

| <h2>EYFS - Nursery</h2> <p>Who am I and what makes me special?</p>   |   |  |  |  |   |
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|  | <b>All about me</b><br>Say who they are and who they live with<br>Talk about themselves and people who are familiar to them using photographs as a prompt<br>Talk about how they have changed using baby photos as a prompt | <b>Celebrations</b><br>(birthdays, Diwali, Christmas & Chinese New Year)<br>Comment on pictures of focused celebrations in their own life<br>Begin to name different religious or cultural celebrations<br>Begin to know that people celebrate different things and have different beliefs<br>Make comments on stories linked to a range of different religious or cultural celebrations and festivals | <b>Being kind, Being brave</b><br>(Easter)<br>Comment on pictures of focused celebrations in their own life<br>Begin to name different religious or cultural celebrations<br>Begin to know that people celebrate different things and have different beliefs<br>Make comments on stories linked to a range of different religious or cultural celebrations and festivals | <b>Our World</b><br>Explore creation and nature<br>Begin to think how some people think the world is a gift from God<br>Look at things that grow, animals, the sky, weather<br>Begin to think about how to look after the world<br>Begin to think about why it is important to care for animals, plants and people | <b>What makes us special?</b><br>Begin to know everyone is different and that's a good thing<br>Introduce the word 'unique' and identify what makes us unique (Rainbow Fish)<br>Begin to understand we are loved just as we are |
| <ul style="list-style-type: none"> <li>Children will begin to study beliefs and practices of religions and cultures (Christianity, Hinduism, Islam, Chinese New Year and appropriate others) represented in their class, school or local community.</li> <li>Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside.</li> <li>A multi-sensory, play based approach should be promoted.</li> <li>Teachers should enable children to develop characteristics of effective learning by providing opportunities to: Investigate and experience new things; Play and explore; 'Have a go': concentrating, persevering, developing strategies and Develop own ideas, problem solve and follow lines of enquiry</li> </ul> |   |  |  |  |   |

## EYFS - Reception

Why are some things special?

| Early Learning Goal   | <b>Special Times</b><br>Give examples of special occasions (Christianity - Christmas & harvest, Hinduism - Diwali, Islam - Eid and Ramadan) and suggest features of a good celebration<br>Recall simple stories connected with Christmas/Harvest/ Diwali and Eid<br>Say why festivals are special times for believers of different faiths  | <b>Special Stories</b> | <b>Special Places</b><br>Talk about their special place and explain why it is special<br>Be aware that some Christians, Muslims and Hindus have places that are special to them (Christian - Church, Hinduism - Mandir (Temple), Islam - Mosque)<br>Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu<br>Identify some significant features/ objects found inside and outside a Church or Mosque (Church - altar/ font/pulpit/Bible/pew/candle/bells/spires/steeple, Mosque - minaret, dome, star, moon, prayer mat. Hinduism - murti (Hindu icon), aum (symbolic sound heard in a mandir))<br>Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque (worship God or Allah/pray) |
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| 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 | <ul style="list-style-type: none"> <li>Children will study Christianity and compare this with the beliefs and practices of other religions represented in their class, school or local community.</li> <li>Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside.</li> <li>A multi-sensory, play based approach should be promoted.</li> <li>Teachers should enable children to develop characteristics of effective learning by providing opportunities to: Investigate and experience new things; Play and explore; 'Have a go': concentrating, persevering, developing strategies and Develop own ideas, problem solve and follow lines of enquiry</li> </ul> |                        |   |

|              |   | <b>Year 1</b><br>What do people say about God?   | <b>Year 2</b><br>How do we respond to the things that really matter?  | <b>Year 3</b><br>Who should we follow?  | <b>Year 4</b><br>How should we live our lives?  | <b>Year 5</b><br>Where can we find guidance about how to live our lives?  | <b>Year 6</b><br>What do people say about God?  |
