

Religious Education – Cycle A

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	<ul style="list-style-type: none"> harvest celebrate food feast 	<u>Dinosaurs</u> <ul style="list-style-type: none"> I know what Harvest Festival celebrates. I know the Nativity story. <i>[People & Communities: ELG]</i> 	<u>Dinosaurs</u> <ul style="list-style-type: none"> I can talk about how people show thanks for the food they have during Harvest Festival. I can tell the Nativity story in sequence. I can include key points in religious stories.
Autumn 2 (A) Phase: EYFS	<ul style="list-style-type: none"> Muslim Diwali festival Rama Sita Ravana 	<u>The Solar System</u> <ul style="list-style-type: none"> I know about the Diwali celebration. <i>[People & Communities: ELG]</i> 	<u>The Solar System</u> <ul style="list-style-type: none"> I can tell the story of Diwali. <i>[People & Communities: ELG]</i> I can explain why some people celebrate Diwali. <i>[People & Communities: ELG]</i> I can talk about some of the things that Muslim people do during Diwali. <i>[People & Communities: ELG]</i>
Spring 1 (A) Phase: EYFS	<ul style="list-style-type: none"> China Chinese New year Gung hay fat choy 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I know how people in China celebrate the Chinese New Year. <i>[People & Communities: ELG]</i> 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can talk about some of the things that people in China do to celebrate the new year. <i>[People & Communities: ELG]</i> I can tell the Chinese New Year Story. <i>[People & Communities: ELG]</i>
Spring 2 (A) Phase: EYFS	<ul style="list-style-type: none"> Easter Christianity Jesus God rebirth 	<u>Spring Into Action</u> <ul style="list-style-type: none"> I know about the Easter celebration. <i>[People & Communities: ELG]</i> 	<u>Spring Into Action</u> <ul style="list-style-type: none"> I can tell the Easter story. <i>[People & Communities: ELG]</i> I can explain why some people celebrate Easter. <i>[People & Communities: ELG]</i> I can talk about some of the things that Christians do during Easter. <i>[People & Communities: ELG]</i>
Summer 1 (A) Phase: EYFS			
Summer 2 (A) Phase: EYFS			
Autumn 1 (A) Phase: Y1/2	<ul style="list-style-type: none"> Christian church christening gown candle font vicar Priest Reverend minister birth God Father Son Holy spirit. 	<u>1.1 Looking at me, looking at you (AT1)</u> <ul style="list-style-type: none"> I know what makes a person unique. I know why religious people celebrate an important life event, such as a Christening. I know and recognise religious symbols and artefacts in an important religious ceremony, such as the baptism candle, Christening gown and the font. 	<u>1.1 Looking at me, looking at you (AT2)</u> <ul style="list-style-type: none"> I can retell the faith story: The Lost Sheep. I can name religious ceremonies connected with important times of life, such as Christenings. I can talk about my important life events. I can compare myself to others. I can talk sensitively about people of different faiths. I can say why I think people of faith may help others.
Autumn 2 (A) Phase: Y1/2	<ul style="list-style-type: none"> Christingle Christmas Nativity Festival Advent bells gifts candle birth of Christ Jesus 	<u>Christmas (AT1)</u> <ul style="list-style-type: none"> I know when Christmas is. I know signs that tell us that Christmas is coming, such as: <ul style="list-style-type: none"> sight (Advent calendars and candles, tree decorations, wreaths) sound (bells, Christmas music) taste (different types of food) touch (wrapped presents) smells (incense and spices, food) activities (sending cards, buying presents) I know how Christian families prepare for Christmas in their homes and churches. I know traditional festive celebrations and symbols such as: nativity and Christingle. I know the nativity story. 	<u>Christmas (AT2)</u> <ul style="list-style-type: none"> I can tell you what a Christingle is. I can tell you what a Christingle represents. I can tell you what Advent is. I can tell you why Christians celebrate Christmas. I can retell the nativity story, through drama, puppets and/or storyboards.

