

| RELIGIOUS EDUCATION – Cycle A | | | |
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| Subject | Key vocab. | Declarative knowledge | Procedural knowledge |
| Autumn 1 (A) Phase: EYFS | Jesus Moses | <u>Special People: What makes people special? (Christianity and Judaism)</u> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know which people are special to me. [Personal, Social and Emotional Development: Building Relationships] I know why people are special to me. [Personal, Social and Emotional Development: Building Relationships] I know that Jesus is special in the eyes of Christians. [Understanding the World: People, Culture and Communities] | <u>Special People: What makes people special? (Christianity and Judaism)</u> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced using a wide range of vocabulary. [Understanding the World: People, Culture and Communities] I can explain why people are special to me. [Personal, Social and Emotional Development: Building Relationships] I can talk about who Jesus is and why he is special. [Understanding the World: People, Culture and Communities] |
| Autumn 2 (A) Phase: EYFS | Mary Joseph Frankincense Myrrh Gold | <u>Christmas: What is Christmas? (Christianity)</u> <ul style="list-style-type: none"> I know about the importance of giving. [Personal, Social and Emotional Development: Building Relationships] I know the importance of saying thankyou. [Personal, Social and Emotional Development: Building Relationships] I know that Jesus is special in the eyes of Christians. [Understanding the World: People, Culture and Communities] I know that some jobs are important and come with responsibility. [Personal, Social and Emotional Development: Managing Self] | <u>Christmas: What is Christmas? (Christianity)</u> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can explain why people are special to me. [Personal, Social and Emotional Development: Building Relationships] I can retell the Christmas story. [Understanding the World: People, Culture and Communities] |
| Spring 1 (A) Phase: EYFS | Nowruz Holi Vishnu | <u>Celebrations: How do People Celebrate? (Hinduism)</u> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know why some people celebrate New Year. [Understanding the World: People, Culture and Communities] I know some stories from different countries linked to New Year/New Beginning celebrations. [Understanding the World: People, Culture and Communities] | <u>Celebrations: How do People Celebrate? (Hinduism)</u> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] |
| Spring 2 (A) Phase: EYFS | Jesus Palm Sunday The Last Supper Cross Tomb | <u>Easter: What is Easter? (Christianity)</u> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know some of the Christian symbols for Easter. [Understanding the World: People, Culture and Communities] I know that Christians believe in life after death. [Understanding the World: People, Culture and Communities] I know that changes happen around Easter time (spring). [Understanding the World: The Natural World] | <u>Easter: What is Easter? (Christianity)</u> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can identify changes at Easter time that show new life. [Understanding the World: The Natural World] |

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| Summer 1 (A) Phase: EYFS | Parable Allah Brahim Sadhana Guru Nanak | <p><u>Stories: What can we learn from stories? (Christianity, Islam, Sikhism, Hinduism)</u></p> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know that we can learn from religious and cultural stories. [Understanding the World: People, Culture and Communities] | <p><u>Stories: What can we learn from stories? (Christianity, Islam, Sikhism, Hinduism)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can enjoy listening to longer stories and can remember much of what happens. [Literacy: Comprehension] |
| Summer 2 (A) Phase: EYFS | Church Font Altar Lectern Mosque Minaret Musalla Mihrab Minbar Qur'an Synagogue Ark Torah Prayer Shawls Kippah | <p><u>Special Places: What makes places special? (Christianity, Islam, Judaism)</u></p> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know somewhere that is special to me. [Personal, Social and Emotional Development: Building Relationships] I know where special ceremonies take place in different religions. [Understanding the World: People, Culture and Communities] | <p><u>Special Places: What makes places special? (Christianity, Islam, Judaism)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can say why somewhere is special to me. [Personal, Social and Emotional Development: Building Relationships] |
| Autumn 1 (A) Phase: Y1/2 | Samaritan Parable | <p><u>What did Jesus teach? Is it possible to be kind all of the time? (Christianity)</u></p> <ul style="list-style-type: none"> I know the difference between being kind and unkind to others. I know a story from the Bible that shows Jesus being kind to others. | <p><u>What did Jesus teach? Is it possible to be kind all of the time? (Christianity)</u></p> <ul style="list-style-type: none"> I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason. |
