



Westleigh Methodist Primary School

RE Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



EYFS

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

2 – 3 Nursery – Development Matters

Notice differences between people.

3 – 4 Nursery – Development Matters

Continue developing positive attitudes about differences between people.

Reception – ELG - People, Culture and Communities

Know some differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

National Curriculum

Purpose of study

Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

The curriculum for RE aims to ensure that **all pupils**:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;

- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Belonging

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1 Being Special</p> <p>Recognise who am I? is a question with many answers.</p> <p>Recognise that some people think they belong to God, and religious beliefs can have an effect on what people do and feel.</p> <p>Communicate verbally feelings and thoughts about belonging in their own lives.</p>	<p>Autumn 1 What does it mean to belong?</p> <p>Identify some different signs of belonging such as a cross, a uniform or a badge.</p> <p>Recognise and name some objects linked to Christianity.</p> <p>Talk about my answers to the question 'Who am I?'. Demonstrate knowledge and understanding of</p>	<p>Spring 2 Methodist Unit Belonging together</p> <p>Retell religious stories and identify some religious beliefs.</p> <p>Match some activities that children do with where they belong.</p> <p>Identify three groups I belong to, and three examples of belonging to a religious community.</p> <p>Respond sensitively to questions about who I am.</p>		<p>Summer 2 How are faith communities represented in Wigan?</p> <p>Use appropriate religious vocabulary when referring to faith communities represented in Wigan.</p> <p>Investigate religion in the local area and produce a report or give a presentation to the class.</p> <p>Ask interesting and imaginative questions when conducting an interview with a</p>		<p>Spring 1 How are faith communities represented in the UK?</p> <p>Identify the major faith communities represented in the UK and their symbols.</p> <p>Demonstrate knowledge and understanding of faith communities represented in the UK and their distinctive beliefs and practices.</p> <p>Ask and respond to questions about the</p>

<p>Become aware that people who belong to Christian denominations can give their own answers to some puzzling questions about life, e.g. 'I belong to God' or 'I say thank you to God for food and families.'</p> <p>Listen to stories and imaginative scenarios and create characters and stories of their own about belonging.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Summer 2 Special People</p> <p>Talk about people who are special to them and say what makes family and friends special.</p>	<p>ways in which religions demonstrate belonging.</p> <p>Identify symbols of belonging in their own lives.</p> <p>Talk about feelings associated with belonging.</p> <p>Identify a group that they belong to and explain why it is special to them.</p> <p>Identify and describe clothing and symbols associated with belonging in Christianity and other religious traditions.</p> <p>Describe what happens at a baptismal ceremony using some key words such as church, font, and vicar etc.</p> <p>Ask questions about the symbolic actions performed during the ceremony and suggest meanings.</p>	<p>Suggest meanings in religious symbols, especially those associated with worship, light and darkness.</p> <p>Describe some aspects of belonging for myself and for others.</p> <p>List some simple similarities between ways Christians belong, and ways I belong.</p> <p>Make a link between belonging to a religion and behaving in a certain way (eg she goes to Church because she is a Christian; he prays to Jesus so he is believes in Christianity).</p> <p>Make links between how a Methodist church is designed to show that the space and time for worship is sacred to believers and the Bible is given special authority.</p>		<p>member of a faith community or visiting a local religious community.</p> <p>Demonstrate knowledge and understanding of faith communities in Wigan.</p> <p>Explain the impact of religion on people's lives.</p> <p>Explain the diversity of religions represented in the community.</p> <p>Ask thoughtful enquiry based questions about faith communities in the local area.</p> <p>Develop religious literacy through discussion about religious issues.</p> <p>Produce a bar chart representing religious diversity in the Wigan area.</p>		<p>different faith communities.</p> <p>Explain the distinctive features of one faith community represented in the UK.</p> <p>Research a faith community represented in the UK and present your research to your peers.</p> <p>Identify some of the challenges faced by faith communities represented in the UK and suggest possible solutions.</p> <p>Identify some core British values and shared universal values relating to how we should treat people.</p> <p>Reflect upon and express ideas and beliefs about how we should treat others with reference to British and shared universal values.</p>
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	<p>Recognise and show awareness that different people belong to different religions.</p> <p>Use key words such as baptism, Christian, cross, candle etc.</p>	<p>Compare their own and others, experiences and feelings about worship, holy places and emotions</p>				<p>Demonstrate religious literacy in discussion by giving opinions with reasons relating to religion and belief in the UK.</p> <p>Use appropriate religious vocabulary such as Judaism, Islam, Sikhism, Hinduism, Christianity and Buddhism</p>
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SMSC