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| Christianity | Knowing about and understanding religions and worldviews - Beliefs and Values | <p><b>Ongoing Skills</b><br/>Give an example of a key belief and/or a religious story</p> <p>Give an example of a core value or commitment</p> | <p><b>Ongoing Skills</b><br/>Retell and suggest meanings for religious stories and/or beliefs</p> <p>Use some religious words and phrases when talking about beliefs and values</p> | <p><b>Ongoing Skills</b><br/>Show awareness of similarities in religions</p> <p>Identify beliefs and values contained within a story/teaching</p> <p>Identify the impact religion has on a believer</p> | <p><b>Ongoing Skills</b><br/>Describe what a believer might learn from a religious teaching/story</p> <p>Make links between ideas about morality and sources of authority</p> | <p><b>Ongoing Skills</b><br/>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p> <p>Explain the impact of beliefs and values - including reasons for diversity</p> | <p><b>Ongoing Skills</b><br/>Analyse beliefs, teachings and values and how they are linked</p> <p>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</p> <p>Explain the impact of beliefs, values and practices - including differences between and within religious traditions</p> |

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| <p><b>Knowing about and understanding religions and worldviews</b><br/>-<br/><b>Living Religious Traditions</b></p> | <p><b>Ongoing Skills</b><br/>Use some religious words and phrases to recognise and name some features of religious traditions<br/><br/>Talk about the way that religious beliefs might influence the way a person behaves</p> <p><b>Content Church</b><br/>Identify features of baptism - e.g. the font, candles, godparents<br/><br/>Talk about why parents might want to have their child baptised</p> <p><b>Jesus</b><br/>Identify religious aspects of Christmas celebrations<br/><br/>Talk about why Christmas is a special time for Christians</p> <p><b>God</b><br/>Talk about how and why Christians might want to talk to God (prayer)<br/><br/>Suggest symbolic meanings of rituals and items used in Christian prayer</p> | <p><b>Ongoing Skills</b><br/>Identify and describe how religion is expressed in different ways<br/><br/>Suggest the symbolic meaning of imagery and actions</p> <p><b>Content Church</b><br/>Identify symbols (images and actions) used in Christian worship<br/><br/>Talk about how and why symbols might be used in Christianity</p> <p><b>Jesus</b><br/>Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) - and the symbolic meaning<br/><br/>Talk about the different ways that Christians might celebrate Christmas</p> <p><b>God</b><br/>Suggest ways that Christians might express their concern for the natural world<br/><br/>Describe how and why Christians might thank God for creation at Harvest festivals</p> | <p><b>Ongoing Skills</b><br/>Identify how religion is expressed in different ways<br/><br/>Use religious terms to describe how people might express their beliefs</p> <p><b>Content Church</b><br/>Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations<br/><br/>Describe how and why Pentecost is celebrated</p> <p><b>Jesus</b><br/>Describe how and why Christians might try to follow the example of Jesus through mission and charity work<br/><br/>Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</p> <p><b>God</b><br/>Identify Christians who might be described as people who listened to and followed God<br/><br/>Describe how and why some Christians might devote their lives to serving God</p> | <p><b>Ongoing Skills</b><br/>Describe the impact religion has on believers' lives<br/><br/>Explain the deeper meaning and symbolism for specific religious practices</p> <p><b>Content Church</b><br/>Describe diversity of religious practices and lifestyle within the religious tradition<br/><br/>Interpret the deeper meaning of symbolism - contained in stories, images and actions</p> <p><b>Jesus</b><br/>Describe the role of places like Taizé where Christians from different backgrounds might come together to worship<br/><br/>Explain the impact that belief in miracles and the power of prayer might have on a Christian</p> <p><b>God</b><br/>Describe and explain how and why Christians might use the Lord's Prayer<br/><br/>Explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</p> | <p><b>Ongoing Skills</b><br/>Explain differing forms of expression and why these might be used</p> <p><b>Content Church</b><br/>Describe diversity of religious practices and lifestyle within the religious tradition</p> <p><b>Jesus</b><br/>Interpret the deeper meaning of symbolism - contained in stories, images and actions</p> <p><b>Content Church</b><br/>Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</p> <p><b>Jesus</b><br/>Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</p> <p><b>Content Church</b><br/>Explore Christian ideas about the importance of the Eucharist and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</p> <p><b>Jesus</b><br/>Explain how and why Christian individuals and communities might celebrate the events of Holy Week<br/><br/>Use religious vocabulary to describe and explain the Eucharist</p> <p><b>Content Church</b><br/>Explain different Christian beliefs about the Eucharist and its importance</p> <p><b>Jesus</b><br/>Explain the importance of Christian rites of passage as an expression of faith and commitment<br/><br/>Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p> |