| Autumn 2 (A) Phase: Y1/2 | Advent Mary Joseph Frankincense Myrrh | <p><u>Christmas - Jesus as a gift from God: Why do Christians believe God gave Jesus to the World? (Christianity)</u></p> <ul style="list-style-type: none"> I know how to solve problems by caring. I know the main events from the Christmas story. I know that Christians believe that Jesus was a gift from God. | <p><u>Christmas - Jesus as a gift from God: Why do Christians believe God gave Jesus to the World? (Christianity)</u></p> <ul style="list-style-type: none"> I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world. |
| Spring 1 (A) Phase: Y1/2 | Salah Allah Qur'an Makkah Ka'bah | <p><u>Prayer at home: Does praying at regular intervals help a Muslim in his/her everyday life? (Islam)</u></p> <ul style="list-style-type: none"> I know that I have to adapt to be able to meet a target. I know how Muslim people pray. I know that Muslim people pray five times a day. I know that praying five times a day can be helpful. | <p><u>Prayer at home: Does praying at regular intervals help a Muslim in his/her everyday life? (Islam)</u></p> <ul style="list-style-type: none"> I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others. |
| Spring 2 (A) Phase: Y1/2 | Easter Egg Hot Cross Bun Resurrection | <p><u>Easter – Resurrection: How important is it to Christians that Jesus came back to life after his crucifixion?</u></p> <ul style="list-style-type: none"> I know different ways that people can remember those close to them. I know the main events from the story of Easter Sunday. I know that people have different opinions about what happened to Jesus after he died. | <p><u>Easter – Resurrection: How important is it to Christians that Jesus came back to life after his crucifixion?</u></p> <ul style="list-style-type: none"> I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. |

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| Summer 1 (A) Phase: Y1/2 | Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer Mats Hajj | <u>Community and Belonging: Does going to a mosque give Muslims a sense of belonging? (Islam)</u> <ul style="list-style-type: none"> I know about different places where I feel like I belong. I know what happens when Muslim people pray alone. I know what happens when Muslim people play at the mosque. I know that Muslim people feel a sense of belonging when they pray or when they are with other Muslim people. | <u>Community and Belonging: Does going to a mosque give Muslims a sense of belonging? (Islam)</u> <ul style="list-style-type: none"> I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. |
| Summer 2 (A) Phase: Y1/2 | Hajj Hajj Robes Makkah/Mecca Qur'an Grand Mosque Mount Arafat Five Pillars Pilgrimage | <u>Hajj: Does completing Hajj make a person a better Muslim? (Islam)</u> <ul style="list-style-type: none"> I know that some journeys can be special. I know some of the important events that happen during Hajj. I know why these events are important to Muslim people. I know Hajj is important to Muslim people. | <u>Hajj: Does completing Hajj make a person a better Muslim? (Islam)</u> <ul style="list-style-type: none"> I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim. |
| Autumn 1 (A) Phase: Y3/4 | Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara | <u>Buddha's teachings: Is it possible for everyone to be happy? (Buddhism)</u> <ul style="list-style-type: none"> I know why some people think it is difficult to be happy all the time. I know what being happy means to Buddhists. | <u>Buddha's teachings: Is it possible for everyone to be happy? (Buddhism)</u> <ul style="list-style-type: none"> I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists. |
| Autumn 2 (A) Phase: Y3/4 | Frankincense Myrrh Christingle Advent Mary Joseph Frankincense Myrrh | <u>Christmas: What is the most significant parts of the Christmas story for Christians today? (Christianity)</u> <ul style="list-style-type: none"> I know the significance of some Christian Christmas symbols. I know what Christmas means to Christians. | <u>Christmas: What is the most significant parts of the Christmas story for Christians today? (Christianity)</u> <ul style="list-style-type: none"> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. |
| Spring 1 (A) Phase: Y3/4 | Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara | <u>The 8 fold path: Can Buddha's teachings make the world a better place? (Buddhism)</u> <ul style="list-style-type: none"> I know how people can help to solve problems in the world. I know what Buddhists learn from their stories. | <u>The 8 fold path: Can Buddha's teachings make the world a better place? (Buddhism)</u> <ul style="list-style-type: none"> I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place. |
| Spring 2 (A) Phase: Y3/4 | The Lord's Prayer The Last Supper Peter Easter Egg Hot Cross Bun Resurrection Jesus Palm Sunday Cross Tomb | <u>Is forgiveness always possible for Christians (Christianity)</u> <ul style="list-style-type: none"> I know how to show forgiveness. I know that Christians believe God can help them to forgive. | <u>Is forgiveness always possible for Christians (Christianity)</u> <ul style="list-style-type: none"> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness. |
