

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, Cooperation, 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 SEADEMY

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, torma

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 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
	Harvest; Sharing	Diva lamps; New	Special clothes; Story	Muhammad; The first	Gurdwara; Guru	Buddha; Sacred
National		beginnings; Diwali	of Esther; Purim	Muslim; Leadership	Granth Sahib; Naming	places; Memories and
Curriculum links:	1. Year 1. Expressing	traditions; Luck	customs; Gifts	,	ceremony; Families	remembering
(From the Agreed	ideas and insights: Ask	,		2.Year 1 Expressing	,,	
Syllabus)	and respond to	1.Year 1. Expressing	1.Year 1. Expressing	ideas and insights. Ask	1.Year 1 Expressing	2.Year 1 Expressing
	questions about what	ideas and insights. Ask	ideas and insights. Ask	and respond to	ideas and insights. Ask	ideas and insights. Asl
	individuals and	and respond to	and respond to	questions about what	and respond to	and respond to
	communities do, and	questions about what	questions about what	individuals and	questions about what	questions about what
	why, so that pupils can	individuals and	individuals and	communities do, and	individuals and	individuals and
	identify what	communities do, and	communities do, and	why, so that pupils can	communities do, and	communities do, and
	difference belonging to	why, so that pupils can	why, so that pupils can	identify what	why, so that pupils can	why, so that pupils ca
	a community might	identify what	identify what	difference belonging	identify what	identify what
	make.	difference belonging to	difference belonging	to a community might	difference belonging	difference belonging
		a community might	to a community might	make.	to a community might	to a community might
	2. Year 1: Gaining and	make.	make.		make.	make.
	deploying skills.			1.Year 1Gaining and		
	Explore questions	1.Year 1 Gaining and	1.Year 1. Gaining and	deploying skills.	1.Year 1 Gaining and	1.Year 1 Gaining and
	about belonging,	deploying skills.	deploying skills. Find	Explore questions	Deploying skills.	Deploying skills.
	meaning and truth so	Explore questions	out about questions of	about belonging,	Explore questions	Explore questions
	that they can express	about belonging,	right and wrong and	meaning and truth so	about belonging,	about belonging,
	ideas and opinions in	meaning and truth so	begin to express their	that they can express	meaning and truth so	meaning and truth so
	response using words,	that they can express	ideas and opinions in	ideas and opinions in	that they can express	that they can express
	music, art or poetry.	ideas and opinions in	response.	response using words,	ideas and opinions in	ideas and opinions in
	, , ,	response using words,		music, art or poetry.	response using words,	response using words
	3.Year1: Knowledge	music, art or poetry.	2.Year 1. Expressing	, , ,	music, art or poetry.	music, art or poetry.
	and Understanding.		ideas and insights.	1.Year 1 Gaining and	, , ,	
	Recall and name	1.Year 1. Gaining and	Observe and recount	deploying skills. Find	1.Year 1 Gaining and	1.Year 1 Expressing
	different beliefs and	deploying skills. Find	different ways of	out about and	Deploying Skills. Find	ideas and insights.
	practices, including	out about questions of	expressing identity	respond with ideas to	out about and respond	Observe and recount
	festivals, worship,	right and wrong and	and belonging,	examples of	with ideas to examples	different ways of
	rituals and ways of life,	begin to express their	responding sensitively	cooperation between	of cooperation	expressing identity
	in order to find out	ideas and opinions in	for themselves.	people who are	between people who	and belonging,
	about the meanings	response.		different.	are different.	responding sensitively
	behind them. 3.Year 1:		2.Year 1. Knowledge			for themselves.
	Knowledge and	1.Year 1. Expressing	and Understanding.	1.Year 1. Gaining and	1.Year 1 Expressing	
	understanding. Recog	ideas and insights.	Recognise some	deploying skills. Find	ideas and insights.	1.Year 1 Knowledge
	nise some different	Observe and recount	different symbols and	out about questions of	Observe and recount	and Understanding.