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| <b>Expressing and communicating ideas related to religions and worldviews</b><br>-<br><b>Shared Human Experience</b> | <b>Ongoing Skills</b><br>Notice and show curiosity about people and how they live their lives  | <b>Ongoing Skills</b><br>Identify things that influence a person's sense of identity and belonging                      | <b>Ongoing Skills</b><br>Describe how some people, events and sources of wisdom have influenced and inspired others | <b>Ongoing Skills</b><br>Consider the range of beliefs, values and lifestyles that exist in society                                | <b>Ongoing Skills</b><br>Explain (with appropriate examples) where people might seek wisdom and guidance   | <b>Ongoing Skills</b><br>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging       |
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|  | <b>Content Church</b><br>Talk about what it means to belong to a family                        | <b>Content Church</b><br>Identify signs and symbols in the world around them  | <b>Content Church</b><br>Describe aspects of being human that we should be proud of                                 | <b>Content Church</b><br>Explain (with examples) how and why people might use stories to pass on wisdom and guidance               | <b>Content Church</b><br>Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life | <b>Content Church</b><br>Discuss differing ideas and opinions about the purpose of human life - and how these beliefs might influence relationships with others |
|  | <b>Jesus</b><br>Consider how and why babies might be special - and why they need love and care | <b>Jesus</b><br>Talk about the school logo - what values it might represent and how it might unite the school community | <b>Jesus</b><br>Talk about what it means to have charisma   | <b>Jesus</b><br>Consider differing attitudes and responses to the concept of sacrifice (both positive and negative)                | <b>Jesus</b><br>Explain the difference between fact, opinion and belief  | <b>Jesus</b><br>Consider how people might mature and become stronger through overcoming difficulties  |
|  | <b>God</b><br>Talk about the importance of love in families                                    | <b>God</b><br>Identify ways in which humans use (and abuse) the natural world   | <b>God</b><br>Identify inspirational people/role models for the world today   | <b>God</b><br>Discuss why people might be willing to make a sacrifice for someone they don't even know                             | <b>God</b><br>Consider the different ways that myth and stories are used   | <b>God</b><br>Discuss how people change during the course of their lifetime - and the key events that humans might mark on the journey of life                  |
|  | <b>God</b><br>Talk about the ways in which they are cared for and supported by family members  | <b>God</b><br>Talk about why our planet should matter to all humans - and how this should influence our behaviour       | <b>God</b><br>Describe the qualities that inspirational people might have   | <b>God</b><br>Describe why people might have different views about what is right and wrong - and where these views might come from | <b>God</b><br>Explain how a 'truth' might be contained within a story  | <b>God</b><br>Consider the value of celebrating landmarks in life - for individuals and communities   |
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| <b>Expressing and communicating ideas related to religions and worldviews</b><br>-<br><b>Search for Personal Meaning</b> | <b>Ongoing Skills</b><br>Ask questions<br>Talk about their own experiences                                  | <b>Ongoing Skills</b><br>Ask relevant questions<br>Talk about their own identity and values                          | <b>Ongoing Skills</b><br>In relation to matters of right and wrong, recognise their own and others' values<br><br>Discuss own questions and responses related to the question 'who should we follow - and why?' | <b>Ongoing Skills</b><br>Reflect on their own personal sources of wisdom and authority   | <b>Ongoing Skills</b><br>Discuss and debate the sources of guidance available to them<br><br>Consider the value of differing sources of guidance | <b>Ongoing Skills</b><br>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments<br><br>Develop own views and ideas in response to learning<br><br>Demonstrate increasing self-awareness in their own personal development |
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|  | <b>Content Church</b><br>Talk about their own identity as part of a family and part of the school community | <b>Content Church</b><br>Ask thoughtful questions about signs and symbols  | <b>Content Church</b><br>Discuss their own sense of value and what is good/unique about being them  | <b>Content Church</b><br>Discuss examples of wisdom and guidance that they have learnt from stories                                  | <b>Content Church</b><br>Raise meaningful questions about things that puzzle them  | <b>Content Church</b><br>Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)  |
