

Knowledge and Understanding

To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Manchester is special, have an awareness of other people's cultures and beliefs.



Beliefs and teachings: (What people believe)

I can compare and contrast characters from stories.
 I have a knowledge of people from the past and their importance to life today.
 I can talk about past and present events in my life and in the lives of my family members.
 I can describe some of the main festivals or celebrations of a few different religions.
 I know some religious stories such as Rama and Sita and the Easter story.

Practices and lifestyles: (What people do)

I have listened to and can recall events that have happened to me or my family & community.
 I join in with family customs & routines.
 I can recognise and name some religious buildings such as- temple, church, mosque and gurdwara.
 I understand that different religions have different practises and I can name some of these.
 I can say similarities and differences between families around the world in comparison to my own.

Expression and language: (How people express themselves)

I understand that some places are special to my friends and members of my community and I am beginning to understand why.
 I am becoming familiar with different ways of life with religious communities.

Reflecting identity and experience: (Making sense of who we are)

I know about similarities & differences between myself and others and among families, cultures & traditions.
 I can identify things that I find interesting, exciting, different or puzzling in different religious traditions and customs.



Understanding values: (Making sense of right and wrong)

I know that other children do not always enjoy the same things as me.
 I understand what makes people special.
 I am able to make my own choices about what I think.
 I can give reasons why Manchester is special to different people.



Links from Development Matters (September 2021)

Captain Creative
 Have their own ideas (creative thinking).
 Make links (building theories).
 Work with ideas (critical thinking).

Professor Play
 Find out and explore.
 Play with what they know.
 Be willing to 'have a go'.

Agent Active
 Be involved and concentrate.
 Keep on trying.
 Enjoy achieving what they set out to do.

PSED:
 See themselves as a valuable individual.
 Think about the perspectives of others.

UW:
 Talk about members of their immediate family and community.
 Name and describe people who are familiar to them.
 Understand that some places are special to members of their community.
 Recognise that people have different beliefs and celebrate special times in different ways.



Basic and Appropriate Vocabulary

Continuous Provision: The provision will be enhanced to celebrate different religious festivals with artefacts and symbols. The provision will reflect different beliefs, cultures and diversity through: creative play, make believe, role play, drama, dance, dressing up, acting, celebrations, festivals, making and eating a festival, listening to stories (religious and secular) with themes such as goodness, difference and feelings. Exploring, authentic religious artefacts, pictures, books, places of worship, listening to religious music, religious vocabulary and terminology, linking with topical events celebrations such as festivals, births, weddings etc.

Vocabulary: Festivals, artefact, symbols, charity, Diwali, light, rangoli, Hindus, Hinduism, temple, Mendhi, gods, goddesses, shrine, lanterns, Rama, Sita, Ravannah, Lakshmi, Hanukkah, menorah, Judaism, Jewish people, synagogue, candles, Christmas, Jesus, Christian, Christianity, Bible, Bethlehem, King Herod, gold, frankincense, myrrh, worship, Chinese New Year, Emperor, China, lantern, Chinese dragon, Chinese lion, fortune cookie, zodiac, incarnation, Easter, Palm Sunday, Jerusalem, Hosanna, resurrection, rose, salvation, forgiveness, Islam, Muslim, Allah, quran, Ramadan, Eid al-Fitr, Eid al-Adha, feast, fast, mosque, Sikhism, Sikh, gurdwara, holy, pray, meditate, Guru Nanak, Waheguru, Mool Mantra, Baisaki, Vaisakhi, Vesak, Buddhist.

More specialised vocabulary will be introduced as the theme/investigation develops. Some words will be new to the children and just introduced while others will be more familiar and repeated and consolidated.