Spring 1 (A) Phase: Y1/2	<ul style="list-style-type: none"> Faith Respect Creation Teachings old testament Bible 	<u>1.2 Caring for the World (AT1)</u> <ul style="list-style-type: none"> I know why the world is a special place for faith members. I know how religious people treat the world with respect. I know The Creation Story. I know the story Noah's Ark. 	<u>1.2 Caring for the World (AT2)</u> <ul style="list-style-type: none"> I can reflect on a variety of creation stories. I can say why I think the world is a special place. I can talk about ways that everyone can play their part in caring for the world. I can say why the faith story is important to the faith member.
Spring 2 (A) Phase: Y1/2	<ul style="list-style-type: none"> Easter Shrove Tuesday Resurrection Christians Disciples Lent Ash Wednesday 	<u>Easter (AT1)</u> <ul style="list-style-type: none"> I know customs associated with Lent and Easter, such as: <ul style="list-style-type: none"> Pancake Day (Shrove Tuesday) Ash Wednesday Eggs Hot cross buns Signs of new life I know that Pancake Day, Ash Wednesday, eggs and hot cross buns tell us that Easter is coming. I know how Christians prepare for Easter. 	<u>Easter (AT2)</u> <ul style="list-style-type: none"> I can describe my feelings about Easter and springtime. I can retell a simple version of the Easter story. I can plan a surprise for Mothering Sunday. I can explain why Christians celebrate Easter. I can explain how Jesus's friends felt when he came back to life.
Summer 1 (A) Phase: Y1/2	<ul style="list-style-type: none"> worship festival font pew altar cross stained glass 	<u>1.3 Worship and Festivals (AT1)</u> <ul style="list-style-type: none"> I know some Christian religious festivals and celebrations. I know how Christian people worship. I know why there are special areas and objects inside a Church. 	<u>1.3 Worship and Festivals (AT2)</u> <ul style="list-style-type: none"> I can name special areas and objects in a Church such as: <ul style="list-style-type: none"> a font a pew an altar a cross a stained glass window.
Summer 2 (A) Phase: Y1/2	<ul style="list-style-type: none"> Judaism Jewish Synagogue Torah Hebrew Israel Jerusalem Pray mezuzah bimah eternal light Bamitzvah 	<u>1.3 Worship and Festivals (AT1)</u> <ul style="list-style-type: none"> I know some Jewish religious festivals and celebrations. I know how Jewish people worship. I know why there are special areas and objects in a Synagogue. 	<u>1.3 Worship and Festivals (AT2)</u> <ul style="list-style-type: none"> I can name special areas and objects in a Synagogue such as: <ul style="list-style-type: none"> a stained glass window a Torah scroll a Torah Ark an eternal light a mezuzah a Bimah (platform). I can compare how Jewish people and Christian worship. I can compare special areas and objects in a Church and a Synagogue.
Autumn 1 (A) Phase: Y3/4	<ul style="list-style-type: none"> Christianity Baptism Holy Communion Church Holy Spirit Rites of passage Marriage death, Islam Mosque Qur'an Allah God, Five Pillars:- Shahada, Salah, Sawm, Zaka, Hajj 	<u>Belief in the community</u> <ul style="list-style-type: none"> I know how to explore religious stories that identify how believers are expected to behave. I know how to explain the significance and use of symbols and artefacts in rites of passage. 	<u>Belief in the community</u> <ul style="list-style-type: none"> I can consider how they are expected to behave and where these rules come from. I can compare the symbolism associated with rites of passage in three faiths.
Autumn 2 (A) Phase: Y3/4	<ul style="list-style-type: none"> Christianity Baptism Holy Communion Church Holy Spirit Rites of passage Marriage death, Islam Mosque Qur'an Allah God, Five Pillars:- Shahada, Salah, Sawm, Zaka, Hajj 	<u>Belief in the community</u> <ul style="list-style-type: none"> I know how to explore religious stories that identify how believers are expected to behave. I know how to explain the significance and use of symbols and artefacts in rites of passage. 	<u>Belief in the community</u> <ul style="list-style-type: none"> I can consider how they are expected to behave and where these rules come from. I can compare the symbolism associated with rites of passage in three faiths.