|  | <b>Jesus</b><br>Talk about their own beginnings and how they were welcomed into the family                  | <b>Jesus</b><br>Talk about communities that they belong to - and how they show their commitment to these communities | <b>Jesus</b><br>Reflect on the people that they value in their lives - and how they show their appreciation   | <b>Jesus</b><br>Consider what messages/words of wisdom they would want to pass on to future generations - and how they would do this | <b>Jesus</b><br>Give examples of acts of sacrifice that have been done by or for them  | <b>Jesus</b><br>Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values  |
|  | <b>God</b><br>Reflect on their own role within the family   | <b>God</b><br>Talk about the people who provide comfort, security and hope for them                                  | <b>God</b><br>Discuss their own desires to make a difference in the world/in their communities  | <b>God</b><br>Discuss who or what they would be prepared to make sacrifices for  | <b>God</b><br>Consider the value of sacrifice - as an expression of love and commitment  | <b>God</b><br>Discuss their own beliefs - is there anything that they accept as truth which others may not agree with?  |
|  | <b>God</b><br>Discuss who they can talk to when they are happy/sad/worried                                  | <b>God</b><br>Suggest ways in which they might be a light for others   | <b>God</b><br>Raise and discuss questions about following others - including both positive and negative responses   | <b>God</b><br>Reflect on their own understanding of morality and where it comes from   | <b>God</b><br>Raise questions and discuss responses to different ideas about how to live well  | <b>God</b><br>Reflect on how they make decisions about what is/is not true  |
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|                     |   | <b>Year 1</b><br>What do people say about God?  | <b>Year 2</b><br>How do we respond to the things that really matter?   | <b>Year 3</b><br>Who should we follow?   | <b>Year 4</b><br>How should we live our lives?   | <b>Year 5</b><br>Where can we find guidance about how to live our lives?   | <b>Year 6</b><br>What do people say about God?   |
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| <b>Hindu Dharma</b> | <b>Knowing about and understanding religions and worldviews - Beliefs and Values</b>          | <p><b>Ongoing Skills</b><br/>Give an example of a key belief and/or a religious story<br/><br/>Give an example of a core value or commitment</p> <p><b>Content</b><br/>Know that Hindus believe in one God in many forms<br/><br/>Know that Hindus believe that God is present in all living things<br/><br/>Suggest what Hindus might learn about God from the story of the blind men and the elephant</p> | <p><b>Ongoing Skills</b><br/>Retell and suggest meanings for religious stories and/or beliefs<br/><br/>Use some religious words and phrases when talking about beliefs and values</p> <p><b>Content</b><br/>Know that Hindus believe in one God (Brahman) who can be worshipped in many forms<br/><br/>Know that these forms (the deities) have different qualities and are portrayed in different ways<br/><br/>Suggest why Hindus might believe that it is important to show devotion to the deities -</p> | <p><b>Ongoing Skills</b><br/>Show awareness of similarities in religions<br/><br/>Identify beliefs and values contained within a story/teaching<br/><br/>Identify the impact religion has on a believer</p> <p><b>Content</b><br/>Develop an understanding of the importance of duty and commitment to many religions<br/><br/>Know that following Dharma (religious duty) is an important part of Hindu life<br/><br/>Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' - duty owed to God/the deities, duty owed to teachers, and duty owed to family</p> | <p><b>Ongoing Skills</b><br/>Describe what a believer might learn from a religious teaching/ story<br/><br/>Make links between ideas about morality and sources of authority</p> <p><b>Content</b><br/>Explore teachings about good and evil in the story of Rama and Sita<br/><br/>Describe what moral guidance Hindus might gain from the story of Rama and Sita<br/><br/>Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma</p> | <p><b>Ongoing Skills</b><br/>Describe what a believer might learn from a religious teaching/ story<br/><br/>Make links between ideas about morality and sources of authority</p> <p><b>Content</b><br/>Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty<br/><br/>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus<br/><br/>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</p>   | <p><b>Ongoing Skills</b><br/>Analyse beliefs, teachings and values and how they are linked<br/><br/>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life<br/><br/>Explain the impact of beliefs, values and practices - including differences between and within religious traditions</p> <p><b>Content</b><br/>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked<br/><br/>Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'<br/><br/>Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</p> <p>of the life of Prince Siddhartha<br/><br/>and Buddhist beliefs and<br/><br/>teachings about The Four Noble<br/><br/>Truths</p> |
