



Howden C of E Infant and Junior School Sequence of Learning: RE and World Views



Children are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to children's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, children learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

RE: Age Related Statutory Coverage

Development Matters Children age 3 - 4	Early Learning Goal	Key Stage One	Key Stage Two
<u>People, Culture and Communities</u> Continue developing positive attitudes about the differences between people.	<u>People, Culture and Communities</u> 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.	With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview, at the end of Key Stage 1, pupils should be able to: • Retell and suggest meanings for some religious and moral stories and say how they influence people today. • Recall different beliefs and practices, naming key words, key figures and core beliefs.	With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews, at the end of Key Stage 2, pupils should be able to: • Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.

		• Tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group. • Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. • Consider and make responses to big questions from different worldviews. • Express ideas and opinions about moral questions of right and wrong. • Share ideas and examples of co-operation between people who are different. • Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them.	• Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. • Demonstrate understanding of how people express their identity and their spirituality through symbols and actions. • Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. • Offer some answers to challenging questions from different religious and non-religious perspectives. • Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Make connections between the beliefs that underpin different
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			celebrations, forms of worship, pilgrimages and rituals.
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Howden C of E Infant School FS2 and Key Stage 1 RE and World Views Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 Religions and World Views: • Christianity • Judaism • Hindu • Dharma	Special People What makes people special?	UC: Incarnation (F2) Why do Christians perform nativity plays at Christmas?	Celebrations How do people celebrate?	UC: Salvation (F3) Why do Christians put a cross in an Easter garden?	UC: God/Creation (F1) Why is the word 'God' so important to Christians?	Special Places What makes places special?
Golden Threads 	Beliefs and Teaching (T) Faith Founders (T)	Stories and Festivals (T) Festivals, Rituals and Ceremonies (SS)	Stories and Festivals (T) Festivals, Rituals and Ceremonies (SS)	Stories and Festivals (T) Festivals, Rituals and Ceremonies (SS)	Belief about God (T) Creation Stories and the Environment (P)	Times and Places of Worship (SS)
Year 1 Religions and World Views: • Christianity • Judaism • Humanism	An Introduction to Judaism Who is Jewish and what do they believe?	UC: Incarnation (1.3) Why does Christmas matter to Christians?	Belonging Who Belongs?	UC: Salvation (1.5) Why does Easter matter to Christians?	What a wonderful world Why is the world special?	UC: God (1.1) What do Christians believe God is like?
Golden Threads 	Beliefs about God (T) Beliefs and Teaching (T) Stories and Festivals (T) Faith in Action (T) Times and Places of Worship (SS)	Stories and Festivals (T) Festivals, Rituals and Ceremonies (SS)	Faith in Action (T) Festivals, Rituals and Ceremonies (SS) Symbols and Artefacts (SS) Faith in Community (SS)	Stories and Festivals (T) Beliefs and Teaching (T) Festivals, Rituals and Ceremonies (SS)	Creation Stories and the Environment (P)	Beliefs about God (T) Beliefs and Teaching (T)
Year 2 Religions and World Views:	An Introduction to Hindu Dharma	UC: Gospel (1.4)	Right or Wrong?	UC: Salvation (1.5) Why does	Creation (1.2) Who made the world?	Questions, Questions

- Christianity - Hindu Dharma - Humanism	Who belongs to the Hindu Dharma religion and what do they believe?	What is the good news that Jesus brings?	How do people decide what is right or wrong?	Easter matter to Christians? - Digging Deeper		What are the big questions?
Golden Threads 	Beliefs about God (T) Beliefs and Teaching (T) Times and Places of Worship (SS)	Holy Books (T) Beliefs and Teaching (T) Faith in Community (SS)	Beliefs and Teaching (T) Stories and Festivals (T) Faith in Action (T) Rules for Living (SS) Morality and Justice (P)	Stories and Festivals (T) Beliefs and Teaching (T) Festivals, Rituals and Ceremonies (SS)	Creation Stories and the Environment (P)	Life's Big Questions (P) Creation Stories and the Environment (P) Beliefs About God (T)

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Disciplinary and Substantive Knowledge in RE and World Views	
Substantive Knowledge in RE and World Views:	Children are taught the basis of Christianity, Judaism, Hindu Dharma and Islam as well as exploring Humanist, Aboriginal and Atheist world views. They explore these religions and world views through three mutually supportive disciplines - Theology, Philosophy and Social Sciences. Sometimes described as lenses, the three disciplines help RE to be seen from different perspectives, giving a balanced approach to teaching and learning.
Disciplinary Knowledge in RE and World Views:	Children learn how to ask questions about the substantive knowledge that they have learnt. It allows children to think critically and apply the information they have learnt about different religions and world views, helping them to understand the differences and similarities between themselves and others. Through this they develop respect, tolerance, empathy and have a much greater understanding of religions around the world.

Religious Education Pathways Overview

The Religious Education curriculum is organised into three areas/lenses- Theology, Philosophy and Social Sciences. Each of these pathways contains different learning strands.

Theology (Believe)	Philosophy (Think)	Social Sciences (Live)
Theology is about believing, asking questions about the concept and nature of god, where beliefs come from, about sources of authority and influence.	Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human.	Social sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives.
Beliefs about God(s)	Creation Stories and Faith and the Environment	Times and Places to Worship
Beliefs and Teaching	Life's Big Questions	Festivals, Rituals and Ceremonies
Faith Founders (KS2)	Morality and Justice	Symbols and Artefacts
Stories and Festivals		Faith in Community
Faith in Action		Rules for Living

RE Knowledge Progression

The RE knowledge content meets the requirements of the East Riding Agreed Syllabus statutory requirements to teach:

Key Stage 1: Christianity and one other principal religion - Judaism, plus one other religion or non-religious worldview- Hindu Dharma and humanism

Key Stage 2: Christianity and two other principal religions in some depth - Judaism, Sanatana Dharma (Hinduism) and Islam plus other religions or non-religious worldviews - humanism and aboriginal views.

Key Stage 1	Years 3 and 4	Years 5 and 6
Christianity	Christianity	Christianity
Judaism	Judaism	Islam
Hindu Dharma (Creation Stories)	Hindu Dharma (Hinduism)	Judaism (Comparison)
Humanism	Aboriginal Creation Story	Hindu Dharma (Comparison)
		Humanism/Atheism

The key theological content for understanding Christianity - God, creation, the fall, incarnation, salvation, resurrection, gospel, kingdom of God and people of God is identified in **yellow headings** within the learning pathways.

RE Key Skills Progression

FS2/Year 1 Remember	name/recognise/recall/talk about/respond simply
Year 2 Understand	retell/identify/question/begin to interpret/respond
Year 3 Apply and analyse	describe/make links/reflect

Year 4 Apply and analyse	make links/show understanding/describe significance and impact
Year 5 Evaluate and create	show understanding/describe significance and impact/suggest answers/respond using examples from religions studied
Year 6 Evaluate and create	Explain and evaluate impact/make informed comparisons/ express views

Theology Belief about God(s)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Christianity Key concept- God Know that the word God is a name. Know that Christians believe God created the world he is good and loving.	Identify names for god in different faiths. Know the name for god in Christianity is God. Express what believers say god is like. Know that Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Know that Christians worship God and try to live in ways that please him. Know that Christians believe in the Trinity. One God, three persons in one Father, Son (Jesus) and Holy Spirit. Know the Holy Spirit helps Christians to be and live like Jesus.	Know that Christians believe in the Trinity. One God, three personalities. Father, Son (Jesus) and Holy Spirit. Know that Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. Know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.	Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving, and full of grace. Know that Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Know that Christians believe getting to know God is like getting to know a person rather than learning information.			
Judaism	Know the name for god in Judaism is G-d or Yahweh. Know that Jews believe the one God is creative, good, and loving.	Compare and recognise similarities and differences between the key beliefs for Judaism and Christianity. Know that Christians and Jews believe there is a God, who created the world and is good (the faith roots are the same). Know that Jews believe that there is one eternal God who is a spirit and has no human form.				

Hindu Dharma	Know many Gods are worshipped in Hinduism. Each Hindu God is said to be a different part of the supreme God 'Brahman'. Know Om or Aum is a symbol and a sound associated with Hinduism.		Know the importance of Ganesh within the Hindu faith and the values associated with him. Know that Krishna is a major God in Hinduism, worshipped in his own right but also considered to be an 'avatar' of Vishnu, one of the forms that the God took when visiting Earth.		
Islam					Know that Muslims believe in one god, who they call Allah. Know that Allah has at least 99 names which are also called the '99 Attributes of Allah'. Explain how Muslims do not draw Allah or Muhammad and doing so would be considered disrespectful. Identify how the Qu'ran describes Allah.