	1	1	<u> </u>	1		,
	symbols and actions,	different ways of	actions, which express	right and wrong and	different ways of	Recall and name
	which express a	expressing identity and	a community's way of	begin to express their	expressing identity	different beliefs and
	community's way of	belonging, responding	life, appreciating some	ideas and opinions in	and belonging,	practices, including
	life, appreciating some	sensitively for	similarities between	response.	responding sensitively	festivals, worship,
	similarities between	themselves.	communities.		for themselves.	rituals and ways of life,
	communities.			1.Year 1. Expressing		in order to find out
		3.Year 1. Knowledge	2.Year 1. Knowledge	ideas and insights.	1.Year1 Knowledge	about the meanings
	4. Year 1. Knowledge	and Understanding.	and	Notice and respond	and Understanding.	behind them.
	and Understanding.	Recall and name	understanding. Retell	sensitively to some	Recognise some	
	Retell and suggest	different beliefs and	and suggest meanings	similarities between	different symbols and	1.Year 1 Knowledge
	meanings to some	practices, including	to some religious and	different religions and	actions, which express	and Understanding.
	religious and moral	festivals, worship,	moral stories,	world views.	a community's way of	Recognise some
	stories, exploring and	rituals and ways of life,	exploring and		life, appreciating some	different symbols and
	discussing sacred	in order to find out	discussing sacred	1.Year1. Knowledge	similarities between	actions, which express
	writings and sources of	about the meanings	writings and sources	and Understanding.	communities.	a community's way of
	wisdom and	behind them.	of wisdom and	Retell and suggest		life, appreciating some
	recognising the		recognising the	meanings to some		similarities between
	traditions from which	1.Year 1: Knowledge	traditions from which	religious and moral		communities.
	they come.	and Understanding.	they come.	stories, exploring and		
	,	Recognise some	,	discussing sacred		1.Year 1 Knowledge
		different symbols and		writings and sources		and Understanding.
		actions, which express		of wisdom and		Retell and suggest
		a community's way of		recognising the		meanings to some
		life, appreciating some		traditions from which		religious and moral
		similarities between		they come.		stories, exploring and
		communities.		they come.		discussing sacred
						writings and sources
						of wisdom and
						recognising the
						traditions from which
						they come.
						they come.
	-Why Christians believe	-How to describe a	-What happened in	-Where Muhammad	-How a Sikh baby is	-Who is Buddha.
Substantive	that the world is a	mandir.	the story of Esther.	live 1400 years ago.	welcomed in the	-How Buddhists show
Knowledge:	special place.	-Why Hindus clean the	-Why special clothes	-Which parts of	Gurdwara.	that the tooth relic is
l	-Why Christians say	house during Diwali.	are worn at special	Muhammad's life	-How people of other	important to them.
I know	thank you at harvest	-Can retell the story of	times.	show Muslims that he	faiths and traditions	-Why Buddhists think
	time.	Rama and Sita.	-The name of three	was special.	welcome babies.	the tooth is important.
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	-Why Christians sing harvest hymnsWhat I am thankful forWhat a miracle isWhy it is important to share what you haveEveryone in the world will not eat the same foodHow churches celebrate harvest time.	-Why the story of Rama and Sita is important to HindusHow Hindus invite Lakshmi into their homes and WhyWhat luck isThe name of three traditions of DiwaliDiwali is similar to other festivals that we take part in.	things that Jewish people may do during PurimWhy people give gifts at PurimWhat a celebration isHow we make celebrations specialHow to describe a celebration you have been toWhy Jews might believe that God helped Esther in the story.	-How you show that you are honest and trustworthyWhy Muhammad's wife, Khadijah become the first MuslimHow people can be similar or different to each otherWhat makes a good leaderWho is special to meWhy it is important to respect other people's beliefs.	-How Sikh parents choose a name for their new babyWhy the Guru Granth Sahib is important to SikhsWhat is important to my familyWhat is important to a Sikh familyWhy many people respect older people and think they are wiseHow my life is the same or different to the life of our Sikh persona doll.	-What a Buddhist temple likeWhy some places are sacredWhich places are special to meWhy people from all religions and cultures want to remember special people, places and times.
Disciplinary Knowledge:	-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 makeRetell 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 comeRecall and name	-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 makeObserve and recount different ways of expressing identity and belonging, responding sensitively for themselvesExplore questions about belonging, meaning and truth so that they can express ideas and opinions in	-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 makeObserve and recount different ways of expressing identity and belonging, responding sensitively for themselvesFind out about questions of right and wrong and begin to express their ideas and opinions in	-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 makeNotice and respond sensitively to some similarities between different religions and world viewsExplore questions about belonging, meaning and truth so that they can express ideas and opinions in	-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 makeObserve and recount different ways of expressing identity and belonging, responding sensitively for themselvesExplore questions about belonging, meaning and truth so that they can express ideas and opinions in	-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 makeObserve and recount different ways of expressing identity and belonging, responding sensitively for themselvesExplore questions about belonging, meaning and truth so that they can express ideas and opinions in