|                     | <b>Knowing about and understanding religions and worldviews - Living Religious Traditions</b> | <p><b>Ongoing Skills</b><br/>Use some religious words and phrases to recognise and name features of religious traditions<br/><br/>Talk about the way that religious beliefs might influence the way a person behaves</p> <p><b>Content</b><br/>Talk about how and why Hindus might use statues and images (murtis) in their worship<br/><br/>Suggest symbolic meanings expressed in the images</p>          | <p><b>Ongoing Skills</b><br/>Identify and describe how religion is expressed in different ways<br/><br/>Suggest the symbolic meaning of imagery and actions</p> <p><b>Content</b><br/>Know that Hindus might worship at a Mandir and/or the home shrine<br/><br/>Suggest why worship in the home might be important<br/><br/>Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)</p>  | <p><b>Ongoing Skills</b><br/>Identify how religion is expressed in different ways<br/><br/>Use religious terms to describe how people might express their beliefs</p> <p><b>Content</b><br/>Describe how and why Hindus might celebrate Raksha Bandhan<br/><br/>Identify aspects of the celebration which remind Hindus of their Dharma<br/><br/>Identify religious teachings contained within a Hindu story - and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?)</p>            | <p><b>Ongoing Skills</b><br/>Describe the impact religion has on believers' lives<br/><br/>Explain the deeper meaning and symbolism for specific religious practices</p> <p><b>Content</b><br/>Use subject specific language to describe how and why Hindus celebrate Diwali<br/><br/>Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</p>   | <p><b>Ongoing Skills</b><br/>Explain differing forms of expression and why these might be used<br/><br/>Describe diversity of religious practices and lifestyle within the religious tradition<br/><br/>Interpret the deeper meaning of symbolism - contained in stories, images and actions</p> <p><b>Content</b><br/>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi<br/><br/>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate<br/><br/>Explain how Holi celebrations might express Hindu beliefs about equality</p> | <p><b>Ongoing Skills</b><br/>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences<br/><br/>Explain differing ideas about religious expression</p> <p><b>Content</b><br/>Describe and explain the four ashramas (stages of life) in the life of a Hindu<br/><br/>Explain how a person might change as they move from one ashrama to the next<br/><br/>Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</p>  |

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| <b>Expressing and communicating ideas related to religions and worldviews</b><br>-<br><b>Shared Human Experience</b>     | <b>Ongoing Skills</b><br>Notice and show curiosity about people and how they live their lives | <b>Ongoing Skills</b><br>Identify things that influence a person's sense of identity and belonging | <b>Ongoing Skills</b><br>Describe how some people, events and sources of wisdom have influenced and inspired others | <b>Ongoing Skills</b><br>Consider the range of beliefs, values and lifestyles that exist in society | <b>Ongoing Skills</b><br>Explain (with appropriate examples) where people might seek wisdom and guidance | <b>Ongoing Skills</b><br>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging |
| <b>Expressing and communicating ideas related to religions and worldviews</b><br>-<br><b>Search for Personal Meaning</b> | <b>Ongoing Skills</b><br>Ask questions  | <b>Ongoing Skills</b><br>Ask relevant questions  | <b>Ongoing Skills</b><br>In relation to matters of right and wrong, recognise their own and others' values          | <b>Ongoing Skills</b><br>Reflect on their own personal sources of wisdom and authority              | <b>Ongoing Skills</b><br>Discuss and debate the sources of guidance available to them                    | <b>Ongoing Skills</b><br>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments                   |
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|       |   | <b>Year 1</b><br>What do people say about God?   | <b>Year 2</b><br>How do we respond to the things that really matter?  | <b>Year 3</b><br>Who should we follow?  | <b>Year 4</b><br>How should we live our lives?   | <b>Year 5</b><br>Where can we find guidance about how to live our lives?   | <b>Year 6</b><br>What do people say about God?  |
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| Islam | <b>Knowing about and understanding religions and worldviews - Beliefs and Values</b>          | <b>Ongoing Skills</b><br>Give an example of a key belief and/or a religious story<br><br>Give an example of a core value or commitment   | <b>Ongoing Skills</b><br>Retell and suggest meanings for religious stories and/or beliefs<br><br>Use some religious words and phrases when talking about beliefs and values | <b>Ongoing Skills</b><br>Show awareness of similarities in religions<br><br>Identify beliefs and values contained within a story/teaching<br><br>Identify the impact religion has on a believer | <b>Ongoing Skills</b><br>Describe what a believer might learn from a religious teaching/ story<br><br>Make links between ideas about morality and sources of authority | <b>Ongoing Skills</b><br>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers<br><br>Explain the impact of beliefs and values - including reasons for diversity  | <b>Ongoing Skills</b><br>Analyse beliefs, teachings and values and how they are linked<br><br>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life<br><br>Explain the impact of beliefs, values and practices - including differences between and within religious traditions |
