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	Reception	Year 1	Year 2
Believing	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Re-tell stories from the Christian Bible and The Qur'an; suggest the meaning of these stories. Recall the beliefs and practices of Muslims and Christians. Recognise and name some symbols of belonging from their own experience, for Christians and for Muslims, suggesting what these might mean and why they matter to believers. 	<ul style="list-style-type: none"> Re-tell stories from the Christian Bible and The Qur'an; suggest the meaning of these stories and how they show us how to care for others and the world. Identify some ways Christians and Muslims celebrate key festivals and re-tell stories connected with these. Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.
Expressing	<ul style="list-style-type: none"> Show sensitivity to their own and others' needs. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	<ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify ways that some people make a response to God by caring for others and the world. Ask and respond to questions about Christian and Muslim stories and places of worship. Talk about ways in which stories, objects, symbols and actions used in places of worship show what people believe.
Living	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories. Respond to examples of co-operation between different people. 	<ul style="list-style-type: none"> Ask and suggest answers to questions arising from stories Jesus told and from Islamic faith. Talk about issues of good and bad, right and wrong arising from the stories. Learn about what people do, give, sing, remember or think about at religious celebrations and why they matter to believers. Discuss texts from Christianity and Islam that promote 'The Golden Rule' (Treat others as you wish to be treated.) and think about what would happen if people followed this idea more. Use creative ways to express their own ideas about the creation story and what it says God is like.

Themes	<p>Which stories are special and why? Which people are special and why (not Sikhism)? Which places are special and why? Where do we belong? What is special about our world?</p>	<p>Who is a Christian and what do they believe? Who is a Muslim and what do they believe? What does it mean to belong to a faith community?</p>	<p>What can we learn from sacred books? How and why do we celebrate special and sacred times? (To coincide with Easter.) What makes some places sacred for Muslims and Christians? How should we care for others and the world and why does it matter?</p>
Vocab	<p>Special, Church, Holy, Christian, Muslim, Jesus, Allah, Christmas, Mosque</p>	<p>(As per Reception) God, Bible, parable, pray, Old Testament, New Testament, Allah, Prophet Muhammad, Qu'ran,</p>	<p>(As per Year 1) Sacred, Holy, Easter, Harvest, Ramadan. Festival, resurrection, crucifixion, Place of worship, prayer mat</p>
Enrichment	<p>Church services and festivals - Harvest, Remembrance, Christmas, Dobbin Day and Easter. Share and Learn Day.</p>	<p>Church services and festivals - Harvest, Remembrance, Christmas and Easter. Invite speakers from local Churches and Mosque - Rev. Bill, parent. Share and Learn Day.</p>	<p>Church services and festivals - Harvest, Remembrance, Christmas and Easter. A visit to a Mosque and Wanborough Church. Share and Learn Day.</p>

	Year 3	Year 4	Year 5	Year 6
Believing	<ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and Muslims describe God. Make connections between Bible stories and what Christians believe about creation, The Fall and salvation. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Describe the practice of prayer in Christianity, Hinduism and Islam, making connections between what people believe about prayer and what they do when they pray. Describe some examples of what Hindus do to show and express their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Give simple definitions of some key Christian terms. Suggest why people see life as a journey and identify some of the key milestones in that journey. Describe what happens in Christian and Hindu ceremonies of commitment and say what these rituals mean. Make connections between stories of temptation and why people can find it difficult to be good. Make connections and identify similarities and differences between stories, symbols and beliefs with what happens in at least two festivals. 	<ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like using examples and evidence. Make connections between how believers feel about places of worship in different traditions. Outline Jesus' teaching on how his followers should live. 	<ul style="list-style-type: none"> Outline Christian, Hindu and non-religious beliefs about life after death. Describe and make connections between examples of religious creativity (buildings in art). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.

Expressing

- Suggest why having a faith or belief in something can be hard with a case study on being a Hindu in Britain today.
- Identify how and why believing in God can make a difference in people's lives.
- Give examples of how and suggest reasons why Christians use the Bible today.
- Describe ways in which prayer can comfort and challenge Christians, Muslims and Hindus and reflect on similarities and differences between how they pray.

- Describe how the way some people celebrate festivals might show something about their beliefs .
- Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews
- Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons

- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
- Select and describe the most important functions of a place of worship for the community.
- Give examples of how places of worship support believers if difficult times.
- Offer interpretations on two of Jesus' parables and say what they might teach Christians about how to live.
- Explain the impact Jesus' example and teachings might have on Christians today.
- Describe and reflect on the significance of the Holy Qur'an to Muslims.

- Apply ideas about values and from scriptures to 'Is it better to express your religion in arts and architecture or in charity and generosity?'
- Express their own ideas about some big moral concepts, such as fairness or honesty, comparing them with the ideas of others they have studied.
- Explain some reasons why Christians and Humanists have different ideas about an afterlife.
- Show understanding of the value of sacred buildings and art.
- Suggest reasons why some believers see generosity and charity as more important than buildings and art.
- Describe some Christian and Humanist values.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Living	<ul style="list-style-type: none"> • Ask questions and suggest some of their own responses to ideas about God. • Discuss their own and others' ideas about why humans do bad things and how people try to put things right. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 	<ul style="list-style-type: none"> • Connect questions and answers about how believers show commitment with their own ideas about community, belonging and belief. • Discuss their own and others' ideas about how people decide right and wrong. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and their own lives. 	<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the Mosque and the beliefs of Muslims. • Make connections between beliefs about the earth and activist behaviour in different religions (Christianity, Islam and Hinduism). • Understand the challenges facing the planet and responses from different religions (Christianity, Islam and Hinduism). • Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'. 	<ul style="list-style-type: none"> • Describe examples of connections between anti-racism and religion • Understand the challenges racism presents to human communities and consider different religious responses (Hinduism, Humanism, Islam, Christianity) • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies
Themes	<p>What do different people believe about God? Why is the Bible important to Christians? Why do people pray? What does it mean to be a Hindu in Britain today?</p>	<p>Why is Jesus inspiring to some people? Why do some people think life is a journey? How do people from religious and non-religious celebrate festivals? What can we learn from religions about what is right and wrong?</p>	<p>Why do some people believe God exists? If God is everywhere, why go to a place of worship? What does it mean to be a Muslim in Britain today? Green religion? How and why should religious communities do more to care for the Earth? (Not Jewish)</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity? What matters most to Christians and Humanists? What can be done to reduce racism? Can religion help? (Christianity, Islam, Hinduism and Humanism).</p>
Vocab	<p>(As per Year 1 and 2) Hindu, Hinduism, Puja, Mahatma Gandhi</p>	<p>(As per Year 1,2 and 3) Eid, Ten Commandments, Martin Luther King Jr</p>	<p>(As per Year 1,2, 3 and 4) Atheist, Agnostic, Theist, Five Pillars, Green religion, Climate, Eco</p>	<p>(As per Year 1,2, 3,4 and 5) Humanist, Humanism, Racism</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrichment</p>	<p>Church services and festivals - Harvest, Remembrance, Christmas and Easter. Visit to a Hindu Temple. Share and Learn Day.</p>	<p>Church services and festivals - Harvest, Remembrance, Christmas and Easter. Christmas Unwrapped? Share and Learn Day.</p>	<p>Church services and festivals - Harvest, Remembrance, Christmas and Easter. Visit a place of worship or invite a Muslim visitor into school for children to interview. Share and Learn Day.</p>	<p>Church services and festivals - Harvest, Remembrance, Christmas, Dobbin Day and Easter. Humanist visitor in to talk to children. Contact with a Christian charity such as Christian Aid. Share and Learn Day.</p>
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