Theology Beliefs and Teaching						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Holy Books						
Christianity Know the bible is a special book for Christians. Talk about a story I have heard. Ask questions about the story. Begin to retell a religious story.	Recognise and name the holy books of different faiths. Know the bible is a holy book about how to live for Christians. Know the bible is in two parts- the old and new testaments. Retell a story from two different faiths and say what they mean for the believer. Know the new testament contains stories of Jesus written by people who had met him or who had heard of him. Recognise beliefs that are the same for Judaism and Christianity.	Know the old testament contains the same books as the Jewish holy book (the Torah). Know that Christians believe the bible stories show God's promises. Know the ten commandments teachings were given to Moses. Know the bible is organised into chapters and verses. Begin to use a bible to find chapters and verses.	Identify the origins and make connections between different faith teachings. Use a bible to find chapters and verses in both the new and old testaments.			
Judaism Know the Torah is a special book for Jews.	Know the Torah is a holy book for Jews. Know the Torah is a life guide book to help Jewish people get on with G-d and people.	Know the Torah is a holy/special book for Jews (It is the first five books of the old testament). Know it's teaching include the ten commandments. Know the Torah is a life guide book to help Jewish people get on with G-d and people.				
Hindu Dharma	Know Hindus value many sacred writings as opposed to one holy book.	Know that the primary sacred texts, known as the Vedas, were composed around 1500 B.C. This collection of verses and hymns was written in Sanskrit and contains revelations received by ancient saints and sages.				

Islam					Know the Qur'an, is the holy book of Muslims who believe it contains the message of Allah. There are strict criteria in handling the Qur'an. Know the Qur'an is written in Arabic and Muslims always try to read and recite it in this language.
Key Teaching/Concepts					
Understanding Christianity Key concept- Gospel	Know that Christians believe Jesus brings good news for all people. Know that for Christians, this good news includes being loved by God, and being forgiven for bad things. Know that Christians believe Jesus is a friend to the poor and friendless. Know that Christians believe Jesus' teachings make people think about how to live and show them the right way.	Know that Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first. Know that Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Know that Christians try to be like Jesus - they want to know him better and better. Know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Know that Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human wrong doing. Know that Christians see that Jesus' teachings and example cut across expectations - the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.		
Judaism	Know that Jews believe Adam and Eve made a bad choice and broke their friendship with God. They had a falling out. God tried to mend the friendship with people. Know that he makes friends with Abraham and Moses. The rules called mitzvot help Jewish people to live their best lives with both their family and community.	Know that Jews believe G-d enters into a series of covenants (contracts) with his chosen people. These set expectations for moral and social behaviour. Know the covenants (contracts) with God's chosen people contain mitzvot (commandments, duties) that they are expected to keep.			

	Know the Jewish people believe one day a rescuer king will come.		
Hindu Dharma	Know that Hindus believe in Brahman (Ultimate Reality) one Ultimate Reality or Life Force. Know that every living thing contains a bit of Brahman that gives it its life = the atman (soul). Know many different deities (gods/goddesses) that help Hindus understand Brahman, the Ultimate Reality.	Know key deities that help Hindus understand Brahman, the Ultimate Reality are the Trimurti: Brahma is the creator. He is connected with the beginning of life. Vishnu is the preserver. He is connected with the living of life. Shiva is the destroyer. He is connected with the ending of life. Know that Hindus believe the Trimurti represent the cycle of life, samsara (birth, life, death, reincarnation), to help Hindus understand more about the Ultimate Life Force, Brahman. Know that Hinduism is interested in the journey of the atman around samsara. The ultimate goal of the atman's journey around samsara is moksha (liberation from samsara). It can achieve this by doing its dharma (duty) in each lifetime.	
Islam			Know that Muslims believe in one god, Know that Muslims believe all things were created in harmony (muslim); God wants them to stay this way. It is the job of people to try to keep things in harmony (muslim). It is not easy to keep things in harmony (muslim), so God gives people a straight path (shariah) to follow to help them keep things in harmony: Following the straight path (sharaiah) and everything will stay in harmony (muslim), as God intended it to be. God gives Muslims guidance to help them follow the straight path (shariah):-Studying the natural world, Studying the Qur'an, following the teachings and example of the Prophets.

			Know that the 5 pillars of Islam are: Belief in one God (Shahadah), Prayer (Salah), Charity (Zakah), Fasting (Sawm) and pilgrimage (Hajj) and to begin to understand what each of these is like in practice.
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Theology Faith Founders						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Know Jesus is a special person for Christians.	Know Christianity started with Jesus. Know Jesus had 12 special friends called disciples.		Identify key events in the lives of faith founders and their impact on those around them. Know Jesus is the founder of Christianity. He was born Jewish. Explain the key gospel teachings of Jesus- Luke 20 (Love the Lord your God with all your heart...) and its significance for Christians. Make the connection to old testament teachings. Explain the relevance of different faith founders for their followers today.		Explain the significance of Jesus' teachings about forgiveness. Discuss barriers to reconciliation and harmony and the power of forgiveness.	
Judaism	Know that Abraham is seen as the father of the Jewish religion. Know that Abraham's story is told in the Book of Genesis. Know Jews believe they should only follow G-d. (Yahweh).		Describe the key events in the life of Abraham and Moses. Know that Abraham's story is told in the Book of Genesis (the first book of the torah). Know that Jews believe that Judaism began when Abraham followed only God and began the 'people of God' family. Know that Jews believe there is one eternal God who is a spirit and has no human form. Know that Jewish people declare this belief every day with the Shema prayer.			

Hindu Dharma		Know Hinduism doesn't have a clear founder or starting point; rather, it grew and spread a fusion of beliefs—possibly as early as 5500 BCE—in the Indian subcontinent and changed over time based on Indian culture.	
Islam			Explain the teachings of Allah for Muslims Know that Muslims believe Muhammad (pbuh) is a messenger from Allah. Know the story of how Muhammad (pbuh) received the message of Allah from Gabriel in the Muslim month of Ramadan. Know that Muslims always say 'Peace' and 'Blessings be upon him' when they say or write the name of the prophet and never draw pictures of him, as a sign of respect. Compare the teachings of Jesus/ Allah/ Hinduism. Reflect on how key teachings impact on society.

Theology Stories and Festivals						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn about different religious stories and their festivals. Respond to a bible story.	Talk about how stories are celebrated at different religious festivals. Retell a story and say how each person is valuable and special. Suggest reasons why festivals are important. Talk sensitively about people of different faith.	Identify the stories celebrated at festivals from different faiths. Explain the link between the rituals associated with celebrations and the stories behind them.	Identify the stories celebrated at festivals from different faiths. Explain the link between the rituals associated with celebrations and the stories behind them.			
Christianity Christmas Key concept - Incarnation Know that Christians believe God came to Earth in human form as Jesus. Know that Christians believe Jesus came to show that all people are precious and special to God.	Know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Know that Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready. Know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).	Know that Christians believe the Father creates; he sent the Son who saves his people; the Son sends the Holy Spirit to his followers. Know that Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Know that Jesus was Jewish. Know that Christians believe Jesus is God in the flesh. Know that they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between people and God. Know the Old Testament talks about a 'rescuer' - a messiah. Some texts talk about what this 'messiah' would be like. Know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not believe Jesus is the Messiah.)			

			Know that Christians see Jesus as their Saviour (see Salvation).
Retell the Christmas story. Angel annunciation Travel to Bethlehem No room in the inn Shepherds Wise men and gifts Talk about how Christmas is celebrated in my home/school and in the world.	Retell the Nativity story: - Angel annunciation - Travel to Bethlehem - No room in the inn - Shepherds - Wise men and gifts - Gold, frankincense and myrrh	Recall key facts of the Christmas story. Y3: Be able to understand symbolism of the wise men's gifts: Gold- kingship Frankincense-burnt in the temple-God's presence Myrrh- liquid used in embalming and represents Jesus's death Y4: Christingle - Understand the symbolism of Christingle: Candle- Jesus light of the world Orange- world Red ribbon- Love of Jesus	Use a bible describe how the prophet Isaiah described Jesus and his purposes on Earth. Y5: Know the different titles for Jesus- Prince of Peace, messiah, Light of the World Know that Christians believe that Jesus shows people how to live. The bible says Jesus is the light of the world. Understand the symbolism of light and dark, good and evil. Be able to talk about their thoughts about symbolism. Compare Matthew and Luke's versions list and note similarities and differences. Y6: Discuss and know the gospels where the Christmas stories can be found. Matthew, Mark, Luke and John. Know the foretelling of Jesus birth is also in Isaiah 9. Contrast with other secular images and compare the feelings and moods.
Christianity Easter Key concept- Salvation Know that Christians remember Jesus' last week at Easter. Know that Christians believe Jesus came to show God's love.	Recognise and recall the Easter story and know why it's important to Christians. Know that Easter is very important in the 'big story' of God. Jesus showed that he was willing to forgive all people and help mend the broken friendship between people and God. Know that Christians believe Jesus rose from the dead, giving people hope of a new life. Know that Christians believe Jesus builds a bridge between God and people when he died on the cross.	Know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Know the events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.	I know that Christians read the 'big story' of God as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. Know that the Gospels give accounts of Jesus' death and resurrection. Know that The New Testament says that Jesus' death was somehow 'for us'. Know that Christians interpret this in a variety of ways: for example, as a sacrifice