|       | <b>Knowing about and understanding religions and worldviews - Living Religious Traditions</b> | <b>Ongoing Skills</b><br>Use some religious words and phrases to recognise and name features of religious traditions<br><br>Talk about the way that religious beliefs might influence the way a person behaves | <b>Ongoing Skills</b><br>Identify and describe how religion is expressed in different way<br><br>Suggest the symbolic meaning of imagery and actions                        | <b>Ongoing Skills</b><br>Identify how religion is expressed in different ways<br><br>Use religious terms to describe how people might express their beliefs                                     | <b>Ongoing Skills</b><br>Describe the impact religion has on believers' lives<br><br>Explain the deeper meaning and symbolism for specific religious practices         | <b>Ongoing Skills</b><br>Explain differing forms of expression and why these might be used<br><br>Describe diversity of religious practices and lifestyle within the religious tradition<br><br>Interpret the deeper meaning of symbolism - contained in stories, images and actions | <b>Ongoing Skills</b><br>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression  |

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| <b>Expressing and communicating ideas related to religions and worldviews</b><br>-<br>Shared Human Experience     | <b>Ongoing Skills</b><br>Notice and show curiosity about people and how they live their lives | <b>Ongoing Skills</b><br>Identify things that influence a person's sense of identity and belonging | <b>Ongoing Skills</b><br>Describe how some people, events and sources of wisdom have influenced and inspired others   | <b>Ongoing Skills</b><br>Consider the range of beliefs, values and lifestyles that exist in society | <b>Ongoing Skills</b><br>Explain (with appropriate examples) where people might seek wisdom and guidance   | <b>Ongoing Skills</b><br>Consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging   |
| <b>Expressing and communicating ideas related to religions and worldviews</b><br>-<br>Search for Personal Meaning | <b>Ongoing Skills</b><br>Ask questions  | <b>Ongoing Skills</b><br>Ask relevant questions<br>Talk about their own identity and values        | <b>Ongoing Skills</b><br>In relation to matters of right and wrong, recognise their own and others' values<br><br>Discuss own questions and responses related to the question 'who should we follow - and why?' | <b>Ongoing Skills</b><br>Reflect on their own personal sources of wisdom and authority              | <b>Ongoing Skills</b><br>Discuss and debate the sources of guidance available to them<br><br>Consider the value of differing sources of guidance | <b>Ongoing Skills</b><br>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments<br><br>Develop own views and ideas in response to learning<br><br>Demonstrate increasing self-awareness in their own personal development |
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|                                     |   | <b>Year 1</b><br>What do people say about God?  | <b>Year 2</b><br>How do we respond to the things that really matter?  | <b>Year 3</b><br>Who should we follow?   | <b>Year 4</b><br>How should we live our lives?   | <b>Year 5</b><br>Where can we find guidance about how to live our lives?   | <b>Year 6</b><br>What do people say about God?  |
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| <b>Judaism / Sikhism / Buddhism</b> | <b>Knowing about and understanding religions and worldviews - Beliefs and Values</b>          | <b>Judaism</b><br><b>Ongoing Skills / Content</b><br>Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)<br><br>Give an example of a core value or commitment (trusting that God will keep his promise)  | <b>Judaism</b><br><b>Ongoing Skills / Content</b><br>Retell the story of Moses being given the Ten Commandments<br><br>Know some of the Commandments - eg. keep the Sabbath Day holy, respect your mother and father<br><br>Suggest ways in which the Ten Commandments might influence the life of a believer | <b>Sikhism</b><br><b>Ongoing Skills / Content</b><br>Develop an understanding of the importance of founders and leaders for religious communities<br><br>Identify Sikh beliefs and values contained within the stories of the lives of the Gurus | <b>Sikhism</b><br><b>Ongoing Skills / Content</b><br>Explore teachings and stories from Sikhism<br><br>Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus<br><br>Make links between the beliefs, values and practices of Sikhism | <b>Judaism</b><br><b>Ongoing Skills / Content</b><br>Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers<br><br>Explain the impact of Jewish beliefs and values - including reasons for diversity | <b>Buddhism</b><br><b>Ongoing Skills / Content</b><br>Analyse Buddhist beliefs and teachings about how to be content<br><br>Explain Buddhist beliefs and values contained within the story of Prince Siddhartha<br><br>Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths |
