



Reception

Objectives

ELG: People, Culture and Communities

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

ELG: Comprehension

Learn about different festivals and the stories behind them: Diwali and the Hindu story of Rama and Sita, Christmas and the Nativity could be an opportunity for roleplay and to talk in simple terms about the meaning of incarnation.

ELG: Listening, attention and understanding

Share a religious story, saying which religion and book it has come from, ask 'I wonder...' questions. Encourage children to talk about what they have heard, to ask questions and to identify why it might be a story from a religion. Listen and comment on the views and traditions expressed by others.

In Reception we expose children to Religious Education through:

Introduce and use multi-syllabic vocabulary, such as religion, community, Christian

- Listen to longer stories, remembering much of what happens. Read stories from religious traditions, such as A wet and windy Harvest for Puddles, Puddles and the Christmas Play, together with The Tiny Ants and Seven New Kittens adapted from traditional Muslim stories (Gill Vaisey, www.booksatpress.co.uk)
- Celebrate festivals such as Harvest, Christmas, Easter, Diwali, Eid and explore the food and clothes linked to them, dress up in clothes from different cultures • Explore places of prayer, worship and reflection and talk about what happens there
- Talk about people who are special to us, who belongs to our family and look at photos. Celebrate belonging to a family and community, birthdays and naming ceremonies, meeting and talking with faith members from the community. Show care and concern for each other and the people in the community who help us.
- Explore the natural world and respond to questions such as What makes the world a wonderful place? Model and encourage responses to 'why' questions such as Why should we look after the world?

Throughout Reception children will explore the following:

What is religion? Do you know your religion? Can you tell me something about your religion? Do you know any other religions? What is similar/different to your religion? What do you celebrate? What are your family traditions? Festivals: Christianity - Harvest, Christmas, Easter; Islam - Eid; British - St Georges Day

Key Themes:

Special Places - Earth church temple mandir mosque synagogue gurdwara

Special Times - Christmas Easter Harvest Diwali rangoli patterns Eid Hannukah Guru Nanak Jayanti

Special People - Jesus, Christian vicar Buddhist monks Hindu/Sikh pandit Muslim imam Muhammad (pbuh) Jewish rabbi

Special Books - Bible Ramayana Qur'an Torah Guru Granth Sahib Ji

Special Things - cross lotus flower prayer wheel murti prayer mat Star of David turban



Year 1				
Term and Big Question		Objectives		
	Knowledge and Understanding	Vocabulary	Personal Resonance	Evaluation and Critical Thinking
	<ul style="list-style-type: none"> Recall facts about the religions / beliefs studied Begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. Retell a range of religious stories Recognise features of religious life and practice 		<ul style="list-style-type: none"> Talk about what concepts like belonging, commitment, kindness, forgiveness means to them 	<ul style="list-style-type: none"> Start to think through the enquiry question using some facts and are beginning to see there could be more than one answer
Autumn 1: <i>Christianity</i> Does God want Christians to look after the world?	<ul style="list-style-type: none"> Retell the Christian Creation story Explore how this influences how Christians behave towards nature and the environment 	<i>Christian</i> <i>God</i> <i>creation</i> <i>care</i>	<ul style="list-style-type: none"> Verbalise and/or express own thoughts 	<ul style="list-style-type: none"> Talk about what they like and dislike in a religious story
Autumn 2: <i>Christianity</i> What gifts might Christians have given Jesus if he had been born here?	<ul style="list-style-type: none"> Remember the Christmas story Discuss some of the gifts given to Jesus Suggest a gift which could be given to Jesus 	<i>Jesus</i> <i>Christmas</i> <i>gift</i>	<ul style="list-style-type: none"> Identify what is of value and concern to themselves 	<ul style="list-style-type: none"> Identify what they find puzzling in religious materials studied
Spring 1: <i>Christianity</i> Was it always easy for Jesus to show friendship?	<ul style="list-style-type: none"> Discuss a story about Jesus showing friendship Identifies how Jesus tried to be a good friend 	<i>friendship</i> <i>respect</i> <i>inspire</i>	<ul style="list-style-type: none"> Give examples of ways different people show religion is important to them 	<ul style="list-style-type: none"> Recognise some religious symbols and words
Spring 2: <i>Christianity</i> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<ul style="list-style-type: none"> Recall what happened on Palm Sunday Can recognise some symbols in the story Recognise that Jesus is special to Christians 	<i>welcome</i> <i>Palm Sunday</i> <i>meaning</i>		
Summer 1: <i>Judaism</i> Is Shabbat important to Jewish people?	<ul style="list-style-type: none"> Names things on the Shabbat table Discusses some of the things that Jewish people do to celebrate Shabbat Makes a connection between being Jewish and making decisions about behaviour 	<i>Shabbat</i> <i>Jewish</i> <i>celebrate</i> <i>commitment</i>		
Summer 2: <i>Judaism</i> Are Rosh Hashanah and Yom Kippur important to Jewish children?	<ul style="list-style-type: none"> Can identify what Jewish people do at Rosh Hashanah Can identify what Jewish people do at Yom Kippur Can give reasons why these are important to Jewish children 	<i>Rosh</i> <i>Hashanah</i> <i>Yom Kippur</i> <i>practices</i> <i>traditions</i>		