	different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. -Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. -Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. -Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. -Recognise the importance of friendship and that there are different ways of making friends. Making Crumble	response using words, music, art or poetryFind out about questions of right and wrong and begin to express their ideas and opinions in responseRecall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind themRecognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	responseRecognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communitiesRetell 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.	response using words, music, art or poetryFind out about and respond with ideas to examples of cooperation between people who are differentFind out about questions of right and wrong and begin to express their ideas and opinions in responseRetell 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.	response using words, music, art or poetryFind out about and respond with ideas to examples of cooperation between people who are differentRecognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	response using words, music, art or poetryRecall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind themRecognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communitiesRetell 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.
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,	footsteps, mandir,	Ahasuerus, Mishloach	Mecca, Muhammad,	Granth Sahib, Kaur,	casket, celebration,
	miracle, share,	mehndi, murti, puja,	Manot, mitzvah,	prophet, Saudi Arabia,	Mool Mantra, Punjabi,	festival, memories,
	thankful, worship	rangoli	Mordecai, Purim	trustworthy	Sikh, Singh	mundras, offerings,
						perahera, procession,
		A		A		relic, religion, sacred,
						Sri Lanka, statues,
						stupa, temple
	Jesus	Rama	Esther	Muhammad		Buddha
Significant		Sita	Haman	Allah		Prince Sidarther
historical person:		Lakshmi	King Ahasuerus,			
			Mordecai			





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

	1.Year 2: Knowledge	actions, which express	rituals and ways of	different religions and	similarities between	rituals and ways of life,
	and Understanding.	a community's way of	life, in order to find	world views.	communities.	in order to find out
	Recall and name	life, appreciating some	out about the			about the meanings
	different beliefs and	similarities between	meanings behind	1.Year 2: Knowledge	1.Year 2: Knowledge	behind them.
	practices, including	communities.	them.	and Understanding.	and Understanding.	
	festivals, worship,			Recall and name	Retell and suggest	1.Year 2: Knowledge
	rituals and ways of life,	1.Year 2: Knowledge	1.Year 2: Knowledge	different beliefs and	meanings to some	and Understanding.
	in order to find out	and Understanding.	and Understanding.	practices, including	religious and moral	Recognise some
	about the meanings	Retell and suggest	Recognise some	festivals, worship,	stories, exploring and	different symbols and
	behind them.	meanings to some	different symbols and	rituals and ways of	discussing sacred	actions, which express
		religious and moral	actions, which express	life, in order to find	writings and sources	a community's way of
	1.Year 2: Knowledge	stories, exploring and	a community's way of	out about the	of wisdom and	life, appreciating some
	and Understanding.	discussing sacred	life, appreciating some	meanings behind	recognising the	similarities between
	Recognise some	writings and sources of	similarities between	them.	traditions from which	communities.
	different symbols and	wisdom and	communities.		they come.	
	actions, which express	recognising the		2.Year 2: Knowledge		1.Year 2: Knowledge
	a community's way of	traditions from which	1.Year 2: Knowledge	and Understanding.		and Understanding.
	life, appreciating some	they come.	and Understanding.	Recognise some		Retell and suggest
	similarities between		Retell and suggest	different symbols and		meanings to some
	communities.		meanings to some	actions, which express		religious and moral
			religious and moral	a community's way of		stories, exploring and
	2.Year 2 Knowledge		stories, exploring and	life, appreciating some		discussing sacred
	and Understanding.		discussing sacred	similarities between		writings and sources of
	Retell and suggest		writings and sources	communities.		wisdom and
	meanings to some		of wisdom and			recognising the
	religious and moral		recognising the			traditions from which
	stories, exploring and		traditions from which			they come.
	discussing sacred		they come.			
	writings and sources of					
	wisdom and					
	recognising the					
	traditions from which					
	they come.					
	-The story of	-What an Advent	-Why many Buddhists	-Some words that are	-Why Bilal became the	-What God is like.
Substantive	Hanukkah.	wreath is.	clean their houses and	used at a wedding.	first muezzin.	-What the story of
Knowledge:	-What a miracle is.	-Why Christians think	settle arguments	-What a promise is.	-What the adhan is.	Durga teach Hindus
I know	-Why Jews light candles	the Christmas story is	during Losar.	-Why people make	How Yasmin prayed.	about good and evil.