<p>Spring 1 (A) Phase: Y3/4</p>	<ul style="list-style-type: none"> • Mother Teresa • St. George • Commitment • faith • Saint • teachings • caring • healing <p>Fruits of the spirit: Gal 5: 22-23</p> <ul style="list-style-type: none"> • love • joy • Peace • Patience • Kindness • Goodness • Faithfulness • Gentleness • self-control 	<ul style="list-style-type: none"> • I know life-changing events effected the commitment of significant people of faith. • I know some of the teachings of significant religious people, identifying some similarities and differences. 	<ul style="list-style-type: none"> • I can share ideas as to how the lives of significant people of faith have affected the lives of others. • I can reflect on the teachings of significant religious people and how these teachings impact on society.
<p>Spring 2 (A) Phase: Y3/4</p>	<ul style="list-style-type: none"> • Easter • Shrove Tuesday • Disciples • resurrection 	<p>Easter Play</p>	<p>Easter Play</p>
<p>Summer 1 (A) Phase: Y3/4</p>	<ul style="list-style-type: none"> • The Big Bang Theory • Seven Wonders of the World • awe and wonder • stewardship • commitment • respect 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I know and can compare different faith beliefs about how the universe began. • I know some reasons why people of faith have a sense of awe and wonder about the Earth. • I know how to explore religious teachings to see how faith members should care for the Earth. • I know how faith members show care for the environment. 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I can express thoughts and beliefs about how the universe began. • I can share feelings about the sense of awe and wonder in the natural world. • I can share thoughts on how and why religions treat the world with respect. • I can show understanding of stewardship and suggest actions everyone can take.
<p>Summer 2 (A) Phase: Y3/4</p>	<ul style="list-style-type: none"> • The Big Bang Theory • Seven Wonders of the World • awe and wonder • stewardship • commitment • respect 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I know and can compare different faith beliefs about how the universe began. • I know some reasons why people of faith have a sense of awe and wonder about the Earth. • I know how to explore religious teachings to see how faith members should care for the Earth. • I know how faith members show care for the environment. 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I can express thoughts and beliefs about how the universe began. • I can share feelings about the sense of awe and wonder in the natural world. • I can share thoughts on how and why religions treat the world with respect. • I can show understanding of stewardship and suggest actions everyone can take.
<p>Autumn 1 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> • Diwali • Diva lamps • Rangoli • Mendhi patterns • Aum • Mandir (place of worship) • lotus flower • swastika 	<p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> • I know how artefacts and symbols express the beliefs of two different faith members e.g. Rangoli patterns, Diva lamps, Aum sign, Prayer beads, hymns, Poems and art work • I know the way participating in a festival may impact on the life of a faith member e.g. Diwali, Christmas, and Hanukkah. 	<p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> • I can explain how believers may express themselves through symbols and artefacts • I can reflect and share how religious celebrations have an impact on the community
<p>Autumn 2 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> • Diwali • diva lamps • rangoli • mendhi patterns • Aum • Mandir (place of worship) • lotus flower • swastika 	<p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> • I know how artefacts and symbols express the beliefs of two different faith members e.g. Rangoli patterns, Diva lamps, Aum sign, Prayer beads, hymns, Poems and art work • I know the ways participating in a festival may impact on the life of a faith member e.g. Diwali, Christmas, and Hanukkah 	<p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> • I can explain how believers may express themselves through symbols and artefacts • I can reflect and share how religious celebrations have an impact on the community

<p>Spring 1 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> • Commitment • Sacrifice • Ghandi • Brahma • Vishnu • Shiva • ashramas (four stages of life) • reincarnation • karma • Rama • Sita 	<p><u>Faith in Action 5.2</u></p> <ul style="list-style-type: none"> • I know the work of a religious charity. • I know the values that motivate people of faith to respond to a cause • I know how significant religious people are inspired • I know how to explain why significant people of faith acted according to their commitments. 	<p><u>Faith in Action 5.2</u></p> <ul style="list-style-type: none"> • I can give reasons why people may choose to make sacrifices to improve the lives of others. • I can say why religions do charitable work. • I can reflect on what influences religious people. • I can explain how people are inspired by actions of significant people of faith.
