan, Tibetan prayer flags, torma	churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth Sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses	minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers	prasad, prayer, puja, puja thalis, sari
Significant historical people:	Judah Maccabee	Jesus Mary Joseph Angel Gabriel			Muhammad	mother goddess Durga Lakshmi (the goddess of good fortune and wealth) Saraswati (the goddess of wisdom).

SEATON ACADEMY