<p>Spiritual: Explore feelings associated with belonging in the pupils' own experience and the experience of others.</p> <p>Moral: Reflect upon the promises made at baptism and the importance of keeping promises.</p> <p>Social: Explore ways in which people show they belong to a religious community.</p> <p>Cultural: Explore symbols and clothing associated with belonging in different religious traditions and cultures</p>	<p>Spiritual: reflecting on different answers to the question 'Who am I?' and various ways in which we belong, and belong together. This includes answers from Methodist Christians.</p> <p>Moral: Learning that each person is worth respecting even when we are different and consideration of questions of fairness.</p> <p>Social: Explore for each child the answers to the questions, 'where do I belong?' and 'who am I?'</p>		<p>Spiritual: Explore the spirituality of others through meeting or visiting members of faith communities.</p> <p>Moral: Consider the rights and wrongs of how we treat people in our community.</p> <p>Social: Explore faith communities within the Wigan area.</p> <p>Cultural: Enquire into the culture and distinctive features represented by faith communities in Wigan.</p>	<p>Spiritual: Explore the spiritual nature of different faith communities represented in the UK.</p> <p>Moral: Consider the rights and wrongs of how we treat others.</p> <p>Social: Research into the challenges faced by faith communities in the UK.</p> <p>Cultural: Enquire into the cultural and religious diversity of the UK.</p>
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Cultural: considering very simple links between religion and cultures and how religions and beliefs contribute to cultural identity and practices that show 'belonging'. Examples include food and clothes.

Special Times and Festivals						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 2 Special Times: Christmas</p> <p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall stories connected with Christmas and a festival from another faith.</p> <p>Discuss why Christmas and a festival from another faith is a special time for Christians/</p>	<p>Autumn 2 Why do Christians celebrate Christmas?</p> <p>Describe a celebration and a gift which is important to them and say why it is significant?</p> <p>Use appropriate religious vocabulary to describe the main events and characters of the Christmas story?</p> <p>Ask questions and suggest reasons explaining why Jesus is seen by Christians</p>	<p>Autumn 2 Why and how are Christmas and Chanukah celebrated?</p> <p>Retell and sequence the story of Christmas.</p> <p>Use appropriate religious vocabulary when explaining the key events of the Christmas story and Chanukah.</p> <p>Talk about and make a decision about a character they would like to be in the</p>	<p>Autumn 2 What are the deeper meanings of festivals of light?</p> <p>Describe how Diwali is celebrated in a Hindu home.</p> <p>Use appropriate religious vocabulary such as Christingle, Diwali, Christmas, rangoli etc.</p> <p>Suggest reasons explaining why Jesus might be called the 'light of the world'.</p> <p>Recall the key features of the story of Diwali and the Christmas story.</p>	<p>Autumn 2 How is Christmas celebrated in other cultures?</p> <p>Describe the symbolism, practices and beliefs associated with Advent.</p> <p>Explain the term Advent means and its importance in the Christian calendar.</p> <p>Use appropriate religious vocabulary to describe the symbolism of Advent.</p>	<p>Spring 2 Why is Easter so important to Christians?</p> <p>Demonstrate knowledge and understanding of the key events of the Easter story.</p> <p>Explain why Easter is so important to Christians.</p> <p>Make links between the Easter story and the story of, 'The Lion, the Witch and the Wardrobe.'</p>	