<p>Spring 2 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> • Commitment • Sacrifice • Ghandi • Brahma • Vishnu • Shiva • ashramas (four stages of life) • reincarnation • karma • Rama • Sita 	<p><u>Faith in Action 5.2</u></p> <ul style="list-style-type: none"> • I know the work of a religious charity. • I know the values that motivate people of faith to respond to a cause • I know how significant religious people are inspired • I know how to explain why significant people of faith acted according to their commitments. 	<p><u>Faith in Action 5.2</u></p> <ul style="list-style-type: none"> • I can give reasons why people may choose to make sacrifices to improve the lives of others. • I can say why religions do charitable work. • I can reflect on what influences religious people. • I can explain how people are inspired by actions of significant people of faith.
<p>Summer 1 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> • Church • Bethlehem • Jerusalem • Lourdes • Pilgrimage. • Mandir • Varanasi • Mathura • Kumbh • Mela • River Ganges. 	<p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> • I know how to compare key places of pilgrimage and identify why a faith member might go there. • I know how to describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. • I know how to show understanding of what is sacred for believers in religious places. 	<p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> • I can reflect on the reasons a faith member may make a special journey. • I can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life? • I can explain the impact of a sacred place on believers.
<p>Summer 2 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> • Church • Bethlehem • Jerusalem • Lourdes • Pilgrimage. • Mandir • Varanasi • Mathura • Kumbh • Mela • River Ganges. 	<p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> • I know how to compare key places of pilgrimage and identify why a faith member might go there. • I know how to describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. • I know how to show understanding of what is sacred for believers in religious places. 	<p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> • I can reflect on the reasons a faith member may make a special journey. • I can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life? • I can explain the impact of a sacred place on believers.

Religious Education – Cycle B

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: EYFS	<ul style="list-style-type: none"> harvest celebrate food feast 	<u>Fairy Tales</u> <ul style="list-style-type: none"> I know what Harvest Festival celebrates. I know the Nativity story. <i>[People & Communities: ELG]</i> 	<u>Fairy Tales</u> <ul style="list-style-type: none"> I can talk about how people show thanks for the food they have during Harvest Festival. I can tell the Nativity story in sequence. I can include key points in religious stories.
Autumn 2 (B) Phase: EYFS	<ul style="list-style-type: none"> Muslim Diwali festival Rama Sita Ravana 	<u>Under The Sea</u> <ul style="list-style-type: none"> I know about the Diwali celebration. <i>[People & Communities: ELG]</i> 	<u>Under The Sea</u> <ul style="list-style-type: none"> I can tell the story of Diwali. <i>[People & Communities: ELG]</i> I can explain why some people celebrate Diwali. <i>[People & Communities: ELG]</i> I can talk about some of the things that Muslim people do during Diwali. <i>[People & Communities: ELG]</i>
Spring 1 (B) Phase: EYFS	<ul style="list-style-type: none"> China Chinese New year Gung hay fat choy 	<u>Materials That We Use</u> <ul style="list-style-type: none"> I know how people in China celebrate the Chinese New Year. <i>[People & Communities: ELG]</i> 	<u>Materials That We Use</u> <ul style="list-style-type: none"> I can talk about some of the things that people in China do to celebrate the new year. <i>[People & Communities: ELG]</i> I can tell the Chinese New Year Story. <i>[People & Communities: ELG]</i>
Spring 2 (B) Phase: EYFS	<ul style="list-style-type: none"> Easter Christianity Jesus God rebirth 	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I know about the Easter celebration. <i>[People & Communities: ELG]</i> 	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I can tell the Easter story. <i>[People & Communities: ELG]</i> I can explain why some people celebrate Easter. <i>[People & Communities: ELG]</i> I can talk about some of the things that Christians do during Easter. <i>[People & Communities: ELG]</i>
Summer 1 (B) Phase: EYFS			
Summer 2 (B) Phase: EYFS			
Autumn 1 (B) Phase: Y1/2	<ul style="list-style-type: none"> Belonging Worship church cross synagogue kippah Ten Commandments rules parable of the Good Samaritan ritual/routine 	<u>2.1 Belonging (AT1)</u> <ul style="list-style-type: none"> I know how people show that they belong to a group, for example: wearing a uniform (non-religious), going to church and following the 10 commandments (religious). I know how a person of faith shows that they belong to a church/synagogue. (For example: what they might wear, promises that they make and rules that they follow.) 	<u>2.1 Belonging (AT2)</u> <ul style="list-style-type: none"> I can name and talk about groups that I belong to, such as: my family, my class, sports teams etc. I can compare the rituals and routines in Judaism and Christianity. I can retell stories from the Bible that contain rules for living. (For example: The Ten Commandments, The Great Commandment and The Parable of the Good Samaritan.)
