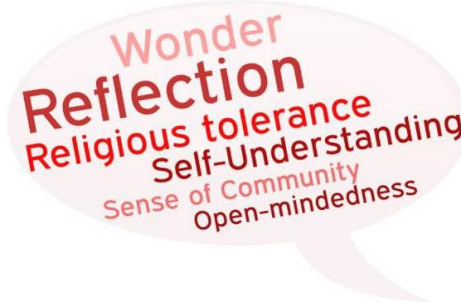




We speak the language of Religious Education



By the time they leave pupils will:

- ⊕ Know that the UK has a rich heritage of culture and diversity
- ⊕ Be respectful of the religious beliefs of others
- ⊕ Know that religion can shape peoples' lives, culture and identity
- ⊕ Know and understand key features about: Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism
- ⊕ Know some of the key stories and teachings of the religions studied
- ⊕ Know some of the similarities and differences between different religions

EYFS links

#### Understanding the World

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways

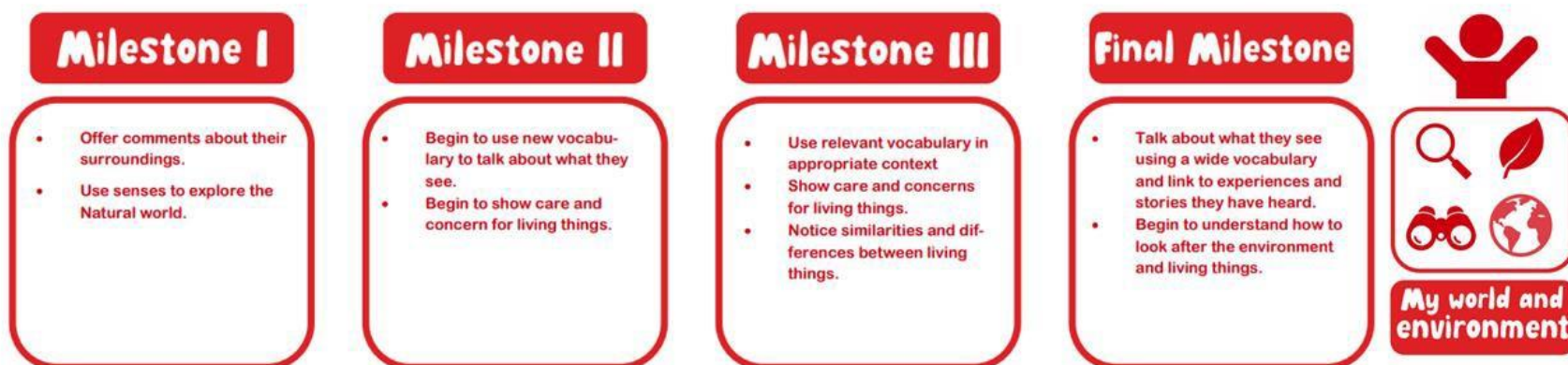
Recognise some similarities and differences between life in this country and life in other countries

#### People Culture and Communities ELG


Know some similarities and differences between religious & cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories and non-fiction texts

## Curriculum End Points – Religious Education











### EYFS – Little Wrens








### EYFS – Reception Robins






ELG: People, Culture and Communities	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>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.</p>	
--------------------------------------	--	--

The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.






Year 1					
 Understand beliefs and teachings – Understand practice and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Christianity		Worldviews	Free Choice – Hinduism	Islam	
What does it mean to belong?	Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches?	How do different and similar worldviews believe the world began and how should we look after it?	Who are some Hindu Gods and how are they worshipped?	What do Muslims believe about Allah and Muhammad?	How do Muslims express new beginnings in their lives?
Children can.... <ul style="list-style-type: none"> <li>Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)</li> <li>Describe key important things Christians believe about Jesus. (Life of Jesus)</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)</li> <li>Describe key important things Christians believe about Jesus. (Life of Jesus)</li> <li>Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Explain how Christians view the creation of the world and try to take care for it, (stewardship).</li> <li>Retell two stories that explain how the world was made.</li> <li>Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.)</li> <li>Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>talk respectfully about faith</li> <li>show respect for the views of other people</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.</li> <li>Explain that the Qur'an is the holy book of Islam and say how it should be treated.</li> <li>Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads))</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed)</li> <li>Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.)</li> </ul>
Year 2					
 Understand beliefs and teachings – Understand practice and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					