| Summer 1 (A) Phase: Y3/4 | Buddha The 8 Fold Path Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara | <u>What is the best way for a Buddhist to lead a good life? (Buddhism)</u> <ul style="list-style-type: none"> I know about Buddha's teachings and the 8-fold path. I know some of the challenges when trying to make good choices. | <u>What is the best way for a Buddhist to lead a good life? (Buddhism)</u> <ul style="list-style-type: none"> I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I am trying to make good choices and which aspect might be the most important to Buddhists. |

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| <p>Summer 2 (A) Phase: Y3/4</p> | <p>Church Baptism John the Baptist Eucharist/Holy Communion</p> | <p><u>Do people need to go to church to show they are Christians? (Christianity)</u></p> <ul style="list-style-type: none"> • I know of a place that is special to me. • I know that churches are special places to Christians. | <p><u>Do people need to go to church to show they are Christians? (Christianity)</u></p> <ul style="list-style-type: none"> • I can explain some of the feelings my special place gives me and suggest why that is. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. • I can start to understand the impact a Christian's special place has on him/her. |
| <p>Autumn 1 (A) Phase: Y5/6</p> | <p>Five Pillars Zakah Sawm Qur'an Hajj Mosque Minaret Musalla Mihrab Minbar Wudu Prayer Mats Hajj Hajj Robes Makkah/Mecca Grand Mosque Mount Arafat Pilgrimage</p> | <p><u>What is the best way for a Muslim to show commitment to God? (Islam)</u></p> <ul style="list-style-type: none"> • I know why people show commitment in different ways. • I know the different ways Muslims show their commitment to God and its' significance. | <p><u>What is the best way for a Muslim to show commitment to God? (Islam)</u></p> <ul style="list-style-type: none"> • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • I can think of some ways of showing commitment to God that would be better than others for Muslims. |
| <p>Autumn 2 (A) Phase: Y5/6</p> | <p>Incarnation Crib Carols Frankincense Myrrh Christingle Advent Mary Joseph Frankincense Myrrh</p> | <p><u>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</u></p> <ul style="list-style-type: none"> • I know how some celebrations are linked to Christmas. • I know who Jesus was born and why he was born. • I know the celebrations that link to Jesus. | <p><u>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</u></p> <ul style="list-style-type: none"> • I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. • I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. • I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus. |
| <p>Spring 1 (A) Phase: Y5/6</p> | <p>Agape Ten Commandments Eternal</p> | <p><u>Is anything ever eternal? (Christianity)</u></p> <ul style="list-style-type: none"> • I know the meaning of eternal. • I know that Christians have views and beliefs on whether anything is eternal. • I know that people have differing opinions on whether anything is eternal. | <p><u>Is anything ever eternal? (Christianity)</u></p> <ul style="list-style-type: none"> • I can express the feelings I have when I think about situations or things I would like to last forever. • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • I can reflect on my own beliefs about whether anything is eternal. |
| <p>Spring 2 (A) Phase: Y5/6</p> | <p>Holy Week Pilate Herod Mount of Olives Garden Gethsemane Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maunder Thursday Good Friday Disciples Judas</p> | <p><u>Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity)</u></p> <ul style="list-style-type: none"> • I know that people can influence in me in different ways. • I know there are different viewpoints on whether Christianity is a strong religion today. | <p><u>Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity)</u></p> <ul style="list-style-type: none"> • I can explain how the influence people have had on me has affected what I see as important. • I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • I can give my opinion as to whether Christianity is a strong religion now and say why I think this. |

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| <p>Summer 1 (A) Phase: Y5/6</p> | <p>Akhirah Mohammad Qu'ran Five Pillars Jihad Unmah</p> | <p><u>Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam)</u></p> <ul style="list-style-type: none"> • I know my choices can have consequences. • I know how Muslims beliefs influence them to lead good lives. • I know people can be motivated in different ways to lead good lives. | <p><u>Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam)</u></p> <ul style="list-style-type: none"> • I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. |