Autumn 2 (B) Phase: Y1/2	<ul style="list-style-type: none"> Nativity Birth of Christ Jesus Wise men gifts angels traditions 	<u>Christmas (AT1)</u> <ul style="list-style-type: none"> I know how the Shepherds heard the good news from the angels in the Christmas Story. I know that Christmas traditions changed over time. 	<u>Christmas (AT2)</u> <ul style="list-style-type: none"> I can retell the Christmas Story. I can compare the first Christmas to Christmas now. (For example: holidays and presents, spending time with family, Christmas shopping, God's Christmas gift, the Wise Men and their gifts.)
Spring 1 (B) Phase: Y1/2	<ul style="list-style-type: none"> Christian/Christianity Jewish/Judaism Bible Old testament New Testament Torah Star of David Rabbi Menorah cross candle 	<u>2.2 Believing (AT1)</u> <ul style="list-style-type: none"> I know some beliefs of Christians and Jews. I know the names of holy books of different faiths. I know how some religious symbols are used. 	<u>2.2 Believing (AT2)</u> <ul style="list-style-type: none"> I can compare beliefs that are the same for Christians and Jews. I can talk about what some faith members believe. I can respect what other people say about their beliefs. I can respond to stories from holy books.

Spring 2 (B) Phase: Y1/2	<ul style="list-style-type: none"> cross crown of thorns palm leaves Death (Good Friday) resurrection (Easter Day) Palm Sunday 	<u>Easter (AT1)</u> <ul style="list-style-type: none"> I know how the Easter story is represented in different ways. I know which artefacts and symbols are associated with Easter. (For example: the cross, the crown of thorns, palm leaves etc.) I know how Palm Sunday is celebrated. (For example: songs, listening to the story, waving palm leaves and eating hot cross buns.) 	<u>Easter (AT2)</u> <ul style="list-style-type: none"> I can retell the Easter story. I can give opinions about the Easter story. I can retell the events that happened on Palm Sunday. I can compare the feelings associated with each part of the Easter story.
Summer 1 (B) Phase: Y1/2	<ul style="list-style-type: none"> Old Testament-Genesis creation The Big Bang Theory Heaven Earth 	<u>2.3 Questions, Questions (AT1)</u> <ul style="list-style-type: none"> I know some creation stories (including non-religious and traditional stories). I know that some questions have no simple answers. I know that everyone asks big questions and that religions may offer different answers to the same questions. 	<u>2.3 Questions, Questions (AT2)</u> <ul style="list-style-type: none"> I can identify similarities and differences in different creation stories. I can consider questions that appear to have no answer. I can ask big questions and suggest some answers.
Summer 2 (B) Phase: Y1/2	<ul style="list-style-type: none"> Samaritan Faith moral teachings Bible disciples 	<u>2.3 Questions, Questions (AT1)</u> <ul style="list-style-type: none"> I know religious stories from the Bible, including: <ul style="list-style-type: none"> The Good Samaritan The Prodigal Son The Lost Sheep I know how religious stories help people of faith to answer big questions. 	<u>2.3 Questions, Questions (AT2)</u> <ul style="list-style-type: none"> I can discuss my own opinions about the religious stories that I know. I can ask questions about the religious stories that I know. I can retell some religious stories from the bible.