Judaism		Christianity		Humanism	Free Choice
What do Jewish people believe about God?	How do Jewish people live their faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus, why did he teach through stories and why is he important to Christians today?	What do Humanists think a good life is about?	What is Respect?
<p>Children can...</p> <ul style="list-style-type: none"> <li>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</li> <li>Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period.</li> <li>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star Of David.)</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period.</li> <li>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star Of David.)</li> <li>Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>Understand the Bible is a holy book (special) and explain why it might be important to Christians.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan &amp; other parables studied</li> <li>Describe key important things Christians believe about Jesus. Refer to the Easter story, life &amp; teachings of Jesus.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place.</li> <li>See how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place.</li> <li>Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy.</li> <li>Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.</li> <li>Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>Explain how we are all special and unique recognising our similarities and differences.</li> <li>Explain what the term "Respect" means with examples from day to day life and religious and non-religious worldviews.</li> <li>Describe how someone may have a different world view to themselves.</li> <li>Explain the meaning of empathy.</li> </ul>

Year 3					
					
Understand beliefs and teachings – Understand practice and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Hinduism	Free Choice	Christianity		Christianity	Islam
What does a Hindu believe about God and how is Diwali celebrated?	Festival of Christingle and Advent	How can the Bible help a Christian with their way of life?	What do I think about Jesus and how is he portrayed in art from around the world? Why is the cross important for Christians?	What is my point of view about God and why do people have faith?	What do Muslims believe happened on 'the Night of Power' and how do they worship?
Children can... <ul style="list-style-type: none"> <li>Explain how a Hindu may worship at home or in the mandir.</li> <li>Describe and explain how a Hindu celebrates Diwali and Holi</li> <li>Explain how a Hindu may view God.</li> <li>Retell some Hindu stories and explain their significance for a Hindu.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>identify the symbolism of a Christingle</li> <li>show how advent is a time of preparation for Christians?</li> <li>identify features of a local church?</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World)</li> <li>Describe how Christians live their lives as disciples and choose to follow Jesus.</li> <li>Explain why &amp; how people lives changed when they met Jesus.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain how pictures of Jesus from around the world show a personal relationship with Christians?</li> <li>Describe what the Gospels tell us about Jesus as a person?</li> <li>Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</li> <li>Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World)</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain what they think about God</li> <li>Explain how Christians see God as 'Three in One' (Father, Son &amp; Holy Spirit) through symbols. (Trinity)</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet.</li> <li>Recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</li> <li>Identify and recognise the Qur'an as the sacred book for Muslims.</li> <li>Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)</li> </ul>

					<ul style="list-style-type: none"> <li>Describe 3 ways Muslim worship shows devotion to Allah referring to life at home &amp; in the Mosque.</li> <li>Analyse how the main features of a mosque explain Muslim key beliefs.</li> </ul>
<p>Year 4</p> <div>      </div> <p><b>Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values</b></p>					
Judaism	Christianity			Humanism	Hinduism
How do Jewish people demonstrate their faith through their communities?	Why do Christians think about Incarnation at Christmas? What is the Trinity?	How did Jesus teach about God and values through parables?	What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity?	How do Humanists arrive at their views about the world?	How do Hindus worship in their daily lives?
Children can... <ul style="list-style-type: none"> <li>Reflect on why and how Jews worship.</li> <li>Explain the importance of the Covenant for Jews</li> <li>Explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.</li> <li>Evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain how Christians see God as 'Three in One' (Father, Son &amp; Holy Spirit) through symbols. (Trinity)</li> <li>Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</li> <li>Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World)</li> </ul>	Children can... <ul style="list-style-type: none"> <li>respond with respect to a different beliefs and</li> <li>explain the significance of particular events and views to individuals and communities</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</li> <li>Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World)</li> <li>Understand the concept of salvation means 'to be rescued' from sin.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain how Humanists look to science for explanations of origins as evolved animals.</li> <li>Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other</li> <li>Discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers</li> <li>Understand there is no single way to be happy as humans are all different and you should be free to</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain how a Hindu may worship at home or in the mandir.</li> <li>Explain how a Hindu may view God.</li> <li>Analyse a Hindu's journey of life and significant events along the way.</li> </ul>