			A			
	at Hanukkah.	special.	-What is important	wedding promises.	-Why a mosque a	-Why people dance
	-How the dreidel game	-Why people give gifts	about a New Year's	-How to make a	special place.	and wear special
	is played.	at Christmas time.	resolution.	promise.	-Why Fridays are a	clothes during
	-The name of two	-How giving gifts make	-What Tibetan prayer	-What you might see	special day for	Navratri.
	Hanukkah traditions.	people feel.	flags are.	at a Sikh wedding.	Muslims.	-What puja is.
	-How to explain	-What the word joy	-Why the message on	-Why people might	-How a mosque helps	-How to describe two
	fairness and right or	mean to me.	a flag is important.	choose to get married.	Muslims to worship	things you might find
	wrong.	-Which traditions	-What the offerings on	-Know how to talk	together.	on a puja tray.
	-Similarities and	remind Christians of	the shrine at Losar	about the wedding in	-How people of other	-How some people use
	differences between	the Christmas story.	represent.	the storybook.	faiths worship	quiet time.
	Hanukkah and	-Why people send	-How Cham dancing	-That all weddings are	together.	-Who might help you
	Christmas.	Christmas cards.	helps Tibetan	different.	-Which times are	when you are worried.
		-What the different	Buddhists celebrate		special to people you	-Why Hindus might see
		parts of the Christingle	Losar.		know.	God as a mother.
		mean.	-The name of a		-Which times are	
		-Why Christians call	celebration that is		special to you.	
		Jesus the light of the	similar to Losar.			
		world.				
	-Ask and respond to	-Ask and respond to	-The future	-Ask and respond to	-Ask and respond to	-Ask and respond to
Disciplinary	questions about what	questions about what	Ask and respond to	questions about what	questions about what	questions about what
Knowledge:	individuals and	individuals and	questions about what	individuals and	individuals and	individuals and
	communities do, and	communities do, and	individuals and	communities do, and	communities do, and	communities do, and
	why, so that pupils can	why, so that pupils can	communities do, and	why, so that pupils can	why, so that pupils can	why, so that pupils can
	identify what	identify what	why, so that pupils can	identify what	identify what	identify what
	difference belonging to	difference belonging to	identify what	difference belonging	difference belonging	difference belonging
	a community might	a community might	difference belonging	to a community might	to a community might	to a community might
	make.	make.	to a community might	make.	make.	make.
	-Notice and respond	-Explore questions	make.	-Notice and respond	-Notice and respond	-Observe and recount
	sensitively to some	about belonging,	-Observe and recount	sensitively to some	sensitively to some	different ways of
	similarities between	meaning and truth so	different ways of	similarities between	similarities between	expressing identity and
	different religions and	that they can express	expressing identity	different religions and	different religions and	belonging, responding
	world views.	ideas and opinions in	and belonging,	world views.	world views.	sensitively for
	-Observe and recount	response using words,	responding sensitively	-Explore questions	-Observe and recount	themselves.
	different ways of	music, art or poetry.	for themselves.	about belonging,	different ways of	-Explore questions
	expressing identity and	-Recall and name	-Explore questions	meaning and truth so	expressing identity	about belonging,
	belonging, responding	different beliefs and	about belonging,	that they can express	and belonging,	meaning and truth so
	sensitively for	practices, including	meaning and truth so	ideas and opinions in	responding sensitively	that they can express
	themselves.	festivals, worship,	that they can express	response using words,	for themselves.	ideas and opinions in