Autumn 1 (B) Phase: Y3/4	<ul style="list-style-type: none"> forgiveness reconciliation Holy Spirit Harvest Muslims/Islam pilgrimage Mecca Islam Allah repenting 	<u>Why Remember?</u> <ul style="list-style-type: none"> I know how to compare the experience of different people participating in a religious festival or celebration. I know how to describe the ways in which people of faith have demonstrated forgiveness and reconciliation. I know how to explain how personal symbols and artefacts relate to religious beliefs. 	<u>Why Remember?</u> <ul style="list-style-type: none"> I can consider the positive aspects of participating in religious celebrations. I can recognise situations where they need to forgive or be forgiven and ways they might enable this to happen. I can consider why personal artefacts are meaningful.
Autumn 2 (B) Phase: Y3/4	<ul style="list-style-type: none"> forgiveness reconciliation Holy Spirit Harvest Muslims/Islam pilgrimage Mecca Islam Allah repenting 	<u>Why Remember?</u> <ul style="list-style-type: none"> I know how to compare the experiences of different people participating in a religious festival or celebration. I know how to describe the ways in which people of faith have demonstrated forgiveness and reconciliation. I know how to explain how personal symbols and artefacts relate to religious beliefs. 	<u>Why Remember?</u> <ul style="list-style-type: none"> I can consider the positive aspects of participating in religious celebrations. I can recognise situations where they need to forgive or be forgiven and ways they might enable this to happen. I can consider why personal artefacts are meaningful
Spring 1 (B) Phase: Y3/4	<ul style="list-style-type: none"> faith founder Jesus Allah Bible Quran The Five Pillars The Ten Commandments 	<u>Faith Founders</u> <ul style="list-style-type: none"> I know the key events in the lives of faith founders I know some of the teaching of a faith founder. I know examples of beliefs and values from different faiths and consider how they influence rules for living 	<u>Faith Founders</u> <ul style="list-style-type: none"> I can reflect on the impact of the faith founders on those around them. I can express thoughts and feelings about why the teaching of a faith founder influences followers. I can consider the beliefs, values and rules in my life which may be similar to religious rules.
Spring 2 (B) Phase: Y3/4	<ul style="list-style-type: none"> faith founder Jesus Allah Bible Quran The Five Pillars The Ten Commandments 	<u>Faith Founders</u> <ul style="list-style-type: none"> I know the key events in the lives of faith founders I know some of the teaching of a faith founder. I know examples of beliefs and values from different faiths and consider how they influence rules for living 	<u>Faith Founders</u> <ul style="list-style-type: none"> I can reflect on the impact of the faith founders on those around them. I can express thoughts and feelings about why the teaching of a faith founder influences followers. I can consider the beliefs, values and rules in my life which may be similar to religious rules.
Summer 1 (B) Phase: Y3/4	<ul style="list-style-type: none"> prayer church Votive (prayer) candles mosque Salah silence music 	<u>Encounters</u> <ul style="list-style-type: none"> I know some different ways people communicate with their God. I know the uses of sacred places, symbols and artefacts by believers and the community I know and can compare activities at different places of worship 	<u>Encounters</u> <ul style="list-style-type: none"> I can consider the meaning of different forms of religious worship. I can share thoughts and feelings about sacred spaces and their use I can explain how activities at local places of worship create a sense of community

Summer 2 (B) Phase: Y3/4	<ul style="list-style-type: none"> prayer church Votive (prayer) candles mosque Salah silence music 	<u>Encounters</u> <ul style="list-style-type: none"> I know some different ways people communicate with their God. I know the uses of sacred places, symbols and artefacts by believers and the community I know and can compare activities at different places of worship 	<u>Encounters</u> <ul style="list-style-type: none"> I can consider the meaning of different forms of religious worship. I can share thoughts and feelings about sacred spaces and their use I can explain how activities at local places of worship create a sense of community