Year 2				
Term and Big Question		Objectives		
	Knowledge and Understanding	Vocabulary	Personal Resonance	Evaluation and Critical Thinking
	<ul style="list-style-type: none"> Recall facts about the religions / beliefs studied Uses words correctly when describing religious festivals and celebrations 		<ul style="list-style-type: none"> Talk about what concepts like belonging, commitment, kindness, forgiveness means to them 	<ul style="list-style-type: none"> Start to think through the enquiry question using some facts and are beginning to see there could be more than one answer
Autumn 1: <i>Christianity</i> Is it possible to be kind to everyone all of the time?	<ul style="list-style-type: none"> Retell a story Jesus told about being kind Gives examples of when Jesus showed kindness Discusses whether they think a Christian should be kind and why 	<i>kindness</i> <i>Good</i> <i>Samaritan influence</i>	<ul style="list-style-type: none"> Verbalise and/or express own thoughts 	<ul style="list-style-type: none"> Realise some ideas are hard to explain
Autumn 2: <i>Christianity</i> Why do Christians believe God gave Jesus to the world?	<ul style="list-style-type: none"> Can retell the Christmas story Can explain that Christians believe Jesus was a gift from God Can explain why Christians think God gave Jesus to the world 	<i>Christmas</i> <i>sin</i> <i>saviour</i> <i>salvation</i>	<ul style="list-style-type: none"> Talk about some things people believe about their God 	<ul style="list-style-type: none"> Understand some actions are right and others are wrong
Spring 1: <i>Judaism</i> How important is it for Jewish people to do what God asks them to do?	<ul style="list-style-type: none"> Discusses the Seder meal, or another Jewish practice, with some detail Discuss why Jewish people choose these practices 	<i>Seder meal</i> <i>practices</i> <i>Passover</i>	<ul style="list-style-type: none"> Respond sensitively to experiences and feelings of others 	<ul style="list-style-type: none"> Can identify how some people are considered special through the examples they set
Spring 2: <i>Christianity</i> How important is it to Christians that Jesus came back to life after his crucifixion?	<ul style="list-style-type: none"> Recalls what Christians believe happened on Easter Sunday Starts to explain why the resurrection is important to Christians Can suggest a different explanation as to what happened to Jesus after the empty tomb 	<i>crucifixion</i> <i>resurrection</i> <i>Easter</i>		<ul style="list-style-type: none"> Ask questions about their own and others' feelings and experiences
Summer 1: <i>Islam</i> Does going to the Mosque give Muslims a sense of belonging?	<ul style="list-style-type: none"> Explains what happens when Muslims pray alone or at a mosque Beginning to describe how Muslims achieve a sense of belonging 	<i>Islam</i> <i>Muslim</i> <i>Belonging</i> <i>mosque</i>		<ul style="list-style-type: none"> Identify possible meanings for symbols and other forms of religious expression
Summer 2: <i>Islam</i> Does completing Hajj make a person a better Muslim?	<ul style="list-style-type: none"> Can recall some of the events that happen during Hajj Can explain why these events are important to Muslims 	<i>Hajj</i> <i>sacred</i> <i>significance</i>		