				pursue what makes you happy as long as this causes no harm.	
--	--	--	--	---	--

Year 5					
					
Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values					
Islam		Sikhism	Christianity		Free Choice Unit
Why are the Five Pillars important to Muslims for their daily lives?	How is a Muslim way of life expressed at home and in the community?	How are the values of community and equality shown through the Sikh way of life?	Which beliefs do we find hard to understand in Christianity?	How and why do Christian's worship? What are the benefits for believers?	What is the Baha'i faith?
Children can... <ul style="list-style-type: none"> <li>Identify, describe, and explain key Muslim beliefs related to Allah (God).</li> <li>Name the Five Pillars and explain why they are important to the majority of Muslims.</li> <li>Explain how Muslims' organisations help people in need.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Describe how Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim.</li> <li>Explain &amp; assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</li> <li>Explain how Muslims' organisations help people in need.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain how Sikhs believe in all pathways leading to God.</li> <li>Describe the founder of Sikhi, Guru Nanak and recall key events in his life.</li> <li>Describe what happens in the Gurdwara (<i>eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors</i>), how the Guru Granth Sahib is treated with respect.</li> <li>Explain the symbolism of the 5Ks for some Sikhs. (<i>Khalsa Sikhs wear 5Ks generally, others may have some of the symbols e.g., Kara</i>).</li> <li>Analyse how Sikhs show community and equality in their lives. (<i>eg Langar, charity, all people are</i></li> </ul>	Children can... <ul style="list-style-type: none"> <li>Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)</li> <li>Explain how the life of Jesus was a sacrifice.</li> <li>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</li> <li>Evaluate diverse Christian expressions of worship</li> </ul>	Children can... <ul style="list-style-type: none"> <li>explain why worshippers chose a particular place to worship and belong</li> <li>describe some features of the Baha'i faith</li> <li>connect their ideas</li> </ul>

equal, values, duty)

## Year 6



### Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values

World Views		Christianity	Sikhism	Christianity	Free Choice
What does it mean to live in a religiously diverse world?	What do religious and non-religious world views believe about equality. Justice and fairness?	Are Humanist and Christian ideas about science, conflicting or complimentary? Does the Big Bang Theory disprove the Genesis account on Creation?	How do Sikhs Worship?	What are some of the differences and similarities within Christianity locally and globally? What can we learn from religious buildings and music?	How do Baha'is express unity through prayer and service?
Children can... <ul style="list-style-type: none"> <li>Analyse how religious diversity originated in the UK and give some examples.</li> <li>Identify the origins of religious and non-religious worldviews around the world and place on a timeline</li> <li>Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.</li> <li>Explain how Humanists and others believe that what we share is greater than that which divides us and</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Outline how Christians interpret Genesis in the light of the Big Bang theory.</li> <li>Explore whether the Big Bang Theory disproves the Genesis accounts of creation.</li> <li>Comparing the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected which are relevant to the individual school context).</li> <li>Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Describe what happens in the Gurdwara (eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.</li> <li>Discuss how Sikhs worship in Gurdwaras around the world.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</li> <li>Evaluate diverse Christian expressions of worship</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Talk about faith in action from a religion</li> <li>Talk about the concept of unity</li> <li>Ask questions about the teaching of the Baha'I Faith</li> </ul>



	<p>how people should be treated equally and compare to other views.</p> <ul style="list-style-type: none"> <li>• Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)</li> <li>• Discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.</li> <li>• Discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.</li> <li>• Give two examples of how changemakers from different world views are making a fairer world.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why Humanists feel that science is a process which allows claims to be tested.</li> <li>• Discuss if Christian spiritual experience can co-exist alongside scientific principles.</li> </ul>			
--	--	---	--	--	--