Know that Christians try to show love to others.	Know that Jesus' name means 'He saves'.	Know that Christians remember and celebrate Jesus' last week, death and resurrection. Know that Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).	for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Know belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). 5.1 Know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. 5.1 6.1
	Sequence the events of the Easter story. Y1: Last supper, Palm Sunday, Good Friday and resurrection. Y2: Understand the symbolism of the cross and key themes of the events for Christians.	Understand the symbolism of the cross and key themes of the events for Christians. Describe the events of Holy Week and how Christians remember them today. Y3: Know the key events of the Easter story: Last supper, Palm Sunday, Judas's betrayal, (Peter's denial) the Trial, death and resurrection. Y4: Know the key events of the Easter story: Last supper, Palm Sunday, Judas's betrayal, (Peter's denial) the Trial, death and resurrection, ascension and Pentecost.	Understand the symbolism of the cross. Y5: Know the key facts of the Easter story: Last supper, Palm Sunday, Judas's betrayal, (Peter's denial) the Trial, death and resurrection, ascension and Pentecost. Know that Christians believe that Jesus defeated death through crucifixion and resurrection. This is called salvation. Make links with the Jewish festival of Pesach and the Easter story (sacrifice of Jesus). Know the key facts of the Easter story: Last supper, Palm Sunday, Judas's betrayal, (Peter's denial) the Trial, death and resurrection, ascension and Pentecost. What happened next? (founding of the Christian church and Paul).

Christianity Harvest	Know that Christians and Jews believe there is a God, who created the world and is good. Know that Christians and Jews believe that the food grown in the ground, grown on trees or collected from animals is made by God. Know that many Christians and Jews show gratitude to God for food by saying a prayer before or after eating. Know that Harvest is when food is collected by farmers and the Harvest Festival is a way that Christians show their gratitude to God. Know some of customs associated with the Harvest festival (such as singing hymns, praying and decorating churches with baskets of fruit and food/donating food to charity). Know that many Christians donate food to others during the time of harvest and believe it is a time to consider and help others who do not have enough to eat. <i>Explored during Collective Worship.</i>	Know that Christians and Jews believe there is a God, who created the world and is good and provides for them. Know that many Christians and Jews show gratitude to God for food at Harvest is when food is collected by farmers and the Harvest Festival is a way that Christians show their gratitude to God. Know that many Christians donate food to others during the time of harvest and believe it is a time to consider and help others who do not have enough to eat. It is part of the gospel message and social justice.	
Judaism Sukkot	Know that the Jewish festival of Sukkot is a harvest celebration. Know that members of Jewish community might build a Sukkah from natural materials and eat in it for a week. Know that the Sukkot ceremony is a waving ceremony involving the etrog and lulav and		

	that waving these is a way of showing happiness and reminding Jewish people that God is all around.		
Judaism Hanukkah		Know the story of Hanukkah (restoration of the temple in Jerusalem by the Maccabees) Know the values taught by the story- trust and faith. Know some Jewish practices around the Hanukkah period (such as lighting the menorah, playing the dreidel game, eating gelt, cooking and baking and enjoying gifts). Know that Hanukkah is regarded as a festival of light.	
Judaism Pesach (Passover)			Understand how persecution goes against the teachings of world views and religions; suggest why it is important for people to learn about and remember the persecution today. Know and can recall the Pesach (Passover) story of what happened to Jews in Egypt. Know how events in the story link with symbols on the Seder table. Know how eating the foods on the Seder table helps Jews today to relive the Passover story. Know and recall events of the Holocaust and key words; suggest how and why people acted/thought as they did; suggest why it is important for people to remember the Holocaust/Shoah today.

			Know and can describe the ethical values and beliefs of others and make links with features, words and symbols. Know and can explain why it is important for people to remember the Shoah and Passover today. Know and can recall examples of persecution and what key words mean.
Hindu Dharma	Know the story of Rama and Sita comes from the religion of Hinduism and is often remembered during the festival of Diwali. Know Diwali is the 'festival of lights', Celebrated by millions of Hindus, Sikhs and Jains across the world. Know that the villagers in the Hindi Diwali story made a chain of lights to guide Rama and Sita out of the forest. Know that light is often used as a symbol for hope, happy occasions or 'good' happiness in general. Know that we can make links between communities/groups/religions and that they may have similar ideas of what 'good' means and what good actions might be. Know the different ways in which Hindus celebrate Diwa (lighting lamps, sweets, Rangoli patterns, Mandir, etc).		
Islam			Explore the 'Night of Power' (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan to mark the giving of the Qur'an and what happens in the community.

			Explore how Muslims show self-control during Ramadan and why this is important. Consider what the benefits of fasting are to a Muslim and what they can learn from this experience. Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah.
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Theology Faith in Action						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Describe how religious people may express their beliefs in action Know about some faith-based charities. Consider a prayer or text that expresses belief. Know the Lord's prayer was a model Jesus gave to his disciples to follow. <i>KS1 Places of Worship see Social Sciences Times and Places to Worship strand.</i>		Show understanding of what is sacred for believers in religious places. Describe the uses of sacred places, symbols and artefacts by believers and the community. Explain how activities at local places of worship create a sense of community.		Compare key places of pilgrimage and identify why a faith member might go there. Know that Christians have many pilgrimages because of the number of saints and churches, and also the journeys of Jesus. In Judaism, there are 3 specific pilgrimages: Pesach, Shavot and Sukkot. There is a Hindu pilgrimage every 12 years, where they go to the River Ganges to wash and pray. The most important pilgrimage for a Muslim to do in their life is the Hajj. Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. Describe the features of pilgrimage and how significant they are in the lives of followers. Know the names of places in Jerusalem that are special to Muslims, Jews and Christians. Explain how going there might help the believer to feel closer to Gd/Allah, and/or Jesus/Muhammad (pbuh)	

			Describe the impact on how the believer might be different when they return home from a pilgrimage. Identify the impact of a religious teaching such as forgiveness on a believer's action. Describe the ways in which people of faith have demonstrated forgiveness and reconciliation. Describe the impact that reconciliation has on community harmony.
Understanding Christianity Key Concept - People of God		Know The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God and their friendship/ relationship with God. Know that Christians believe the people of God try to live in the way God wants, following his commands and worshipping him. Know that Christians believe he promises to stay with them and Bible stories show how God keeps his promises. Know that Christians believe that, through Jesus, all people can become the People of God.	Know The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham) they have to learn new ways of following God. Know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Know that Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Know that Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.
Judaism	Respond respectfully to people of different faiths and cultures.	Show understanding of what is sacred for believers in religious places.	

Describe how Jewish people may show their beliefs in action- Jews believe in a day of rest.

Know that Shabbat is the Jewish day of rest. Jewish people believe that God created the world in 6 days and then he rested. This is why they rest on Shabbat. (Jewish people have to cook before Shabbat starts, because on Shabbat they rest.)

Know that Shabbat is very important to Jewish people: they dress in their best clothes, serve the best food, set the table beautifully and light candles.

Know that special loaves of bread called challah bread are served during Shabbat with special wine.

Know that on Shabbat, Jews go to the Synagogue.

Know that Shabbat brings a sense of belonging to members of the Jewish faith.

Respond to a prayer or writing that shows belief.

Know that in Jewish homes there is a mezuzah on the doorpost. It is a little case containing a tiny scroll with writing from the Torah. It is called the Shema and is written in Hebrew. It reminds Jewish people to love God and live by his rules. When they come through the door, Jewish people kiss the mezuzah.

Know some of the features of the second temple of Jerusalem and the western wall and their significance as a place of pilgrimage in the Jewish Faith.

Philosophy Creation Stories and Faith and the Environment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Key Concept - Creation and the Fall Know that the word God is a name. Christians believe God is creator of the universe. Christians believe God made our wonderful world and so we should look after it.	Say why the world is a special place for faith members. Choose two other creation stories from another religion/non-religion and compare to the Christian creation story. Know Christians believe God created the world/ universe. Know Christians believe God made the world in 7 days (one rest day). Know Christians believe people should care for the world because it belongs to God. Talk about ways that everyone can play their part in caring for the world.	Compare different beliefs about how the universe began, making reference to sacred text. Know that Muslims, Jews and Christians all believe that the Genesis account is how the world started. Know the genesis creation story states that God created the heavens and the earth, and all living creatures in 6 days and rested on the 7th. Compare religious teachings to see how faith members should care for the Earth. Show understanding of stewardship and suggest actions everyone can take. Offer reasons why it is important to look after the earth. Know Christians believe that God cares for His creation, including people. Know it is God's intention to have a friendship with people. Know that the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the	Compare different beliefs about how the universe began, making reference to sacred texts. Know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. Know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic/relational account conflict with scientific accounts? Know the discoveries of science make Christians wonder even more about the power and majesty of God as Creator.			