<p>members of the other faith</p> <p>Spring 2 Special Times: Easter</p> <p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall stories connected with Easter and a festival from another faith.</p> <p>Discuss why Easter and a festival from another faith is a special time for Christians/ members of the other faith</p>	<p>as God's gift to the world.</p> <p>Recall the gifts given to Jesus and suggest meanings for these gifts.</p> <p>Explain how Christmas is celebrated in the church.</p> <p>Suggest a gift a Christian would give to Jesus and why.</p> <p>Make a decision about which is the best gift an invisible gift or a material gift, giving a reason why.</p> <p>Explain how the children felt when they received their shoe box and why.</p> <p>Give a reason why some people think it is more important to give than receive.</p> <p>Respond to the statement: 'It is better to give than to receive.' Give</p>	<p>Christmas story giving a reason why.</p> <p>Ask questions and suggest reasons explaining why Christmas is special to Christians.</p> <p>Identify and explain some of the symbols associated with Christmas and their meaning.</p> <p>Retell the key events of the Chanukah story.</p> <p>Describe how Chanukah is celebrated.</p> <p>Reflect on why these festivals are called festivals of light.</p> <p>Respond to the statement: 'Festivals are a really good idea.' Give reasons to support your viewpoint.</p>	<p>Make and explain the links between the festival stories and the symbols of light in festival celebrations.</p> <p>Identify symbols of light in both festivals suggesting reasons for them.</p> <p>Reflect on their experience of darkness and light.</p> <p>Identify the good and evil characters in the Diwali story.</p> <p>Explain the concepts of good and evil and give examples.</p> <p>Explain what a festival of light is and give examples.</p> <p>Spring 2 What matters to Christians about Easter?</p> <p>Describe the main events of the story of the Last Supper and explain their significance for Christians today.</p> <p>Use appropriate religious vocabulary – resurrection, Holy Communion, crucifixion etc.</p>	<p>Ask questions and suggest reasons for some of the customs and traditions associated with Advent and Christmas.</p> <p>Make links between the Christmas story and the customs and tradition in other cultures.</p> <p>Identify some of the different ways Christmas is celebrated around the world.</p> <p>Enquire into the custom of carol singing and make links with the Christmas story.</p> <p>To use a different language to either greet each other or sing a carol.</p> <p>Research the customs and traditions associated with Christmas in other cultures.</p>	<p>Explain what is meant by the concepts of sacrifice and forgiveness and give examples to illustrate their understanding.</p> <p>Demonstrate religious literacy by using words such as sacrifice and forgiveness correctly in context and with reference to the Easter story.</p> <p>Ask questions and apply their own ideas and experiences to beliefs about resurrection, sacrifice, hope and life after death</p> <p>Explain what is meant by the term, 'resurrection'.</p> <p>Suggest a reason for the name 'Good Friday'.</p> <p>Explain the reference to Jesus as the Lamb of God and how this</p>	
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	<p>reasons for your viewpoint.</p> <p>Spring 2 Why and how do Christians celebrate Easter? Retell the stories connected with Easter.</p> <p>Use appropriate religious vocabulary when explaining some of the key events of the Easter story e.g. crucifixion, resurrection etc.</p> <p>Ask questions about the Easter story and how it is a symbol of new life and new beginnings.</p> <p>Identify and suggest meanings for some of the symbols of new life associated with Easter.</p> <p>Reflect on and talk about aspects of the Easter story that made them feel happy or sad and relate them to their own experience.</p>		<p>Ask questions and suggest reasons for example, why did Jesus wash the feet of his disciples?</p> <p>Recall the story of Jesus' appearance on the road to Emmaus and explain why it made Christians rejoice.</p> <p>Make links between the story of the Last Supper and how Christians remember Jesus today in the Eucharist.</p> <p>Identify things that they think Jesus would want to be remembered for.</p> <p>Reflect and share their own feelings regarding loss and remembrance.</p> <p>Explain the concepts of humility and service.</p> <p>Respond to the question: 'Washing a person's feet is a good way to show they are welcome.' Do you agree? Give reasons for your answer.</p>	<p>Respond to the statement: 'The world has lost the true meaning of Christmas' Do you agree? Give reasons for your answer.</p>	<p>links with the concept of sacrifice.</p> <p>Engage with the role play, 'the soldier's dilemma' and give well justified opinions as to the right course of action.</p>	
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	<p>Demonstrate creativity by creating an Easter garden and designing an Easter card.</p> <p>Explain what events Christians are remembering at Easter.</p> <p>Make links between the celebrations at Easter and the Easter story.</p>					
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SMSC