## Progression in RE from EYFS to Year 6

### EYFS – Little Wrens

Subject	Autumn term 1 – What Makes me 'me'?	Autumn term 2 – Let's Celebrate
Understanding the World	<ul style="list-style-type: none"> <li>• Make connections between the features of their families and other families</li> <li>• Notice differences between people</li> <li>• Develop positive attitudes about the differences between people</li> <li>• Consider the ways they have grown and change – beginning to make sense of own life story and family's history</li> <li>• Use senses to explore a variety of natural materials</li> <li>• Make collections to investigate and talk about</li> <li>• Talk about what they see</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how they have celebrated different events and festivals</li> <li>• Continue to develop positive attitudes about the differences between people</li> <li>• Explore the festivals and celebrations of Halloween, Autumn and Christmas</li> </ul>
Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us
Understanding the World	<ul style="list-style-type: none"> <li>• Explore the world around them using a variety of books, photographs and videos</li> <li>• Use simple maps and globes</li> <li>• Talk about the differences between materials and changes they notice</li> </ul>	<ul style="list-style-type: none"> <li>• Experience visits from a range of occupations such as firefighters, police, paramedic, farmer, hairdresser etc.</li> </ul>
Subject	Summer term 1 – Growth and Change	Summer term 2 – On the Move
Understanding the World	<ul style="list-style-type: none"> <li>• Observe and explore growth and decay over time (linked to plants in the kitchen garden)</li> <li>• Plant seeds and learn how to care for them</li> <li>• Talk about different vegetables and how they grow</li> <li>• Learn about a variety of foods and the importance of healthy eating and good dental care</li> <li>• Learn first-hand about the life cycle of butterflies and frogs</li> </ul>	<ul style="list-style-type: none"> <li>• Learn that there are different countries in our world</li> <li>• Talk about what they have noticed or have experienced</li> <li>• Learn about the different ways in which we can travel and how to keep safe</li> <li>• Learn the importance of keeping our oceans and beaches clean – beginning to understand the need to respect and care for the natural environment and all living things</li> </ul>

## EYFS – Reception Robins



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Talk about what they do with their family - Can draw similarities and make comparisons between other families.</li> <li>Navigate around our classroom and outdoor areas.</li> <li>Make own investigations of the season of Autumn through Outdoor learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Use photos, discuss how we celebrate Christmas</li> <li>Use world maps to show where some stories, events and festivals are based.</li> <li>Encounter a range of fictional characters and creatures from stories.</li> <li>Identify change in living things – Changes in the leaves, weather, seasons, autumn focus</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and place events in chronological order.</li> <li>Recognise change in seasons - winter focus</li> <li>Discuss own homes identifying what there is to do near their homes</li> <li>Make close observation of the natural world, including animals and plants</li> <li>Comment on what their home is like to draw comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary where appropriate.</li> <li>Use touch, smell and hearing to explore the natural world through during hands-on experiences.</li> <li>Environments – Identify features of local environment using Google Earth, Google Maps and photos –</li> <li>Use texts and artefacts to draw comparisons with homes now and in the past (Grosvenor Museum Visit)</li> </ul>	<ul style="list-style-type: none"> <li>Use the words: recycle, recycling, re-use.</li> <li>Identify ways we can care for the natural world around us.</li> <li>Make comparisons from how they have changed from when they were a baby (past)</li> <li>Make close observation of the natural world, including animals and plants</li> <li>Learn the life cycles of chicks and butterflies</li> <li>Identify change in living things – Changes in the leaves, weather, seasons, Summer focus</li> </ul>	<ul style="list-style-type: none"> <li>Make close observation of objects – use the words float, sink, magnetic</li> <li>Make comparisons between contrasting environments using images, stories, props</li> </ul>
	Black History Month (October)	Diwali Christmas	Valentines Day (14th February) Lunar new Year	Ash Wednesday Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan	Eid (end of April)	



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

## Christianity – Knowledge and Skills

**What does it mean to belong?**

....

I can explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)  
I can describe key important things Christians believe about Jesus. (Life of Jesus)

**Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches?**

I can explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)  
I can Describe key important things Christians believe about Jesus. (Life of Jesus)  
I can Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.

**Why is the Bible a special book for Christians?**

I can understand the Bible is a holy book (special) and explain why it might be important to Christians.

**Who was Jesus, why did he teach through stories and why is he important to Christians today?**

I can recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied.  
I can describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.