| <p>Summer 2 (A) Phase: Y5/6</p> | <p>Akhirah Muhammad Qu'ran Five Pillars Jihad Unmah</p> | <p><u>Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam) (Continued from Summer 1)</u></p> <ul style="list-style-type: none"> • I know my choices can have consequences. • I know how Muslims beliefs influence them to lead good lives. • I know people can be motivated in different ways to lead good lives. | <p><u>Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam) (Continued from Summer 1)</u></p> <ul style="list-style-type: none"> • I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. |

| RELIGIOUS EDUCATION – Cycle B | | | |
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| Subject | Key vocab. | Declarative knowledge | Procedural knowledge |
| Autumn 1 (B) Phase: EYFS | Jesus Moses | <p><u>Special People: What makes people special? (Christianity and Judaism)</u></p> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know which people are special to me. [Personal, Social and Emotional Development: Building Relationships] I know why people are special to me. [Personal, Social and Emotional Development: Building Relationships] I know that Jesus is special in the eyes of Christians. [Understanding the World: People, Culture and Communities] | <p><u>Special People: What makes people special? (Christianity and Judaism)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced using a wide range of vocabulary. [Personal, Social and Emotional Development: Building Relationships] I can explain why people are special to me. [Personal, Social and Emotional Development: Building Relationships] I can talk about who Jesus is and why he is special. [Understanding the World: People, Culture and Communities] |
| Autumn 2 (B) Phase: EYFS | Mary Joseph Frankincense Myrrh | <p><u>Christmas: What is Christmas? (Christianity)</u></p> <p><u>I know that there are different countries in the world (UTW)</u></p> <ul style="list-style-type: none"> I know about the importance of giving. [Personal, Social and Emotional Development: Building Relationships] I know the importance of saying thankyou. [Personal, Social and Emotional Development: Building Relationships] I know that Jesus is special in the eyes of Christians. [Understanding the World: People, Culture and Communities] I know that some jobs are important and come with responsibility. [Personal, Social and Emotional Development: Managing Self] | <p><u>Christmas: What is Christmas? (Christianity)</u></p> <p><u>I know that there are different countries in the world (UTW)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can explain why people are special to me. I can retell the Christmas story. [Understanding the World: People, Culture and Communities] |
| Spring 1 (B) Phase: EYFS | Nowruz Holi Vishnu | <p><u>Celebrations: How do People Celebrate? (Hinduism)</u></p> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know why some people celebrate New Year. [Understanding the World: People, Culture and Communities] I know some stories from different countries linked to New Year/New Beginning celebrations. [Understanding the World: People, Culture and Communities] | <p><u>Celebrations: How do People Celebrate? (Hinduism)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] |
| Spring 2 (B) Phase: EYFS | Jesus Palm Sunday The Last Supper Cross Tomb | <p><u>Easter: What is Easter? (Christianity)</u></p> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know some of the Christian symbols for Easter. [Understanding the World: People, Culture and Communities] I know that Christians believe in life after death. [Understanding the World: People, Culture and Communities] I know that changes happen around Easter time (spring). [Understanding the World: The Natural World] | <p><u>Easter: What is Easter? (Christianity)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can identify changes at Easter time that show new life. [Understanding the World: The Natural World] |
| Summer 1 (B) Phase: EYFS | Parable Allah Brahim Sadhana Guru Nanak | <p><u>Stories: What can we learn from stories? (Christianity, Islam, Sikhism, Hinduism)</u></p> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know that we can learn from religious and cultural stories. [Understanding the World: People, Culture and Communities] | <p><u>Stories: What can we learn from stories? (Christianity, Islam, Sikhism, Hinduism)</u></p> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] |

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| | | | <ul style="list-style-type: none"> I can enjoy listening to longer stories and can remember much of what happens. [Literacy: Comprehension] |
| Summer 2 (B) Phase: EYFS | Church Font Altar Lectern Mosque Minaret Musalla Mihrab Minbar Qur'an Synagogue Ark Torah Prayer Shawls Kippah | <u>Special Places: What makes places special? (Christianity, Islam, Judaism)</u> <ul style="list-style-type: none"> I know that there are different countries and cultures in the world. [Understanding the World: People, Culture and Communities] I know somewhere that is special to me. [Personal, Social and Emotional Development: Building Relationships] I know where special ceremonies take place in different religions. [Understanding the World: People, Culture and Communities] | <u>Special Places: What makes places special? (Christianity, Islam, Judaism)</u> <ul style="list-style-type: none"> I can begin to understand my own life story. [Personal, Social and Emotional Development: Building Relationships] I can begin to develop positive attitudes about differences between people. [Personal, Social and Emotional Development: Building Relationships] I can talk about differences I have seen or experienced. [Personal, Social and Emotional Development: Building Relationships] I can say why somewhere is special to me. [Personal, Social and Emotional Development: Building Relationships] |