<p>Autumn 2 Spiritual: Explore the idea of giving and receiving gifts. Pupils reflect on their own experience of gifts and gift giving. Is it better to give or receive a gift?</p> <p>Moral: Explore with pupils which gifts are the most valuable and why.</p> <p>Social: Explore how Christmas is celebrated by Christians in the church.</p>	<p>Spiritual: Expression of self through drama and the creative arts.</p> <p>Moral: Reflect upon the actions of the characters in the Chanukah story.</p> <p>Social: Explore the ways in which Christmas and Chanukah are celebrated in the home.</p> <p>Cultural: Enquire into the celebration of festivals in other</p>	<p>Spiritual: Reflect upon personal experiences of darkness and light.</p> <p>Moral: Explore the idea of right and wrong/ good and evil in the festival stories.</p> <p>Social: Explore how the Christian and Hindu community celebrate festivals of light.</p> <p>Cultural: Research into the diverse nature of festival celebrations in different cultures across the world.</p> <p>Spring 2 Spiritual: Reflect and share feelings of separation,</p>	<p>Spirituality: Express their own response to Christmas through art, carols and music.</p> <p>Morality: Consider the values and beliefs at the heart of different Christmas customs.</p> <p>Social: Enquire into how Christmas is celebrated in different communities.</p> <p>Cultural: Enquire into the celebration of Christmas in</p>	<p>Spiritual: Explore the ideas of sacrifice and forgiveness in their own lives.</p> <p>Moral: Reflect on whether you should forgive others when they do something wrong.</p> <p>Social: Consider how the death and resurrection of Jesus impacts on Christians today.</p> <p>Cultural: Explore the concepts of sacrifice and forgiveness and</p>	
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	<p>Cultural: Explore how Christmas is celebrated in the UK.</p> <p>Spring 2 Spiritual: Share experiences of feeling happy and sad and relate them to the Easter story.</p> <p>Moral: Discuss with pupils whether it was right or wrong for Peter to deny Jesus. Social: Explore how pupils would welcome a special guest to their school and how Jesus was welcomed into Jerusalem.</p> <p>Cultural: Explore the Easter traditions of making an Easter gar</p>	cultures and religious traditions.	<p>remembrance and joy relating to the Easter story.</p> <p>Moral: Explore the moral lessons that can be learned from the Easter story?</p> <p>Social: Enquire into the events of the Last supper and research how Christians today gather in Holy Communion/Mass/Eucharist to remember Jesus' sacrifice.</p> <p>Cultural: Enquire into how do different cultures and religious traditions welcome people today?</p>	different cultures around the world.	their influence and impact in society.	
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Special Books and Stories						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spring 1 Special Stories</p> <p>Talk about special stories and why they are special.</p>	<p>Summer 1 Why do Christians love to tell stories about Jesus?</p> <p>Retell the stories Jesus told in words, drama and pictures.</p>	<p>Summer 1 What can we learn from Christian and Jewish creation stories?</p> <p>Retell and sequence the story of creation in the Bible through</p>	<p>Autumn 1 What makes some books sacred?</p> <p>Reflect and talk about books that are special to them and why.</p>			