		Fall'). This means that people cannot get close to God without God's help. Know that the Bible shows that God wants to help people to be friends with Him. He gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Know that Christians show that they want to be close to God too, through living a life God intended and through worship, which includes saying sorry for getting things wrong.	
Hindu Dharma	Identify similarities and differences between creation stories. Talk about the meaning of two different creation stories. Know that Hindus believe that Brahma the creator created the world from a lotus flower under the order of Lord Vishnu.	Hindu creation story review.	
World Views	Recall some creation stories from different traditions. Know the Iroquois are a native American people. Their stories have been told from family to family for many years. Know the Iroquois people believe that there was sky and the lower world. When the sky fell to the water the woman was saved by a sea eagle and was supported by a giant turtle. The other animals brought mud from the sea bottom back to the turtle. It grew and grew and made the world. Animals	Know the Aboriginal people explain how the world was made through dream time stories. Know the Aboriginal people believe a serpent travelled and as she did she made mountains and river beds. When she ticked frog's stomachs they filled the rivers and lakes. As a result, the plants and trees began to grow and the animals began to wake up.	Humanist creation theory review. Know that Isaac Newton believed that the fact that each person had an individual finger print was evidence that God existed. Only he could take the time and care to ensure that each person was individual, even down to their thumbprint. Paley thought that just as the watch has a designer, so must the world. Both are intricate and work with precision and have a lot of detail. He believed in God and that

	helped the woman to make mountains and trees. Know that people with a Humanist world view believe in the Big Bang theory. This is a scientific theory that explains the creation of the world from an initial 'big bang.' <i>This content is taught during the 'Big Questions' topic.</i>		he was the designer and creator of the world. The scientist Charles Darwin suggested that animals could change or evolve from primitive species over a period of time through a process called natural selection. 6.3
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Philosophy Life's Big Questions						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Suggest answers to Big Questions from different religious perspectives: Who is God? Where is God? Why do bad things happen? In the Christian faith, how can God also be Jesus and Holy Spirit? Why don't some people have enough food/shelter? Understand that some questions have no simple answers. Ask and talk about big questions and suggest some answers. Know that religions may offer different answers to the same question.		Not covered in lower key stage 2.		Identify what makes some questions ultimate. Offer answers to an ultimate question from different faith perspectives: What is life all about? What are my hopes and vision for the world? What happens when we die? Is there life after death? Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.	
					Know that Christians believe that Jesus was resurrected and came back to life. Know that Christians believe that every person has a soul and when they die they will go to heaven. They will have to give an account of their lives to God. Know that Christians believe a Hell is a place separate from God and His friendship.	
					Know that Hindus believe that in each living thing there is a part of God, Brahman; when that person dies this part leaves the body and is reincarnated into another body.	

			Know that Hindus believe that if a person has been good they will have good 'Karma' (a type of energy). Know that Hindus believe that if a person has been bad, they will have bad karma and might be reincarnated into an animal, rather than a human person. Know that Hindus believe that if you have good karma, when you die your 'soul' will be released from this cycle of birth, death and reincarnation, and will go back to God (Brahman) - this is called moksha.
			Know that Muslims believe that when they die the angel of death takes souls to Al-Barzakh, where they wait until the day of judgement. Know that Muslims believe that on the day of judgment everyone will be raised to life again and stand before Allah, who will judge their souls. Know the reward for good souls will be Heaven, which is described as a beautiful garden. Know that bad souls will be sent to Hell (Jahannan) where they will be without Allah's love.
			Know that Humanists believe this is the one life they have and so they need to make the most of it. For humanists, there is no single 'ultimate' meaning of life. Instead, it is up to them to make their own lives meaningful.

			Know that Humanists believe they should be free to decide how they live (as long as they do not cause harm to others), seeking happiness and supporting others to do the same. Know that Humanists believe that the origins of our moral capacities lie inside human beings and our evolution as social animals. They believe that, when deciding how to act, they should use reason and empathy, considering the consequences of their actions and the likely impact on other people and animals. Know that Humanists believe that human beings alone are responsible for making the world a better place. Many campaign for equality, human rights, and secularism. Many celebrate the progress humanity has made, but recognise the work that is still to be done.
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Philosophy Morality and Justice						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Respond sensitively to what's right and what's wrong. Know that it is important to do the right thing. Know that some right things are different for some people. Know that people in our lives can influence what we think (such as our parents or grandparents). Know that temptation can cause people to do bad things sometimes. Talk about how people make choices. Know that religion can affect what people think is right and wrong (like eating pork for Jews). Know that some people believe in heaven and hell. Know that religions give ideas about the best way people can live their lives. Talk to faith members about how they make moral choices.		Not covered in lower key stage 2.		Identify the responses of different religions to ethical questions. Know The Old Testament starts the story of the people of God (Abraham and Moses) and how God brought justice and freedom. Know Christians follow Jesus' teaching and to try to forgive and bring freedom to others, in this way they show the way God wants people to live, doing things His way (the kingdom of God). Explain what freedom means to people of faith. Know because of his Christian beliefs, William Wilberforce (from Hull) was a pioneer in the abolition of the slave trade in the 1700s). Show understanding of the beliefs and feelings of faith members who have experienced injustice explain their hopes and dreams for a just world. Know Martin Luther King Jr was a preacher and political activist who campaigned for racial equality in America (1944- 68). Explain their hopes and dreams for a just community and a just world.	

			Know Nelson Mandela was imprisoned in South Africa for 27 years for his part in taking action against the injustice of racial inequality -apartheid.
Understanding Christianity Key Concept - The Kingdom of God		Know that Christians believe that Jesus initiated the 'Kingdom of God' i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) Know that Christians believe Jesus is still alive, lives in their lives with the help of the Holy Spirit. Know that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Know that Christians celebrate Pentecost, as the beginning of the Church.	Know that Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus and subsequently through the lives of Christians who live in obedience to God. Know the parables suggest that there will be a future Kingdom, where God's reign will be complete. Know that Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

Social Sciences						
Times and Places to Worship						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Know the name of a church (as a building). Talk to and find out what the vicar does (in relation to church worship).	Recall the important features of a place of worship and say how they are used. Say why a local place of worship is important for many people. Know what it means to belong to something and identify a place or group where they belong. Describe different ways people may worship. Recognise aspects of worship common to more than one faith. Reflect on the importance of worship in the life of a believer. Name the parts of two places of worship for different faiths. Name the parts of a church (describe how the building and its artefacts are used in different ways). Know some of the features of a church and their significance to Christians (including the altar, stained glass windows figures and biblical people and events, cross). - Pulpit-Christianity follows the teachings of Jesus Christ. (sermons).		Describe some different ways people communicate with their god. Consider the meaning of different forms of religious worship and how they are expressions of belief. Know some of the features of a church and their significance to Christians (including the altar, stained glass windows depicting key figures and biblical events, the chancel, steeple, bell tower, shape of the cross). - Pulpit-Christianity follows the teachings of Jesus Christ. (sermons). - Kneelers are used in prayer. - Lectern- reading of the bible. - Altar-The Eucharist (holy communion) is a Christian ceremony commemorating the Last Supper. - Sung worship-hymn books. - Not all denominations observe all the sacraments.		Not covered in Y5 and 6 (see Faith in Action strand-pilgrimage).	

	- Kneelers are used in prayer. - Lectern- reading of the bible. - Sung worship-hymn books. <i>To be reviewed from FS2.</i>		
Judaism Explore questions about artefacts and actions linked to different religions.	Name the parts of a place of a synagogue (describe how the building and its artefacts are used in different ways). Know a synagogue is a building where Jews go to worship God. Know the features of a synagogue (such as the 'ark', an 'eternal light', two candelabra, pews, and a raised platform (bimah) from which scriptural passages are read and services often conducted. Know that teachers of the Jewish faith are called rabbis. They lead worship in the synagogue. Know that Ner tamid (eternal light) reminds Jews of God's presence. Know a mulkah/ kippah is a skull cap. Know a Tallit is a prayer shawl.	Know that the synagogue is a place of worship for Jewish people. The word synagogue means 'meeting place' in Greek. Know that teachers in the Jewish faith are called rabbis. They lead worship in the synagogue. Know the features of a synagogue (such as the 'ark', an 'eternal light', two candelabra, pews, and a raised platform (bimah) from which scriptural passages are read and services often conducted. Know that the Sabbath (from Sunset on Friday to Sunset on Saturday) is the Jewish holy day. Know the Torah is the most holy Jewish text, given to the Jews by Moses around 1250BC. Torah means 'teachings in Hebrew'. Know that Jewish men and women sit separately for worship in the synagogue. (613 knots of fringes to represent the laws).	
Hindu Dharma	Know that many Hindu people worship in their home and many also worship in the mandir which is also known as a temple. Know that the Hindu word for worship is 'puja'.		