| Autumn 1 (B) Phase: Y1/2 | Creation Story Adam Eve | <u>Creation Story: Does God want Christians to look after the world? (Christianity)</u> <ul style="list-style-type: none"> I know that making something can make me feel accomplished. I know the Christian creation story. | <u>Creation Story: Does God want Christians to look after the world? (Christianity)</u> <ul style="list-style-type: none"> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. |
| Autumn 2 (B) Phase: Y1/2 | Mary Joseph Frankincense Myrrh | <u>Christmas: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Christianity)</u> <ul style="list-style-type: none"> I know that some gifts are special. I know the main events from the Christmas story. I know what kinds of gifts Jesus would have liked. | <u>Christmas: What gifts might Christians in my town have given Jesus if he had been born her rather than in Bethlehem? (Christianity)</u> <ul style="list-style-type: none"> I can talk about a gift that is special to me. I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. |
| Spring 1 (B) Phase: Y1/2 | Zacchaeus Mary, Martha and Lazarus | <u>Jesus as a friend: Was it always easy for Jesus to show friendship?</u> <ul style="list-style-type: none"> I know why my friends are special to me. I know a story from the Bible that shows an example of Jesus being a good friend. I know how Jesus tried to be a good friend. | <u>Jesus as a friend: Was it always easy for Jesus to show friendship?</u> <ul style="list-style-type: none"> I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. |
| Spring 2 (B) Phase: Y1/2 | Palm Sunday Palm Cross Jesus The Last Supper Cross Tomb | <u>Easter- Palm Sunday: Why was Jesus welcomed like a king or a celebrity on Palm Sunday?</u> <ul style="list-style-type: none"> I know why some people are greeted in a special way. I know the main events from the Easter story. I know what the palm leaf represents in the Easter story. I know why Jesus is special to Christians. | <u>Easter- Palm Sunday: Why was Jesus welcomed like a king or a celebrity on Palm Sunday?</u> <ul style="list-style-type: none"> I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. |
| Summer 1 (B) Phase: Y1/2 | Shabbat Challah | <u>Shabbat: Is Shabbat important to Jewish children? (Judaism)</u> <ul style="list-style-type: none"> I know some of the objects that are special to Jewish people during Shabbat. I know why these objects are special. | <u>Shabbat: Is Shabbat important to Jewish children? (Judaism)</u> <ul style="list-style-type: none"> I can tell you which is my favourite day of the week. I can talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour. |
| Summer 2 (B) Phase: Y1/2 | Rosh Hashanah Yom Kippur Shofar Shabbat Challah | <u>Rosh Hashanah and Yom Kippur: Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)</u> <ul style="list-style-type: none"> I know why saying sorry is important. I know that I need to explain why I am sorry. I know that Rosh Hashanah is the Jewish New Year celebration. I know that Yom Kippur is a time of reflection and a time to say sorry. | <u>Rosh Hashanah and Yom Kippur: Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)</u> <ul style="list-style-type: none"> I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish person. |

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| Autumn 1 (B) Phase: Y3/4 | Guru Amrit Khasla Karah Prashad 5k's Kirpan Kesh Kara Kangha Kachera Khanda | <u>The Amrit Ceremony and the Khalsa: Does joining the Khalsa make a better Sikh? (Sikhism)</u> <ul style="list-style-type: none"> I know the meaning of some initiation ceremonies. I know some of the key parts of an Amrit ceremony. I know some of the benefits of joining a group. | <u>The Amrit Ceremony and the Khalsa: Does joining the Khalsa make a better Sikh? (Sikhism)</u> <ul style="list-style-type: none"> I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa. |
| Autumn 2 (B) Phase: Y3/4 | Advent Incarnation Mary Joseph Frankincense Myrrh | <u>Has Christmas lost its true meaning? (Christianity)</u> <ul style="list-style-type: none"> I know that Christians believe Jesus was given to the world by God. I know the significance of Christmas to Christians. | <u>Has Christmas lost its true meaning? (Christianity)</u> <ul style="list-style-type: none"> I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me. |
| Spring 1 (B) Phase: Y3/4 | Miracle | <u>Jesus' Miracles: Could Jesus heal people? Were these miracles or is there some other explanation? (Christianity)</u> <ul style="list-style-type: none"> I know what a miracle is. I know Christian beliefs about Jesus' healing miracles. I know that I can have my own thoughts and beliefs. | <u>Jesus' Miracles: Could Jesus heal people?</u> <ul style="list-style-type: none"> I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. |