Year 3				
Term and Big Question		Objectives		
	Knowledge and Understanding	Vocabulary	Personal Resonance	Evaluation and Critical Thinking
	<ul style="list-style-type: none"> Recall facts about religions they have studied Select the facts that are most significant to the enquiry and start to explain their relevance/importance Describe some religious beliefs and teachings of religions studied Makes links between belief, stories and practice 		<ul style="list-style-type: none"> Talks about the concept/belief e.g. belonging and start to relate this to the people they are studying e.g. Jews 	<ul style="list-style-type: none"> Applies knowledge to the enquiry question and gives an answer supported by one or more facts
Autumn 1: <i>Sikhism</i> Does joining the Khalsa make a person a better Sikh?	<ul style="list-style-type: none"> Describes what happens during the Amrit Ceremony Explain what might motivate a Sikh to go through the Amrit Ceremony 	<i>Sikhism</i> <i>Khalsa</i> <i>Amrit Ceremony</i> <i>commitment</i>	<ul style="list-style-type: none"> Can express their own opinions and start to support them with rational 	<ul style="list-style-type: none"> Can explain some of the ways in which religion can influence a person's life
Autumn 2: <i>Christianity</i> Has Christmas lost its true meaning?	<ul style="list-style-type: none"> Explains the Christian belief that Jesus was God in human form Can make some links between the Christian beliefs about Christmas and how they celebrate it Recognises that Christmas means different things to different people 	<i>meaning</i> <i>belief</i> <i>celebration</i>	<ul style="list-style-type: none"> Can describe feeling and experiences on a range of issues 	<ul style="list-style-type: none"> Identify similarities and differences between religions and beliefs
Spring 1: <i>Christianity</i> Could Jesus heal people? Were these miracles or is there some other explanation?	<ul style="list-style-type: none"> Retells a story about Jesus healing people Explains one Christian viewpoint about one of Jesus' healing miracles Recognises some questions people might have about Jesus' healing miracles 	<i>miracle</i> <i>healing</i> <i>Bible stories</i>	<ul style="list-style-type: none"> Recognises different viewpoints 	<ul style="list-style-type: none"> Ask significant questions about religions and beliefs
Spring 2: <i>Christianity</i> What is 'good' about Good Friday?	<ul style="list-style-type: none"> Identifies key symbols and their meaning (e.g. cross, bread, wine) Recognises why Christians believe Jesus' death is important 	<i>Good Friday</i> <i>symbol</i> <i>forgiveness</i>	<ul style="list-style-type: none"> Compares aspects of their own experiences and those of others 	<ul style="list-style-type: none"> Describe and suggest meanings for symbols and other forms of religious expression
Summer 1: <i>Hinduism</i> How can Brahman be everywhere and in everything?	<ul style="list-style-type: none"> Discusses some Hindu gods Explains the significance of Hindu gods to Hindus Understands that Hindus believe Brahman is in everything 	<i>Hinduism</i> <i>Brahman</i> <i>deity</i> <i>tri-murti</i>		
Summer 2: <i>Hinduism</i> Would visiting the River Ganges feel special to a non-Hindu?	<ul style="list-style-type: none"> Describes a Hindu ritual that happens at/in the River Ganges Explains the significance of the rituals 	<i>pilgrimage</i> <i>ritual</i> <i>River Ganges</i> <i>sacred</i>		