	-Find out about	rituals and ways of life,	ideas and opinions in	music, art or poetry.	-Recognise some	response using words,
	questions of right and	in order to find out	response using words,	-Find out about and	different symbols and	music, art or poetry.
	'				•	-Recall and name
	wrong and begin to	about the meanings behind them.	music, art or poetryRecall and name	respond with ideas to	actions, which express	different beliefs and
	express their ideas and			examples of	a community's way of	
	opinions in response.	-Recognise some	different beliefs and	cooperation between	life, appreciating some	practices, including
	-Recall and name	different symbols and	practices, including	people who are	similarities between	festivals, worship,
	different beliefs and	actions, which express	festivals, worship,	different.	communities.	rituals and ways of life,
	practices, including	a community's way of	rituals and ways of	-Recall and name	-Retell and suggest	in order to find out
	festivals, worship,	life, appreciating some	life, in order to find	different beliefs and	meanings to some	about the meanings
	rituals and ways of life,	similarities between	out about the	practices, including	religious and moral	behind them.
	in order to find out	communities.	meanings behind	festivals, worship,	stories, exploring and	-Recognise some
	about the meanings	-Retell and suggest	them.	rituals and ways of	discussing sacred	different symbols and
	behind them.	meanings to some	-Recognise some	life, in order to find	writings and sources	actions, which express
	-Recognise some	religious and moral	different symbols and	out about the	of wisdom and	a community's way of
	different symbols and	stories, exploring and	actions, which express	meanings behind	recognising the	life, appreciating some
	actions, which express	discussing sacred	a community's way of	them.	traditions from which	similarities between
	a community's way of	writings and sources of	life, appreciating some	-Recognise some	they come.	communities.
	life, appreciating some	wisdom and	similarities between	different symbols and		-Retell and suggest
	similarities between	recognising the	communities.	actions, which express		meanings to some
	communities.	traditions from which	-Retell and suggest	a community's way of		religious and moral
	-Retell and suggest	they come.	meanings to some	life, appreciating some		stories, exploring and
	meanings to some		religious and moral	similarities between		discussing sacred
	religious and moral		stories, exploring and	communities.		writings and sources of
	stories, exploring and		discussing sacred			wisdom and
	discussing sacred		writings and sources			recognising the
	writings and sources of		of wisdom and			traditions from which
	wisdom and		recognising the			they come.
	recognising the		traditions from which			they come.
	traditions from which					
			they come.			
	they come.					
	Lighting the candles	New Baby Visit	New Year Party	Marriage and	Friday Prayers	Growing seeds
Experiences:				Weddings		
	dreidel, gelt,	Advent, angel, candle,	auspicious symbols,	aisle, Anand Karaj,	ablutions area, adhan,	dandiya, diva lamp,
Key Vocabulary:	Hanukkiah, kosher,	card, carol, celebration,	Cham dancing, chants,	best man, bhangra,	dome, headscarf,	fast, garba, God,
•	latke, menorah,	Christian, Christingle,	chemar bo,	bride, bridesmaid,	Imam, Jumu'ah,	goddesses, gods, Kum
	Shamash candle	gift, Jesus, joy,	compassion,	cake, celebration,	mihrab, minaret,	Kum powder, mantra,
	S.Idilidsii Galidic	B , 30343, 30 y ,	2011104331011,	cane, cerebration,	ii ab, iiiiiai ct,	Ram powder, manua,

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

SEATON SEADEMY