**How can the bible help a Christian with their way of life?**

I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World)  
I can describe how Christians live their lives as disciples and choose to follow Jesus.  
I can explain why & how people lives changed when they met Jesus.

**What do I think about Jesus and how he is portrayed in art from around the world? Why is the cross important to Christians?**

I can explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)  
I can suggest what Christians can learn

**Why do Christians think about Incarnation at Christmas? What is the Trinity?**

I can explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)  
I can suggest what Christians can learn about Jesus from nativity stories and the Easter story.  
I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World)

**How did Jesus teach about God and values through parables?**

I can respond with respect to a different beliefs and explain the significance of particular events and views to individuals and communities

**What can I learn from Christian art about**

**Which beliefs do we find hard to understand in Christianity?**

I can evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)  
I can explain how the life of Jesus was a sacrifice.  
I can describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.

**How and why do Christians worship? What are the benefits for believers?**

I can explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.  
I can evaluate diverse Christian expressions of

**Are Humanist and Christian ideas about science, conflicting or complimentary? Does the Big Bang Theory disprove the Genesis account on Creation?**

I can outline how Christians interpret Genesis in the light of the Big Bang theory.  
I can explore whether the Big Bang Theory disproves the Genesis accounts of creation.  
I can compare the views of the afterlife across a selection of religious worldviews to Christianity. (*Views to be selected which are relevant to the individual school context*).  
I can compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.  
I can explain why Humanists feel that science is a process which allows claims to be tested.  
I can discuss if Christian spiritual experience can co-exist alongside scientific principles

			<p>about Jesus from nativity stories and the Easter story.</p> <p>I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World)</p> <p><b>What is my point of view about God and why do people have faith?</b></p> <p>I can explain how Christians see God as 'Three in One' (Father, Son &amp; Holy Spirit) through symbols. (Trinity)</p>	<p><b>Christian beliefs about Easter, Salvation and the Trinity?</b></p> <p>I can suggest what Christians can learn about Jesus from nativity stories and the Easter story.</p> <p>I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World)</p> <p>I can understand the concept of salvation means 'to be rescued' from sin.</p>	worship	<p><b>What are some of the differences and similarities within Christianity locally and globally? What can we learn from religious buildings and music?</b></p> <p>I can describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p> <p>I can evaluate diverse Christian expressions of worship</p>
--	--	--	---	---	---------	--



Key Assessment Questions	Give an example of a Christian symbol.	What makes a book "Special"?	What languages was the Bible originally written in?	What is a Christingle? Who did John call "The Word"? What is incarnation?	What is a Christian view of sin?	What do Christians and Humanists believe happens when you die?
	What is the font used for in a church?		What is the name for a particular sentence when you are looking for a reading in the bible?	Why did Jesus teach about God through parables?	Explain the Christian terms of Saviour, Messiah and Emmanuel.	Do some Christians believe in the Big Bang and evolution?
	How was Jesus baptised?	Why do Christians try to live their lives according to teachings in the Bible?	Which books in the Bible contain many of the stories about the life of Jesus?	What does incarnation mean?	How can you connect 'Good News' and 'Incarnation'?	How do some Christians view the story of Creation?
	What gifts did the Wise Men bring?	Can you name four disciples?	Why is the cross an important symbol for Christians?	Why is salvation important to a Christian?	Name three different ways that a believer may worship.	What is the name and denomination of the church which is near the dentist etc?
	What is an Advent Wreath?	What is a parable?	How did Jesus describe himself?	Can you name the parts of the Trinity?	What happens at an adult / believers' Baptism?	What happens in an act of Communion in a church?
	Who told the Shepherds about the birth of Jesus?	What is the crucifixion and the resurrection?	What are the Gospels?	What is the resurrection?	How is silence part of worship?	How is Easter celebrated in (country)?
	Why is Jesus important to Christians?		What is the Trinity in Christianity?			
			Can you explain what these Christian symbols mean? (Include the Trinity).			
			What is a Philosopher?			
			Can you recognise a Christian belief about God from these statements. (Use statements about Ganesh, Allah and the Christian view.)			