Year 4					
Term and Big Question		Objectives			
		Knowledge and Understanding	Vocabulary	Personal Resonance	Evaluation and Critical Thinking
		<ul style="list-style-type: none"> Recall facts about religions they have studied Select the facts that are most significant to the enquiry and start to explain their relevance/importance Describe some religious beliefs and teachings of religions studied Gather, select and organise ideas about religion and belief Comments on connections between questions, beliefs, values and practices 		<ul style="list-style-type: none"> Talks about the concept/belief e.g. belonging and start to relate this to the people they are studying e.g. Jews 	<ul style="list-style-type: none"> Applies knowledge to the enquiry question and gives an answer supported by one or more facts Describes similarities and differences between religions and beliefs
Autumn 1: <i>Buddhism</i> Is it possible for everyone to be happy?	<ul style="list-style-type: none"> Explains the 8-fold path Retells the main events of the Buddha's life story Reflects on the things Siddhattha did to try to be happy 	<i>Buddhism</i> <i>8-fold path</i> <i>righteous</i>	<ul style="list-style-type: none"> Can express their own opinions and start to support them with rational Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences Ask question about puzzling aspects of life and experiences and suggest answers Compares ideas with others 	<ul style="list-style-type: none"> Describes the impact of beliefs and practices on individuals, groups and communities Suggest meanings for a range of forms of religious expressions, using appropriate vocabulary Recognises that religion can influence people's lives 	
Autumn 2: <i>Christianity</i> What is the most significant part of the nativity story for Christians today?	<ul style="list-style-type: none"> Explain the symbols in the Christmas story Describe what a Christian might learn about Jesus from a Christmas symbol 	<i>symbolism</i> <i>incarnation</i> <i>significance</i>			
Spring 1: <i>Buddhism</i> Can the Buddha's teachings make the world a better place?	<ul style="list-style-type: none"> Recalls one of the Buddha's stories and explains what it means Makes links between Buddha's stories and his teachings about what causes sufferings 	<i>suffering</i> <i>teachings</i> <i>Buddha</i>			
Spring 2: <i>Christianity</i> Is forgiveness always possible for Christians?	<ul style="list-style-type: none"> Retells a Christian story about forgiveness Describes what a Christian might learn about forgiveness from the Bible 	<i>forgiveness</i> <i>sacrifice</i> <i>salvation</i>			
Summer 1: <i>Buddhism</i> What is the best way for a Buddhist to lead a good life?	<ul style="list-style-type: none"> Describes how the aspects of the 8-fold path would help Buddhists know how to live good lives Makes links between Buddha's teachings about causing no harm and the 8-fold path 	<i>decisions</i> <i>noble</i> <i>awareness</i>			
Summer 2: <i>Christianity</i> Do people need to go to church to show they are Christians?	<ul style="list-style-type: none"> Discusses things that are important to Christians during worship and explain their symbolism (bread and wine) Describe Baptism and Holy Communion Identify how some Christians worship publicly and some worship privately 	<i>worship</i> <i>Baptism</i> <i>Holy Communion</i> <i>participation</i>			



Year 5				
Term and Big Question	Objectives			
	Knowledge and Understanding	Vocabulary	Personal Resonance	Evaluation and Critical Thinking
	<ul style="list-style-type: none"> Recall facts about religions and explain differences in practice and interpretation within and between religions/belief systems. Developing and using a greater religious vocabulary Explains connections between questions, beliefs, values and practices in different belief systems 		<ul style="list-style-type: none"> Explains how the concept/belief e.g. forgiveness resonates in their own life and can also see this might be different for other people because of their religion/beliefs 	<ul style="list-style-type: none"> Weights up evidence and different arguments/aspects relevant to the enquiry question Expresses answer supported with evidence/rationale.
Autumn 1: <i>Hinduism</i> What is the best way for a Hindu to show commitment to God?	<ul style="list-style-type: none"> Describes the ways a Hindu shows a commitment to their God (Puja, pilgrimage, Dharma) Explain why they think some ways of showing commitment to God would be better than others for Hindus 	<i>practice</i> <i>commitment</i> <i>Puja</i>	<ul style="list-style-type: none"> Express thoughts having reflected on them in relation to other people's Links the way they behave to that of a belief Show tolerance to beliefs which differ from their own 	<ul style="list-style-type: none"> Recognises that some features are different in the same religion Explains how and why differences in belief are expressed Recognise and explain the impact of beliefs on individuals and communities Explains how some beliefs and teachings are shared by different religions Recognise religions and beliefs can be interpreted from different perspectives
Autumn 2: <i>Christianity</i> Is the Christmas story true?	<ul style="list-style-type: none"> Explain the Christian belief that Jesus was the Incarnation of God Describes what a Christian learns from the Christmas story Identifies different sources of the Christmas story 	<i>account</i> <i>prophet</i> <i>truth</i>		
Spring 1: <i>Sikhism</i> Are Sikh stories still relevant today?	<ul style="list-style-type: none"> Retells a Sikh story that teaches Sikhs how to behave towards other people Recognises that stories can be an important way of expressing belief and meaning Explains how Sikh stories can be relevant to Sikhs and non-Sikhs 	<i>Guru Granth Sahib</i> <i>Guru Nanak</i> <i>relevant</i>		
Spring 2: <i>Christianity</i> How significant is it for Christians to believe God intended Jesus to die?	<ul style="list-style-type: none"> Explains how some events in Holy Week tell Christians about Jesus' purpose/destiny Considers whether God intended Jesus to be crucified or if it was a consequence of the events during Holy Week 	<i>intention</i> <i>crucify</i> <i>consequence</i> <i>destiny</i>		
Summer 1: <i>Islam</i> What is the best way for a Muslim to show commitment to God? (previous year 6 unit)	<ul style="list-style-type: none"> Describes the ways a Muslim shows a commitment to their God (5 pillars of Islam) Explain why they think some ways of showing commitment to God would be better than others for Muslim Explore how this might impact on a Muslim's life 	<i>Five pillars of Islam</i> <i>impact</i> <i>Makkah</i> <i>commitment</i>		
Summer 2: <i>Christianity</i> What is the best way for a Christian to show commitment to God?	<ul style="list-style-type: none"> Describes the ways a Christian shows a commitment to their God (ten commandments, actions) Explain why they think some ways of showing commitment to God would be better than others for Christians 	<i>Ten Commandments</i> <i>prayer</i> <i>dedication</i>		