| Spring 2 (B) Phase: Y3/4 | Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas | <u>Easter – Forgiveness: What is 'good' about Good Friday?</u> <ul style="list-style-type: none"> I know it is important to help others when we can. I know why Jesus' death was significant in Christianity. I know that I can have my own thoughts and beliefs. | <u>Easter – Forgiveness: What is 'good' about Good Friday?</u> <ul style="list-style-type: none"> I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. |
| Summer 1 (B) Phase: Y3/4 | Guru Vaisakhi Festival Gurdwara Divali Guru Hargobind Guru Granth Sahib Langar Karah Parshad | <u>Sharing and Community: Do Sikhs think it is important to share?</u> <ul style="list-style-type: none"> I know the importance of sharing. I know the importance of sharing in the Sikh religion. | <u>Sharing and Community: Do Sikhs think it is important to share?</u> <ul style="list-style-type: none"> I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs. |
| Summer 2 (B) Phase: Y3/4 | Guru Amrit Khasla Karah Prashad 5k's Kirpan Kesh Kara Kangha Kachera Khanda Guru Granth Sahib Mool Mantar | <u>Prayer and Worship: What is the best way for a Sikh to show commitment to God?</u> <ul style="list-style-type: none"> I know what commitment takes. I know ways in which Sikhs show commitment to God. | <u>Prayer and Worship: What is the best way for a Sikh to show commitment to God?</u> <ul style="list-style-type: none"> I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs. |
| Autumn 1 (B) Phase: Y5/6 | Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma | <u>Prayer and Worship: What is the best way for a Hindu to show commitment to God?</u> <ul style="list-style-type: none"> I know why people show commitment in different ways. I know the different ways Hindus show their commitment to God and its significance. | <u>Prayer and Worship: What is the best way for a Hindu to show commitment to God?</u> <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God. |

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| <p>Autumn 2 (B) Phase: Y5/6</p> | <p>Advent Incarnation Mary Joseph Frankincense Myrrh</p> | <p><u>Christmas: Is Christmas a true story?</u></p> <ul style="list-style-type: none"> I know the different kinds variations of 'truth'. I know that Jesus was the human incarnation of God. I know two variations of the Christmas story. | <p><u>Christmas: Is Christmas a true story?</u></p> <ul style="list-style-type: none"> I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. |
| <p>Spring 1 (B) Phase: Y5/6</p> | <p>Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Atman Krishna Avatar Chadogya Upanishad</p> | <p><u>Hindu Beliefs: How can Brahman be everywhere and in everything?</u></p> <ul style="list-style-type: none"> I know what my Atman is and how it is present through all parts of my life. I know some of the Hindu Gods and what they depict. I know how Hindus are taught to treat the Earth. I know about key Hindu beliefs. | <p><u>Hindu Beliefs: How can Brahman be everywhere and in everything?</u></p> <ul style="list-style-type: none"> I can describe some of the characteristics that make me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/cannot be in everything. |
| <p>Spring 2 (B) Phase: Y5/6</p> | <p>Holy Week Pilate Herod Mount of Olives Garden Gethsemane Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas</p> | <p><u>Easter: How significant is it for Christians to believe God intended Jesus to die?</u></p> <ul style="list-style-type: none"> I know that some people may feel a stronger sense of purpose than others. I know what God's intention was for Jesus. I know how to express my opinion about Jesus's crucifixion. | <p><u>Easter: How significant is it for Christians to believe God intended Jesus to die?</u></p> <ul style="list-style-type: none"> I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose. |
| <p>Summer 1 (B) Phase: Y5/6</p> | <p>Karma Samsara Moksha Bhagavad Gita Upanishads Atman Sadhu</p> | <p><u>Beliefs and Moral Values: Do beliefs in Karma, Samasara and Moksha help Hindus lead good lives?</u></p> <ul style="list-style-type: none"> I know the differences and similarities between Hindu and Christian beliefs relating to life after death. I know how beliefs can influence a faith member's life. I know how to express my opinions respectfully about another person's beliefs. | <p><u>Beliefs and Moral Values: Do beliefs in Karma, Samasara and Moksha help Hindus lead good lives?</u></p> <ul style="list-style-type: none"> I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not. |
| <p>Summer 2 (B) Phase: Y5/6</p> | <p>Ten Commandments Confirmation Lord's Prayer</p> | <p><u>Beliefs and Practices: What is the best way for a Christian to show commitment to God?</u></p> <ul style="list-style-type: none"> I know different ways people can show commitment. I know the different ways Christians show their commitment to God and its' significance. | <p><u>Beliefs and Practices: What is the best way for a Christian to show commitment to God?</u></p> <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians. |