|                                     | <b>Knowing about and understanding religions and worldviews - Living Religious Traditions</b> | <b>Judaism</b><br><b>Ongoing Skills / Content</b><br>Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)<br><br>Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) | <b>Judaism</b><br><b>Ongoing Skills / Content</b><br>Talk about how keeping the Sabbath day holy might influence a Jewish person<br><br>Talk about how the Sabbath is a way of making time for God and family<br><br>Know about the Jewish tradition of Friday night dinner                                   | <b>Sikhism</b><br><b>Ongoing Skills / Content</b><br>Describe how and why the Guru Granth Sahib is treated with great respect<br><br>Suggest how and why Sikhs might show commitment to their faith  | <b>Sikhism</b><br><b>Ongoing Skills / Content</b><br>Use subject specific language to describe how and why Sikhs show their religious commitments and values<br><br>Explain how clothing and behaviour might be symbolic of beliefs, values and commitments            | <b>Judaism</b><br><b>Ongoing Skills / Content</b><br>Explain differing forms of expression within the context of Jewish worship<br><br>Describe diversity of religious practices and lifestyle<br><br>Interpret the deeper meaning of symbolism - contained in stories, images and actions         | <b>Buddhism</b><br><b>Ongoing Skills / Content</b><br>Describe and explain what is involved in following the Eight-Fold Path of Buddhism - and the impact that following this might have on the life of a Buddhist<br><br>Consider the importance of daily meditation in Buddhism   |

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| <p><b>Expressing and communicating ideas related to religions and worldviews</b><br/>-<br/><b>Shared Human Experience</b></p>     | <p><b>Judaism</b><br/><b>Ongoing Skills / Content</b></p> <p>Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals - thinking about the fact that people celebrate different celebrations in very different ways - eg. Sukkot)</p> <p>Notice that for many people, trust is an important part of human life</p> | <p><b>Judaism</b><br/><b>Ongoing Skills / Content</b></p> <p>Talk about why some people are particularly special to us</p> <p>Suggest how and why it is important to make time for the people who really matter in our lives</p>  | <p><b>Sikhism</b><br/><b>Ongoing Skills / Content</b></p> <p>Identify people and ideas that inspire commitment</p> <p>Discuss the different ways that people might show that they are committed</p>        | <p><b>Sikhism</b><br/><b>Ongoing Skills / Content</b></p> <p>Discuss (with relevant examples) the importance of how we view and behave towards others</p> <p>Talk about how our outward behaviour reflects our inner beliefs, values and commitments</p> | <p><b>Judaism</b><br/><b>Ongoing Skills / Content</b></p> <p>Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>Consider the role of rules and guidance in uniting communities</p> | <p><b>Buddhism</b><br/><b>Ongoing Skills / Content</b></p> <p>Discuss the meaning of contentment - is it the same as happiness, or something different?</p> <p>Raise questions about the human experience of being unsatisfied - why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</p> |
| <p><b>Expressing and communicating ideas related to religions and worldviews</b><br/>-<br/><b>Search for Personal Meaning</b></p> | <p><b>Judaism</b><br/><b>Ongoing Skills / Content</b></p> <p>Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</p>   | <p><b>Judaism</b><br/><b>Ongoing Skills / Content</b></p> <p>Talk about the people who are special to them and identify the importance of these relationships in their lives</p> <p>Give examples of why it is important to spend quality time with the people who matter</p> | <p><b>Sikhism</b><br/><b>Ongoing Skills / Content</b></p> <p>Reflect on their own commitments and the impact that these have on their lives</p> <p>Ask questions about the value of having commitments</p> | <p><b>Sikhism</b><br/><b>Ongoing Skills / Content</b></p> <p>Reflect on their own concept of living a good life and how this influences the way that they treat others</p> <p>Discuss own thoughts and feelings about equality and justice</p>           | <p><b>Judaism</b><br/><b>Ongoing Skills / Content</b></p> <p>Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p>                               | <p><b>Buddhism</b><br/><b>Ongoing Skills / Content</b></p> <p>Ask and respond thoughtfully to questions about their own happiness - consider this as something that they are in control of</p> <p>Discuss the potential barriers to their happiness and what they can do to overcome these</p>   |