	Know that different Hindu people worship in different ways. Know that a shrine can occupy a whole room or, more often, consist of a shelf or cupboard. Know that at the beginning of worship a puja bell is sounded to attract the attention of the deity. Know that in the mandir and also in the home, many Hindu people also take part in the Aarti ceremony. Know that businesses run by Hindus often have a shrine in the corner of an office. At Diwali, which for many Hindus marks a new year, the books of the businesses are blessed.		
Islam			Know that as mosque is a place of prayer and worship for Muslims. Know that a religious teacher called an imam (a 'man of knowledge') leads local prayer and takes care of the mosque. Know the very first mosque was the courtyard in the home of Muhammad (pbuh), who founded the religion of Islam. Know that if you look inside a mosque, you will see a big open space for people to pray and worship Allah. You won't find pews and seats like in churches; rugs or mats usually cover the floor instead. Know that mosques are often large buildings with beautiful towers and domes.

			Know that outside most mosques is a tall tower, called a minaret. In some mosques this is where a crier or muezzin calls Muslims to prayer from. Know that every mosque must also have running water as Muslims must wash their face, hands and feet before they pray (ablution). They also take off their shoes when they enter the mosque. Know that women and men don't worship together in mosques and music and singing are not part of worship in Islam, to avoid distraction. Know that there are no pictures of people or animals in a mosque; the Qu'ran forbids the worship of images, and Muslim people also believe that art could never reflect the magnificence of Allah's creation well enough. Know that Islamic art is dedicated to the design of intricate, colourful patterns and to beautiful writing.
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Social Sciences Festivals, Rituals and Ceremonies						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity Talk about my own traditions and experiences of religions. Sing songs relating to faith stories. Show my understanding of parts of stories by using a variety of materials to make pictures and models, role play etc. Retell stories by using a variety of materials to make pictures and models, role play etc.	Say why religious people celebrate an important life event. Know a Christian welcome ceremony to the church family is called a Christening. Know how Christians are welcomed into the Christian family through baptism. Know Christians have specific rituals and ceremonies to welcome them into the church (see symbols and artefacts). Say why people of faith make promises.		Suggest how the milestones give a sense of identity and belonging for faith members. Describe and explain the milestone of marriage in a church. Know it is a celebration for families to come together as a new family begins. Know a Christian wedding is when a couple promise to love and commit themselves to each other for all their lives. Know a Bridal veil shows the modesty of the bride and her reverence for God. Know that vows and declarations from the couple are made in front of God, promising to love and cherish each other. Being pronounced husband and wife officially publicly declares that the two are now one in the eyes of God. Know that the exchanging of the rings represents eternal love (there is no beginning or end to a ring). Know that signing of the register is a legal requirement to certify the marriage.		Explain and give reasons about how personal milestones engender a sense of identity. Discuss and give examples of how participating in rites of passage have an impact on religious communities. Suggest how the milestones of life give a sense of identity and belonging for faith members. (Revise previous milestones Including pilgrimage) confirmation. Revisit the Christian welcome ceremony to the church family (Christening/Baptism). Say why people of faith make promises. (this is first taught in Year 1). Know that Christians celebrate the coming of age in the confirmation ceremony. Know key facts of the ceremony and the role of the church leader. Know that it is recognition of belonging for the person being confirmed. (It confirms the promises made by the parents at the christening).	

		Reflect and share how religious celebrations and rituals have an impact on the community.	
Judaism	Know Ketubah is the marriage contract traditionally signed by two witnesses. Know Chuppah is the wedding canopy which the bride and groom stand under during the ceremony. It symbolises their future home together. Know the exchange of rings symbolises the unbroken circle and union of the married couple.		Know the significance of a bar/bat mitzvah for people of the Jewish faith. Know that Bar/Bat mitzvah are coming of age ceremonies. Know that the bat mitzvah is an indication of commitment to the Jewish faith. Know that boys and girls can take responsibility in services.
Hindu Dharma		Know the symbolism of knots as part of Hindu wedding custom (the female relative of the bride ties a kangan on the bride's and the groom's wrists). Know that 10 weeks before the ceremony the brides' family visits the groom. Seven women tie fruits, nuts and sweets into a red cloth with 7 knots. The groom's mother carries it to the bride after the 7 women have untied the knots. Know that as part of the wedding ceremony brides paint their hands with mendhi patterns made from henna. Know that the bride wears red with a sehra head dress. Know that the bride and groom don't see each other during the ceremony. Know Nikkah is the legal contract signed by the bride and groom.	

		Know Walima is the second part of the wedding (after the Nikkah) where performances, speeches and the feasting happen. Know Hindu weddings are extremely colourful and can last for a few days. Know Kanyadaan is the part of the ceremony where the father gives his daughter away to the groom (this can sometimes be a very emotional time for the family). Know that panigrahana is a ritual taken place near fire, where the groom takes the bride's hands to represent their union. Know that Saptapadi means 'seven steps' and is the most important part of the wedding traditions. The bride and groom take seven steps around the holy fire (the divine witness to their marriage) as they say their vows in Sanskrit.	
Islam			Know when a new baby is born the father whispers a prayer called an Adhan in the baby's right ear. Know Muslims thank Allah for the new baby at an Aqeeqah ceremony. The baby's hair is shaved and weighed. The weight of the hair is measured and the same amount in gold is given to charity. Two livestock are used for a huge feast with the whole community. Know that is traditional for Muslim parents to choose husbands and wives for their children.

			Know the symbolism of knots as part of marriage customs.
Humanism	Know that a Humanist naming ceremony is a non-religious service at which parents celebrate the birth of a new child. Know that, unlike a baptism service, there are no set words or actions. Know that the parents are free to decide where to hold it, what happens, and what they want to say.		
	Name some religious festivals and say how faith members celebrate them. Describe and explain some traditions linked to religious festivals. Talk about how Christians celebrate the festival of Christmas: - Advent - Gift giving - Nativity plays	Compare the ways in which religious festivals (Christmas and Easter) are celebrated in the community and across the world. Know about Advent around the world and different denominational variations on the advent crown.	Compare the experience of participating in a religious festival or celebration around the world. Compare the celebration of Christmas in religious and secular homes across the world. Describe about how Christians prepare for Lent. Show understanding how the story of Jesus' death and resurrection is celebrated at Easter and its impact on community.
Notice the differences in diet, style of dress, festivals celebrated.	Talk about how Christians celebrate the festival of Easter.	Describe how Christians celebrate the festival of Easter.	Explain the message of Easter for Christians and for the world today and how that it is demonstrated in traditions.
	Talk about how harvest is celebrated in Jewish and Christian faiths.	Describe how Jews celebrate the festival of Hanukkah.	Explain how and why Jews celebrate Pesach.
	Know the different ways in which Hindus celebrate Diwa (lighting lamps, sweets, Rangoli patterns, Mandir, etc). See story and festivals strand.		
			Explain how Muslims celebrate Eid.

Social Sciences Symbols and Artefacts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore questions about clothes and artefacts linked to different religions.	Reflect on what is special to me and others. Identify connections to religion and belief in the community. Identify precious things for people of faith. Recall some of the symbols, artefacts and rules associated with belonging to a faith group. Think about what matters most in a religious ceremony, including symbols and artefacts. Talk about the symbolism of the artefacts used in baptism.		Identify symbols and artefacts which are important for at least two different faiths (Christianity, Judaism and Islam). Explain how artefacts and symbols express the beliefs of faith member Explain the meaning of the cross for Christians and how it conveys the Easter message. Explain how and why Christians believe Jesus to be the 'Light of the World.' Explain the symbolism of a Christingle for Christians.		Identify the importance of symbolism in the expression of beliefs. Identify symbols and artefacts which are important for at least two different faiths. (Christianity, Judaism, Hindu Dharma and Islam). Explain how artefacts and symbols express the beliefs of faith members. Recognise different forms of religious and spiritual expression.	
Judaism	Talk about the symbolism of the Shabbat meal.				Describe and explain the symbolism of the (Pesach) Passover meal.	

Social Sciences Faith in Community						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explain how a person shows religion in their life. Talk about the lives of children from two different faith communities. (Jewish and Christian).		Explain what makes a community. Explain why significant people of faith acted according to their commitments. (Faith founders- Jesus and Abraham) Explain how people are inspired by actions of significant people of faith. (St. Peter and Paul). Know Peter was one of Jesus' disciples. Know Peter denied knowing Jesus at the time of Jesus' trial. Know Peter transformed to spread Christianity and be considered to be a founder of the early church. Give reasons why people may choose to make sacrifices to improve the lives of others.		Explain why significant people of faith acted according to their commitments. (Muhammad). Describe the contribution of a religious group to their community. (Christmas).	