Year 6				
Term and Big Question	Objectives			
	Knowledge and Understanding	Vocabulary	Personal Resonance	Evaluation and Critical Thinking
	<ul style="list-style-type: none"> Recalls facts about religions and explain differences in practice and interpretation within and between religions/belief systems Uses religious and philosophical terminology and concepts to explain religions, beliefs and value systems 		<ul style="list-style-type: none"> Explains how the concept/belief e.g. forgiveness resonates in their own life and can also see this might be different for other people because of their religion/beliefs 	<ul style="list-style-type: none"> Weights up evidence and different arguments/aspects relevant to the enquiry question Expresses answer supported with evidence/rationale Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world
Autumn 1: <i>Sikhism</i> What is the best way for a Sikh to show commitment to God? <i>(previous year 5 unit)</i>	<ul style="list-style-type: none"> Describes the ways a Sikh shows a commitment to their God (5 K's, treatment of Guru Granth Sahib, Sewa, Langar) Explain why they think some ways of showing commitment to God would be better than others for Sikhs 	<i>Five k's (kangha, kirpan, kara, kachera, kesh)</i> <i>Guru Granth Sahib</i> <i>Sewa</i>	<ul style="list-style-type: none"> Express thoughts having reflected on them in relation to other people's Discuss and express their own views on some fundamental questions of identity, meaning, purpose and morality Show tolerance to beliefs which differ from their own 	<ul style="list-style-type: none"> Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Make comparisons between key beliefs, teachings and practices of religions studied
Autumn 2: <i>Christianity</i> Do Christian celebrations and traditions help Christians to understand who Jesus was and why he was born?	<ul style="list-style-type: none"> Explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life Explain that people may celebrate Christmas in different ways 	<i>tradition</i> <i>reminder</i> <i>meaningful</i>		
Spring 1: <i>Christianity</i> Is anything ever eternal?	<ul style="list-style-type: none"> Describe a Christians' beliefs about life after death Explains why Christians believe some things are eternal and the difference this makes to them 	<i>eternal</i> <i>unconditional</i> <i>repentance</i>		
Spring 2: <i>Christianity</i> Is Christianity still a strong religion 2000 years after Jesus was born?	<ul style="list-style-type: none"> Give reasons to suggest Christianity is a strong religion today Give reasons for the opposing argument Give their own opinion as to whether Christianity is still a strong religion 	<i>relevant</i> <i>charitableness</i> <i>integrity</i>		
Summer: <i>Islam</i> Does belief in Akhirah (life after death) help Muslims lead good lives?	<ul style="list-style-type: none"> Explain how believing in Akhirah influences Muslims to do their best and to lead good lives Discuss what motivates and influences Muslims to lead a good life Recognise that sometimes Muslims trying to lead a good life can lead to fighting/Holy War Explain different interpretations of Jihad Explore attitudes towards interpretations of Jihad and recognise and challenge stereotypes 	<i>Akhirah</i> <i>Ramadan</i> <i>sacrifice</i> <i>Holy War</i> <i>Jihad</i> <i>interpretation</i>		