Knowledge and Skills	Islam	Judaism	Islam	Judaism	Islam	Sikhism
	<p><b>What do Muslims believe about Allah and Muhammad?</b> I can talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. I can explain that the Qur'an is the holy book of Islam and say how it should be treated. I can show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads))</p> <p><b>How do Muslims express new beginnings in their lives?</b> I can describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed) I can describe at least three things that might</p>	<p><b>What do Jewish people believe about God?</b> I can identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. I can describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period. I can identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.</p> <p><b>How do Jewish people live their faith through practices and celebrations?</b> I can describe how Shabbat is important to a Jew and how Jews may go to Synagogue during this period. I can identify some different artefacts and symbols of Judaism and recognise some of these in</p>	<p><b>What do Muslims believe happened on 'the Night of Power' and how do they worship?</b> I can identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. I can recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. I can identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God) I can describe 3 ways Muslim worship shows devotion to Allah referring to life at home &amp; in the Mosque.</p>	<p><b>How do Jews demonstrate their faith through their communities?</b> I can reflect on why and how Jews worship. I can explain the importance of the Covenant for Jews I can explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief. I can evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.</p>	<p><b>Why are the Five Pillars important to Muslims for their daily lives?</b> I can identify, describe, and explain key Muslim beliefs related to Allah (God). I can name the Five Pillars and explain why they are important to the majority of Muslims. I can explain how Muslims' organisations help people in need.</p> <p><b>How is a Muslim way of life expressed at home and in the community?</b> I can describe how Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim. I can explain &amp; assess how all Muslims are part of the 'Ummah' by showing how</p>	<p><b>How do Sikhs worship?</b> I can describe what happens in the Gurdwara (<i>eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors</i>), how the Guru Granth Sahib is treated with respect. I can discuss how Sikhs worship in Gurdwaras around the world.</p>

	happen at a Muslim marriage. (Gifts, clothing, contract.)	the Synagogue I can describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.	I can analyse how the main features of a mosque explain Muslim key beliefs.		the Five Pillars enable Muslims to have peace with God. I can explain how Muslims' organisations help people in need.	
--	---	--	---	--	--	--



Key Assessment Questions	How many names are there for Allah?	Can you remember three words which show how a Jewish person may describe God?	What happened on the Night of Power?	What is a covenant?	What are the Five Pillars of Islam?	Explain the symbolism of the Khanda
	What is the name of the special book for Muslims?	Which language did we find in the Torah scroll?	What features would you expect to find in a mosque?	Which two Jewish festivals remember the Exodus?	How do Muslims prepare for prayer or reading the Qur'an?	What happens in a gurdwara?
	How is the Qur'an stand used?	Which of these objects might you find in a Synagogue?	Why is Muhammad (pbuh) important to Muslims?	Name three items which you will find on the Seder plate.	What happens during the month of Ramadan?	What is Naam Karan?
	Which fruit does a Muslim baby taste first?	What is a special name for the end of the week celebrated by Jewish families (Friday eve-Saturday eve)?	How many times a day do Muslims pray?	Write three words which would help you to label inside a synagogue.	How many times do Muslims pray in a day?	
	What is the name of the Muslim sacred text?	What is the name of the heroine who is celebrated and remembered at Purim?	What is the sacred text for Muslims and what language is it written in?		What is the difference between a Muslim and a Mu'min?	
	In which sort of building would a Muslim get married?				What is Ummah?	
	What is the name for God in Arabic?	How many days does Hanukkah last for?			What is Ibadah?	