Social Sciences Rules for Living						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Recognise differences and similarities between school rules and religious rules. Make links between religious rules and values for living. Know the story of the temptations of Adam and Eve and Jesus and the Good Samaritan.		Give examples of beliefs and values from different faiths. Revise key Christian and Jewish teachings and beliefs (The ten commandments).			
Judaism			Describe the impact of religious beliefs, values and rules on the life of a believer. Rosh Hashanah/Yom Kippur. Know Rosh Hashanah is a celebration of the Jewish New year. Know it is a time when Jews think about things they have done wrong in the past year and how they can improve. Know there are 3 things Jews believe that they can do to help them start the year afresh: T'shuvah being sorry to someone they've hurt and to God. T'filah- praying Tzedaka -doing good things.			
Islam					Describe the impact of religious beliefs, values and rules on the life of a believer. Know that Allah gives Muslims guidance to help them follow the straight path (shariah): Studying the natural world, Studying the Qur'an. Following the teachings and example of the Prophets.	

			The 5 pillars of Islam are: Belief in one God (Shahadah), Prayer (Salah), Charity (Zakah), Fasting (Sawm) and pilgrimage (Haji) and to begin to understand what each of these is like in practice.
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Howden C of E Infant School

Sequence of Learning: RE and World Views FS2



Knowledge and Skills (see unit planning for detailed links to Development Matters)			
Term:	Theme and Questions:	Learning Outcomes:	Content:
FS2 Autumn 1	Special People: What makes people special?	Talk about a story I have heard. Ask questions about the story. Begin to retell a religious story. Know the bible is a special book for Christians. Know Jesus is a special person for Christians.	• Talk about people who are special to them. • Say what makes their family and friends special to them. • Identify some of the qualities of a role model and consider who theirs might be. • Recall and talk about stories of Jesus as a role model to Christians. • Recall and talk about stories of Moses and how he is a role model to Jews. • Consider how the lives of Jesus and Moses influence people today.
FS2 Autumn 2	Incarnation: Why do Christians perform Nativity plays?	Learn about different religious stories and their festivals. Respond to a bible story. - Know that Christians believe God came to Earth in human form as Jesus. - Know that Christians believe Jesus came to show that all people are precious and special to God. Retell the Christmas story. - Angel annunciation	• Talk about why we give presents at Christmas. • Listen to and ask questions about the Christmas story. • Recognise Christians believe Jesus is God's son and that God gave Jesus as a special gift to the world. • Recognise Jesus came to earth as a baby and this was good news for all, including the shepherds who visited him. • Talk about why the kings took precious gifts to baby Jesus.

		- Travel to Bethlehem - No room in the inn - Shepherds - Wise men and gifts - Sing songs relating to faith stories. Show my understanding of parts of stories by using a variety of materials to make pictures and models, role play etc. Retell stories by using a variety of materials to make pictures and models, role play etc. Talk about how Christmas is celebrated in my home/school and in the world.	• Consider why not everybody celebrates Christmas.
FS2 Spring 1	Celebrations: How do people celebrate?	Learn about different religious stories and their festivals. Talk about my own traditions and experiences of religions. Show my understanding of parts of stories by using a variety of materials to make pictures and models, role play etc. Retell stories by using a variety of materials to make pictures and models, role play etc. Notice the differences in diet, style of dress, festivals celebrated.	• Explore how new year is celebrated in different cultures. • Retell and talk about the story of Chinese New Year and the animals of the zodiac. • Consider what Chinese New Year represents for Chinese families and how they prepare. • Retell and talk about the Persian Nowruz story. • Know some of the traditions that take place during Nowruz celebrations. • Read and talk about the Hindu festival of Holi. • Know why Holi is celebrated and give examples of different ways Hindus celebrate.

FS2 Spring 2	Salvation: Why do Christians put a cross in an Easter garden?	Learn about different religious stories and their festivals. Respond to a bible story: - Know that Christians remember Jesus' last week at Easter. - Know that Christians believe Jesus came to show God's love. - Know that Christians try to show love to others. Sing songs relating to faith stories.	• Know that Easter is a special time for Christians. • Recall and talk about the Easter story. • Recognise the crowds were pleased to see Jesus when he arrived in Jerusalem. • Recognise that some people felt angry with Jesus because he said he was God's son and they didn't believe him. • Know that Jesus died on a cross and Christians believe he came back to life three days later. • Know that Christians believe Jesus helps them to make a new start when things go wrong.
FS2 Summer 1	God/Creation: Why is the word 'God' so important to Christians?	Know that the word God is a name. Christians believe God is creator of the universe. Christians believe God made our wonderful world and so we should look after it.	• Listen to the story of 'The Precious Pearl' and consider why Christians believe God's name is precious. • Retell the Christian creation story and consider what it tells Christians about God. • Recognise that Christians believe God loves the world he made and it is their responsibility to look after it. • Know that 'umuganda' is carried out by Christians in Africa and is their way of looking after the environment around them. • Consider what school 'umuganda' would look like.
FS2 Summer 2	Special Places: What makes places special?	Talk to and find out what the vicar does (in relation to church worship). Know the name of a church (as a building).	• Talk about somewhere that is special to themselves, saying why.

		Explore questions about artefacts and actions linked to different religions.	• Be aware that some religious people have places which have special meaning for them. • Talk about the things that are special and valued in a place of worship. • Identify some significant features of a church, a synagogue and a mandir. • Recognise a place of worship. • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
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Key Vocabulary	
FS2	Special People: Unique, role model, God, Jesus, Christian, Jew, paralysed, blind, miracle, heal, rule, commandment Incarnation: Nativity, Christmas, Mary, Joseph, angel, shepherd, wise men, manger, stable, saviour, frankincense, myrrh Celebrations: celebrate, New Year, resolution, success, achieve, tradition, festival, Nowruz, Hindu, Rangoli pattern, Holi, evil Salvation: Easter, change, rescue, palm leaves, hosanna, disciples, arrest, cross, symbol, sin, resurrection, forgiveness. God and Creation: God, create, creator, creation, life, service, precious, care, welfare, responsibility, environment Special Places: worship, pray, Bible, vicar, Torah, synagogue, Rabbi, Star of David, Vedas, mandir, pandit, Aum



Howden C of E Infant School

Sequence of Learning: RE and World Views Year 1



Knowledge and Skills; a Multi-Disciplinary Approach			
Term:	Theme and Questions:	Learning Outcomes:	Content:
Autumn 1	An Introduction to Judaism: Who is Jewish, what do they believe and how do they worship?	<u>Beliefs about God</u> - Know the name for god in Judaism is G-d or Yahweh. - Know that Jews believe the one God is creative, good, and loving. <u>Beliefs and Teaching (Holy Books)</u> Recognise and name the holy books of different faiths. - Know the Torah is a holy book for Jews. - Know the Torah is a life guide book to help Jewish people get on with G-d and people. <u>Faith in Action</u> Respond to a prayer or writing that shows belief. - Know that in Jewish homes there is a mezuzah on the doorpost. It is a little case containing a tiny scroll with writing from the Torah. It is called the Shema and is written in Hebrew. It reminds Jewish people to love God and live by his rules. When they come through the door, Jewish people kiss the mezuzah. <u>Times and Places to Worship</u> Recall the important features of a place of worship and say how they are used. Describe different ways people may worship. Reflect on the importance of worship in the life of a believer.	• Consider what things are special to the children and their families. Talk about how the words 'sacred' or 'holy' are used; what makes some things special, sacred or holy? • Talk about why it is important to show respect for other people's precious or sacred belongings. • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced). • Explore the Shema (God is one, creator and cares for all people). • Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Establish that the Jewish holy book is the Torah and that is

		Name the parts of two places of worship for different faiths. Name the parts of a synagogue (describe how the building and its artefacts are used in different ways). - Know the features of a synagogue (such as the 'ark', an 'eternal light', two candelabra, pews, and a raised platform (bimah) from which scriptural passages are read and services often conducted. - Know that teachers of the Jewish faith are called rabbis. They lead worship in the synagogue. - Know that Ner tamid (eternal light) reminds Jews of God's presence. - Know a mulkah/ kippah is a skull cap. - Know a Tallit Stories and Festivals Know that the Jewish festival of Sukkot is a harvest celebration. Know that members of Jewish community might build a Sukkah from natural materials and eat in it for a week. Know that the Sukkot ceremony is a waving ceremony involving the etrog and lulav and that waving these is a way of showing happiness and reminding Jewish people that God is all around.	a life guide to help Jewish people get on with G-d and people. • Find out how a synagogue is used and talk to some Jewish people about how and why it is important in their lives. • Notice some similarities and differences between places of worship and how they are used. • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship. • Explore how Jewish faith members sometimes use music to help them in worship. • Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkot.
Autumn 2	Incarnation: Why does Christmas Matter to Christians?	Stories and Festivals Retell the Nativity story. - Angel annunciation - Travel to Bethlehem - No room in the inn - Wise men and gifts - Gold, frankincense and myrrh - Know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - Know that Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready. - Know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king,	• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Children to decide what they personally have to be thankful for at Christmas time.