Autumn 1 (B) Phase: Y5/6	<ul style="list-style-type: none"> Buddhist/Buddhism enlightenment Five Precepts Buddha temple Lotus Flower Prayer Wheel Parasol Endless Knot A treasure Vase 	<u>Living a Faith 6.2</u> <ul style="list-style-type: none"> I know forms of worship are expressions of belief. I know how to show the milestones of life give a sense of identity and belonging for faith members. 	<u>Living a Faith 6.2</u> <ul style="list-style-type: none"> I can express thoughts about the importance of worship for faith members I can discuss the impact of rites of passage on faith members, their family and community
Autumn 2 (B) Phase: Y5/6	<ul style="list-style-type: none"> Buddhist/Buddhism enlightenment Five Precepts Buddha temple Lotus Flower Prayer Wheel Parasol Endless Knot A treasure Vase 	<u>Living a Faith 6.2</u> <ul style="list-style-type: none"> I know forms of worship are expressions of belief. I know how to show the milestones of life give a sense of identity and belonging for faith members. 	<u>Living a Faith 6.2</u> <ul style="list-style-type: none"> I can express thoughts about the importance of worship for faith members I can discuss the impact of rites of passage on faith members, their family and community
Spring 1 (B) Phase: Y5/6	<ul style="list-style-type: none"> Old Testament prophecy promises covenant commitment sacrifice ultimate Eightfold path 	<u>Hopes and Visions 6.3</u> <ul style="list-style-type: none"> I know how to explain the significance of the key teachings of faith founders or faith members. I know what makes some questions ultimate I know how to offer answers to an ultimate question from Christian and Buddhist perspectives 	<u>Hopes and Visions 6.3</u> <ul style="list-style-type: none"> I can consider how key teachings may impact on faith members and the community I can suggest answers to some ultimate questions I can compare their responses to an ultimate question with that of a faith member, respecting all viewpoints
Spring 2 (B) Phase: Y5/6	<ul style="list-style-type: none"> Lent Easter abstinence Nirvana day rebirth resurrection covenant promises prophecy enlightenment 	<u>Hopes and Visions 6.3 (Link to Easter)</u> <ul style="list-style-type: none"> I know how to explain the significance of the key teachings of faith founders for faith members I know what makes some questions ultimate I know how to offer answers to an ultimate question from Christian and Buddhist perspectives I know key information about Nivarna Day and Lent. 	<u>Hopes and Visions 6.3 (Link to Easter)</u> <ul style="list-style-type: none"> I can consider how key teachings may impact on faith members and the community I can suggest answers to some ultimate questions I can compare their responses to an ultimate question with that of a faith member, respecting all viewpoints I can show understanding of the way participating in a festival may impact on the life of a faith member
Summer 1 (B) Phase: Y5/6	<ul style="list-style-type: none"> justice freedom forgiveness injustice reconciliation 	<u>Justice and Freedom</u> <ul style="list-style-type: none"> I know how to describe what freedom means to people of faith I know how to show understanding of the beliefs and feelings of faith members who have experienced injustice (Nelson Mandela) I know how to identify the impact of a religious teaching such as forgiveness on a believer's actions I know how to identify the impact that reconciliation has on community harmony 	<u>Justice and Freedom</u> <ul style="list-style-type: none"> I can explain what freedom means to me I can share experiences of injustice and explain my hopes and dreams for a just world I can give examples of conflicts that have been resolved within the family, school or community. I can appreciate the power of forgiveness and reconciliation in the world.
Summer 2 (B) Phase: Y5/6	<ul style="list-style-type: none"> justice freedom forgiveness injustice reconciliation 	<u>Justice and Freedom</u> <ul style="list-style-type: none"> I know how to describe what freedom means to people of faith I know how to show understanding of the beliefs and feelings of faith members who have experienced injustice (Nelson Mandela) I know how to identify the impact of a religious teaching such as forgiveness on a believer's actions I know how to identify the impact that reconciliation has on community harmony 	<u>Justice and Freedom</u> <ul style="list-style-type: none"> I can explain what freedom means to me I can share experiences of injustice and explain my hopes and dreams for a just world I can give examples of conflicts that have been resolved within the family, school or community. I can appreciate the power of forgiveness and reconciliation in the world.