Knowledge and Skills	World Views	Humanism	Hinduism	Hinduism	Sikhism	World Views
	<p><b>How do different and similar worldviews believe the world began and how should we look after it?</b></p> <p>I can explain how Christians view the creation of the world and try to take care for it, (stewardship). I can retell two stories that explain how the world was made. I can explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.) I can describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</p>	<p><b>What do Humanists think a good life is about?</b></p> <p>I can explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place. I can see how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place. I can recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy. I can explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated +</p>	<p><b>What does a Hindu believe about God and how is Diwali celebrated?</b></p> <p>I can explain how a Hindu may worship at home or in the mandir. I can describe and explain how a Hindu celebrates Diwali and Holi I can explain how a Hindu may view God. I can retell some Hindu stories and explain their significance for a Hindu.</p>	<p><b>How do Hindus worship in their daily lives?</b></p> <p>I can explain how a Hindu may worship at home or in the mandir. I can explain how a Hindu may view God. I can analyse a Hindu's journey of life and significant events along the way.</p>	<p><b>How are the values of community and equality shown though the Sikh way of life?</b></p> <p>I can explain how Sikhs believe in all pathways leading to God. I can describe the founder of Sikhi, Guru Nanak and recall key events in his life. I can describe what happens in the Gurdwara I can explain the symbolism of the 5Ks for some Sikhs. I can analyse how Sikhs show community and equality in their lives.</p>	<p><b>What does it mean to live in a religiously diverse world?</b></p> <p>I can analyse how religious diversity originated in the UK and give some examples. I can identify the origins of religious and non-religious worldviews around the world and place on a timeline I can reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.</p> <p><b>What do religious and non – religious world views believe about equality, justice and fairness?</b></p> <p>I can define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act. I can explain how Humanists and others believe that what we share is greater than that</p>

						<p>which divides us and how people should be treated equally and compare to other views. I can discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media I can discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.</p>
Key Assessment Questions	<p>What is the Big Bang Theory?</p> <p>How many days did it take for God to create the world according to the Christian story?</p> <p>What did Brahma do with a lotus flower to create the world?</p>	<p>What is a Humanist?</p> <p>Do Humanists believe in the one life?</p> <p>What is the Humanist logo?</p>	<p>Can you name these Murtis?</p> <p>Which Hindu deities would you find in the Ramayana?</p> <p>Name three ways a Hindu would celebrate Diwali.</p>	<p>What is Samsara?</p> <p>What is Karma?</p> <p>What happens at the festival of Holi?</p> <p>What is puja?</p>	<p>What are the 5Ks?</p> <p>What is the name of the Sikh holy book?</p> <p>What is a langar?</p> <p>Who was the first Guru?</p>	<p>What does immigration mean?</p> <p>What is the Golden Rule?</p> <p>What is discrimination?</p> <p>What places of worship are they're in our local community?</p> <p>How does The Equality Act support those with religious and non-religious beliefs?</p> <p>How can you recognise fake news?</p> <p>Why do many Hindus honour cows?</p>

Knowledge and Skills	Free choice	Free choice	Free choice	Humanism	Free choice	Free choice
	<b>Who are some Hindu Gods and how are they worshipped?</b> I can describe the Hindu God Brahma and the three forms he comes in I can explain why Shiva is blue I can explain what a shrine is I can explain who Ganesh is and why he has an elephant head	<b>What is respect?</b> I can explain how we are all special and unique recognising our similarities and differences. I can explain what the term "Respect" means with examples from day to day life and religious and non-religious worldviews. I can describe how someone may have a different world view to themselves. I can explain the meaning of empathy.	<b>Christingle/Advent</b> I can express how advent is a for preparation for Christians; I know information about the custom of making Christingles; I know how the Christingle can symbolise elements of faith; I know how my local churches prepare for Christmas.	<b>How do Humanists arrive at their views about the world?</b> I can explain how Humanists look to science for explanations of origins as evolved animals. I can describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other I can discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers I can understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.	<b>What is the Bahai faith?</b> I can explain why worshippers chose a particular place to worship and belong I can describe some features of the Baha'i faith I can connect my ideas	<b>How do Baha'is express unity through Prayer and service?</b> I can talk about faith in action from a religion I can talk about the concept of unity I can ask questions about the teaching of the Baha'i Faith
Key Assessment Questions	Can I talk respectfully about faith? Can I show respect for the views of other people?	What is respect and how can I show respect for others? Why do people have different worldviews? How can I understand someone else's point of view?	Can I identify the symbolism of a Christingle? Can I show how advent is a time of preparation for Christmas? Can I identify features of my local church?	What is the name of someone who leads a naming ceremony for a Humanist family?  Where would a Humanist hold a life event ceremony?  Do Humanists follow rules?	Can I explain why worshippers chose a particular place to worship and belong? Can I describe some features of the Baha'i faith? Can I connect my ideas?	How do Baha'is serve their communities around the world?  What is special about the Baha'i temples and how do they invite unity?