		in Matthew) and that he came to bring good news (for example, to the poor, in Luke). <u>Festivals, Rituals and Ceremonies</u> Name some religious festivals and say how faith members celebrate them. Describe and explain some traditions linked to religious festivals. Talk about how Christians celebrate the festival of Christmas: - Advent - Gift giving - Nativity plays	
Spring 1	Belonging: Who Belongs?	<u>Festivals, Rituals and Ceremonies</u> Say why religious (and non-religious) people celebrate an important life event. <u>Christianity</u> - Know a Christian welcome ceremony to the church family is called a Christening. - Know how Christians are welcomed into the Christian family through baptism. - Know Christians have specific rituals and ceremonies to welcome them into the church (see symbols and artefacts). <u>Judaism</u> - Know Ketubah is the marriage contract traditionally signed by two witnesses. - Know Chuppah is the wedding canopy which the bride and groom stand under during the ceremony. It symbolises their future home together. - Know the exchange of rings symbolises the unbroken circle and union of the married couple. <u>Humanism</u> - Know that a Humanist naming ceremony is a non-religious service at which parents celebrate the birth of a new child. - Know that, unlike a baptism service, there are no set words or actions. - Know that the parents are free to decide where to hold it, what happens, and what they want to say. -	• Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of 'belonging' used in Christianity and Judaism and symbols of belonging in children's own lives and experience. • Explore why Jewish people celebrate Shabbat and how gives them a sense of belonging. • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a Humanist naming ceremony.

		Think about what matters most in a religious ceremony, including symbols and artefacts. Say why people of faith make promises. <u>Symbols and Artefacts</u> Reflect on what is special to me and others. Identify connections to religion and belief in the community. Identify precious things for people of faith. Recall some of the symbols, artefacts and rules associated with belonging to a faith group. Talk about the symbolism of the artefacts used in baptism. - <u>Faith in Community</u> Talk about the lives of children from two different faith communities. (Jewish and Christian). <u>Faith in Action</u> Describe how Jewish people may show their beliefs in action- Jews believe in a day of rest. • Know that Shabbat is the Jewish day of rest. • Jewish people believe that God created the world in 6 days and then he rested. This is why they rest on Shabbat. (Jewish people have to cook before Shabbat starts, because on Shabbat they rest.) • Know that Shabbat is very important to Jewish people: they dress in their best clothes, serve the best food, set the table beautifully and light candles. • Know that special loaves of bread called challah bread are served during Shabbat with special wine. • Know that on Shabbat, Jews go to the Synagogue. • Know that Shabbat brings a sense of belonging to members of the Jewish faith.	• Find out how people can show they belong with another person, through the promises made in a wedding ceremony, through symbols (rings, gifts; standing under the chuppah in Jewish weddings). • Find out about what the words mean in promises, hymns and prayers at a wedding. • Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract). • Listen to some music used at Jewish weddings. • Talk to some Christians and Humanists about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Explore the idea that different people belong to different religions, and that some people are not part of religious communities.
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Spring 2	Salvation: Why does Easter matter to Christians?	<u>Stories and Festivals</u> Recognise and recall the Easter story and know why it's important to Christians. Know that Easter is very important in the 'big story' of God. Jesus showed that he was willing to forgive all people and help mend the broken friendship between people and God. Know that Christians believe Jesus rose from the dead, giving people hope of a new life. Sequence the events of the Easter story. Y1: Last supper, Palm Sunday, Good Friday and resurrection. <u>Festivals, Rituals and Ceremonies</u> Name some religious festivals and say how faith members celebrate them. Describe and explain some traditions linked to religious festivals.	• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
Summer 1	Wonderful World: Why is the world special?	<u>Creation Stories and the Environment</u> Say why the world is a special place for faith members. - Know Christians believe God created the world/ universe. - Know Christians believe God made the world in 7 days (one rest day). - Know Christians believe people should care for the world because it belongs to God. Recall some creation stories from different traditions. - Know that Hindus believe that Brahma the creator created the world from a lotus flower under the order of Lord Vishnu. - Know the Iroquois are a native American people. Their stories have been told from family to family for many years. - Know the Iroquois people believe that there was sky and the lower world. When the sky fell to the water the woman was saved by a sea eagle and was supported by a giant turtle. The	• Listen to Louis Armstrong's 'What a wonderful world'; talk about what pupils think makes our world wonderful • Explore a natural area, park or nature reserve, let pupils find things they think are wonderful, encourage them to give reasons for their choices. • Make a display/discovery table of wonderful things, say how and why they are wonderful. • Give time for children to respond in a creative way to what they think is wonderful

		other animals brought mud from the sea bottom back to the turtle. It grew and grew and made the world. Animals helped the woman to make mountains and trees. Identify similarities and differences between creation stories. Talk about the meaning of two different creation stories. Talk about ways that everyone can play their part in caring for the world.	about the world; encourage them to ask questions and record these for discussion. - Unpack the concept of creation, looking at familiar objects and considering how they are made, if they have a purpose; what attributes their maker might have. - Explore the Christian/Jewish creation story, recognising the same belief in both faiths. Stimulate responses and encourage pupils to ask questions about it. - Explore the Hindu creation account; encourage pupils to ask questions about it. - Explore creation beliefs of the Iroquois people. - Compare stories, finding similarities and differences. - Consider how the children can help to care for the world.
Summer 2	God: What do Christians believe God is like?	<u>Beliefs about God</u> Identify names for god in different faiths. - Know the name for god in Christianity is God. Express what believers say god is like. - Know that Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. <u>Beliefs and Teaching (Holy Books)</u> Recognise and name the holy books of different faiths. - Know the bible is a holy book about how to live for Christians. - Know the bible is in two parts- the old and new testaments.	- Identify what a parable is. - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for

		- Know the new testament contains stories of Jesus written by people who had met him or who had heard of him. - Stories and Festivals Retell a story from two different faiths and say what they mean for the believer. Retell a story and say how each person is valuable and special.	example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
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Key Vocabulary	
Year 1	Judaism: Jew, Shema, mezuzah, worship, synagogue, Rabbi, Ark, scrolls, yad, ner tamid, bimah, Sukkot Incarnation: Jesus, God, Christian, Nazareth, census, Bethlehem, stable, manger, swaddling clothes, Advent, gospels, incarnation Belonging: belong, Shabbat, challah bread, kippah, tallit, tefillin, baptism, godparents, Humanist, naming ceremony, promise, chuppah, ketubah Salvation: cross, sin, forgiveness, Holy Week, Palm Sunday, Good Friday, Easter Sunday, tomb, betrayal, hope, salvation Wonderful World: creator, creation, universe, Genesis, Garden of Eden, Aum, cobra, Vishnu, Lotus flower, Brahma, theory, steward God:

	God, lost, son, parable, New Testament, forgiving, forgiveness, parent, prayer, praise, love
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Howden C of E Infant School

Sequence of Learning: RE and World Views Year 2



Knowledge and Skills; a Multi-Disciplinary Approach			
Term:	Theme and Questions:	Learning Outcomes:	Content:
Autumn 1	An Introduction to the Hindu Dharma: Who belongs to the Hindu faith, what do they believe and how do they worship?	<u>Beliefs about God</u> - Know many Gods are worshipped in Hinduism. Each Hindu God is said to be a different part of the supreme God 'Brahman'. - Know Om or Aum is a symbol and a sound associated with Hinduism. <u>Beliefs and Teaching</u> - Know Hindus value many sacred writings as opposed to one holy book. - Know that Hindus believe in Brahman (Ultimate Reality) one Ultimate Reality or Life Force. - Know that every living thing contains a bit of Brahman that gives it its life = the atman (soul). - Know many different deities (gods/goddesses) that help Hindus understand Brahman, the Ultimate Reality. <u>Times and Places of Worship</u> Recall the important features of a place of worship and say how they are used. Say why a local place of worship is important for many people. Describe different ways people may worship. Recognise aspects of worship common to more than one faith. - Reflect on the importance of worship in the life of a believer. Name the parts of two places of worship for different faiths.	- Recap learning around special places and the meaning of the words 'sacred' or 'holy'. - Talk about why it is important to show respect for other people's precious or sacred places and belongings. - Introduce Hindu beliefs about God (Brahman). - Explore the symbol of Om or Aum. - Recognise that Hindus believe in many different deities (gods/goddesses) that help them understand Brahman. - Learn about some of these deities including Vishnu and Shiva. - Establish that Hindus do not have one holy book but that they value many sacred writings. - Find out how a Mandir is used and talk to some Hindu people about how and why it is important in their lives.

		Name the parts of a Mandir (describe how the building and its artefacts are used in different ways). - Know that many Hindu people worship in their home and many also worship in the mandir which is also known as a temple. - Know that the Hindu word for worship is 'puja'. - Know that different Hindu people worship in different ways. - Know that a shrine can occupy a whole room or, more often, consist of a shelf or cupboard. - Know that at the beginning of worship a puja bell is sounded to attract the attention of the deity. - Know that in the mandir and also in the home, many Hindu people also take part in the Aarti ceremony. - Know that businesses run by Hindus often have a shrine in the corner of an office. At Diwali, which for many Hindus marks a new year, the books of the businesses are blessed.	- Notice some similarities and differences between places of worship and how they are used. - Recognise that members of the Hindu faith also worship at home and that shrines can be found in the mandir, in homes and in offices. - Find out about ways in which Hindu people worship. - Explore the significance of the Arti ceremony.
Autumn 2	Gospel: What is the good news that Jesus brings?	<u>Beliefs and Teaching</u> - Know that Christians believe Jesus brings good news for all people. - Know that for Christians, this good news includes being loved by God, and being forgiven for bad things. - Know that Christians believe Jesus is a friend to the poor and friendless. <u>Retell a story from two different faiths and say what they mean for the believer. (Zacchaeus)</u> <u>Stories and Festivals</u> <u>Retell faith stories about the value of each individual.</u> <u>Talk sensitively about people of different faith.</u> <u>Faith in Community</u>	• Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.

		Explain how a person shows religion in their life.	• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.
Spring 1	Right or Wrong: How do people decide what is right or wrong?	<u>Faith in Action</u> Describe how religious people may express their beliefs in action. - Know about some faith-based charities. Consider a prayer or text that expresses belief. - Know the Lord's prayer was a model Jesus gave to his disciples to follow. <u>Beliefs about God</u> - Know that Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. - Know that Christians worship God and try to live in ways that please him. <u>Faith Founders</u> - Know that Abraham is seen as the father of the Jewish religion. - Know that Abraham's story is told in the Book of Genesis. <u>Stories and Festivals</u> - Know the story of Rama and Sita comes from the religion of Hinduism and is often remembered during the festival of Diwali. - Know Diwali is the 'festival of lights', Celebrated by millions of Hindus, Sikhs and Jains across the world.	• Listen to The Good Samaritan and re-enact. • Hot seat a character from The Good Samaritan and explore the choices made. • Consider how this story reveals God's character and shows Christians the right way to live. • Consider also how this is reflected in the Lord's Prayer. • Recap the story of Adam and Eve and how it is an important story for both Christians and Jews. • Recognise that Christians and Jews believe Adam and Eve made a bad choice and that this broke their friendship with God. • Learn about the rules called mitzvot and how they help Jewish people to live their best lives with both their family and community.

		- Know that the villagers in the Hindi Diwali story made a chain of lights to guide Rama and Sita out of the forest. - Know that light is often used as a symbol for hope, happy occasions or 'good' happiness in general. - Know that we can make links between communities/groups/religions and that they may have similar ideas of what 'good' means and what good actions might be. - Know the different ways in which Hindus celebrate Diwa (lighting lamps, sweets, Rangoli patterns, Mandir, etc). <u>Rules for Living</u> Recognise differences and similarities between school rules and religious rules. <u>Make links between religious rules and values for living.</u> - Know the story of the temptations of Adam and Eve and Jesus and the Good Samaritan. <u>Beliefs and Teaching</u> - Know that Christians believe Jesus' teachings make people think about how to live and show them the right way. - Know that Jews believe Adam and Eve made a bad choice and broke their friendship with God. They had a falling out. God tried to mend the friendship with people. - Know that he makes friends with Abraham and Moses. - The rules called mitzvot help Jewish people to live their best lives with both their family and community. - Know the Jewish people believe one day a rescuer king will come. <u>Morality and Justice</u> Respond sensitively to what's right and what's wrong. Talk about how people make choices.	• Explore the story of Rama and Sita, which is often remembered during the festival of Diwali, and how this explores the concept of right vs wrong/light vs dark. • Explore the concept of dharma. • Listen to a Humanist visit talk about the Golden Rule and how they establish what is right and wrong. Consider how this is reflected in the Humanism symbol. • Compare and contrast how different religions/world views say we should treat each other and how we can live in communities that are just and fair • Explore charity work in which different religions work together for the benefit of others.
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		Talk to faith members about how they make moral choices. - Know that it is important to do the right thing. - Know that some right things are different for some people. - Know that religion can affect what people think is right and wrong (like eating pork for Jews). - Know that people in our lives can influence what we think (such as our parents or grandparents). - Know that some people believe in heaven and hell. - Know that temptation can cause people to do bad things sometimes. - Know that religions give ideas about the best way people can live their lives. - Know the Humanist Golden Rule and how this help Humanists to establish what is right and wrong.	
Spring 2	Salvation: Why does Easter matter to Christians? - Digging Deeper	<u>Stories and Festivals</u> Y2: Understand the symbolism of the cross and key themes of the events for Christians. Know that Christians believe Jesus builds a bridge between God and people when he died on the cross. Know that Jesus' name means 'He saves'.	• Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.
Summer 1	Creation: Who made the world?	<u>Creation Stories and the Environment</u> Talk about ways that everyone can play their part in caring for the world.	• Retell the story of creation from Genesis 1:1-2.3 simply.

			• Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world.
Summer 2	Questions, Questions: What are the big questions?	Life's Big Questions Suggest answers to Big Questions from different religious perspectives: - Who is God? - Where is God? - In the Christian faith, how can God also be Jesus and Holy Spirit? - Why do bad things happen? - Why don't some people have enough food/shelter? • Know that Christians believe in the Trinity. One God, three persons in one Father, Son (Jesus) and Holy Spirit. • Know the Holy Spirit helps Christians to be and live like Jesus. Understand that some questions have no simple answers. Ask and talk about big questions and suggest some answers. Know that religions may offer different answers to the same question. • Humanist Creation belief - Know that the Big Bang theory is a scientific theory that explains the creation of the world from an initial 'big bang'.	• Encourage the children to think of the biggest question they can think of, thinking especially about questions that no one can answer. • Establish that there are some questions that can't be definitely answered and that this is ok. • Answer the following questions from the perspective of different religions and world views: • Who is God? (include teaching around the trinity). • Where is God? (recap Brahman being in everything). • Who made the world? (include a further Hindu creation story and the Humanist creation theory). • Why do bad things happen? • Why don't some people have enough food/shelter.

			• Children to compare and contrasts answers given by different religions and world views. • Children to consider and reflect on what their own responses and opinions may be
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Key Vocabulary	
Year 2	Hindu Dharma: Brahman, Aum, deities, Vishnu, Shiva, murti, atman, bhakti, puja, Mandir, shrine, Arti Gospel: gospel, tax collector, disciple, forgiveness, peace, influence, sacred, confession, crypt, dove, thanksgiving Right or Wrong: good, evil, fairness, temptation, moral, consequence, Samaritan, mitzvot, Ramayana, dharma, duties, empathy Salvation: sin, forgiveness, Passover, chalice, paten, crucifix, crucifixion, suffering, tomb, reunite, resurrection, salvation Creation: nature, create, creator, creation, Genesis, rest, thankfulness, resources, grateful, responsibility, vandalise, A Rocha: Eco Church Questions, Questions: Trinity, Father, Son, Holy Spirit, atman, reincarnation, heaven, universe, theory, Big-Bang, solidarity, equality

SMSC in RE and World Views	
Spiritual	Social
Children: • Use religious words and phrases to recognise and name features of religious life and practice. • Recall religious stories. • Recognise symbols and other verbal and visual forms of religious expression. • Suggest meanings for a range of forms of religious expression. • Talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others. • Express their own and others' views on the challenges of belonging to a religion.	Children: • Work collaboratively to explore the practices and beliefs of different religions. • Ask and respond sensitively to, questions about their own and others' experiences and feelings. • Identify and describe the impact religion has on believers' lives. • Describe what inspires and influences themselves and others. • Express their own and others' views on the challenges of belonging to a religion. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.
Moral	Cultural
Children: • In relation to matters of right and wrong, they recognise their own values and those of others. • Make links between values and commitments and their own attitudes and behaviour. • Raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	Children: • Ask and respond sensitively to questions about their own and others' experiences. • Make links between beliefs and sources, including religious stories and sacred texts. • Identify and describe the impact religion has on believers' lives. • Express their own and others' views on the challenges of belonging to a religion. • Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

- Model positive relationships and interactions (e.g. fairness, integrity, respect for other people) when exploring other religion.

British Values

- Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures.
- To encourage respect for other people.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- To understand that the freedom to choose and hold other faiths and beliefs is protected in law.
- Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.