<p>To recall some religious stories and their meaning</p>	<p>Use religious vocabulary such as parable, miracle, Bible etc.</p> <p>Ask questions and suggest meanings for the stories Jesus told.</p> <p>Identify and explain the difference between a parable and a miracle.</p> <p>Reflect on and talk about their own experiences relating to some of the themes in stories that are told about Jesus, for example friendship or the loss of something, being thankful, bravery and kindness.</p> <p>Demonstrate creativity by using their imagination when re-enacting one of the stories told about Jesus.</p> <p>Recognise that Holy books contain stories that are special to many people and should be treated with respect.</p>	<p>story, dance or poetry.</p> <p>Identify and explain one thing from the creation story showing why it is important to care for the world.</p> <p>Reflect and give their opinion on what they think is amazing about the world and explain why.</p> <p>Ask questions and suggest answers to puzzling questions about the creation of the world.</p> <p>Use religious vocabulary such as creation and awe.</p> <p>Reflect on their own feelings about the world and the creation story, using colour, words, actions and music.</p> <p>Give examples of what we are doing to harm our world and suggest ways in which we can put it right.</p>	<p>Describe how religious traditions show respect for their holy books.</p> <p>Use appropriate religious vocabulary to refer to sacred texts, such as Guru Granth Sahib, Torah, Quran, Bible, sacred etc.</p> <p>Suggest reasons why holy books are sacred and different from other books.</p> <p>Recall stories from the Bible and suggest possible meanings for the stories.</p> <p>Explain how Christians use the Bible and why it is important to them.</p> <p>Explain how a religious community shows respect for its holy book.</p> <p>Identify the holy books of other religious traditions.</p>			
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	<p>Share their opinions on what makes a good story and why.</p>	<p>Explain what it means to create something.</p> <p>Respond to the statement: ‘Our world is perfect.’ Do you agree? Give reasons for your answer.</p>	<p>Explain the different types of literature contained in the Bible by creating a Bible library.</p> <p>Respond to the statement: ‘Sacred books are more special than other books’. Do you agree? Give reasons for your answer.</p>			
SMSC						
	<p>Spiritual: Reflect on the meanings in the parables of Jesus and relate them to their own experiences.</p> <p>Moral: Engage with the moral messages in the parables of Jesus.</p> <p>Social: Look at the effect of Jesus’ stories and their influence on people’s lives and behaviour.</p> <p>Cultural: Examine different cultures and customs through the stories of Jesus.</p>	<p>Spiritual: Explore awe and wonder through poems, pictures and music.</p> <p>Moral: Investigate the things mankind is doing to the world and whether it is right or wrong.</p> <p>Social: Enquire into how people and communities should protect the world for the future.</p> <p>Cultural: Explore creation stories in different cultures and religious traditions.</p>	<p>Spiritual: Reflect and share books that are important and special in the pupils own lives.</p> <p>Moral: Discuss the different morals evident within the stories studied and apply them to modern day life.</p> <p>Social: Look at how the Bible is used in society and in the Christian community today.</p> <p>Cultural: Consider how sacred texts are shown respect in different religious traditions.</p>			

Worship and Places of Worship

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Summer 1 Special Places</p> <p>Talk about somewhere that is special to themselves saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>To know and use appropriate words to talk about their thoughts and feelings when visiting a church</p>	<p>Summer 2 What does it mean to be part of a Jewish family?</p> <p>Talk about and explain how a Jewish home is different or the same as their home.</p> <p>Use appropriate religious vocabulary associated with Jewish life, such as mezuzah, menorah and shema etc.</p> <p>Ask interesting and imaginative questions about a Jewish home.</p>		<p>Summer 1 What is worship?</p> <p>Identify and describe the main features found in a place of worship.</p> <p>Ask some thoughtful questions about why people choose to attend a church, mosque or synagogue.</p> <p>Explain the meaning of the term worship, giving examples of how people worship.</p>	<p>Summer 1 Where, how and why do people pray?</p> <p>Explain what prayer is and why it is important in different religious traditions.</p> <p>Use appropriate religious vocabulary such as prayer, tallit, tefillin, rosary beads etc.</p> <p>Ask questions and suggest reasons for why and how people pray to God.</p>	<p>Spring 1 What is important in Jewish life and worship?</p> <p>Demonstrate knowledge and understanding of the Jewish religion.</p> <p>Identify some key Jewish religious artefacts and explain their function in Jewish life and worship.</p> <p>Use a developing religious vocabulary to identify Jewish artefacts such as</p>	<p>Autumn 1 Why, where and how do Hindus worship?</p> <p>To conduct an enquiry into the nature and qualities associated with Hindu gods.</p> <p>Ask and respond to questions about worship in Hinduism.</p> <p>Explain the beliefs about God in Hinduism.</p> <p>Identify and explain the key features of a Hindu shrine</p>

<p>Express a personal response to the natural world</p>	<p>Reflect and share with others the special things about their home and family.</p> <p>Identify a quality of God in Judaism.</p> <p>Demonstrate their knowledge and understanding of the mezuzah by designing and making their own mezuzah case with words that are special to them and their family.</p> <p>Identify a variety of Jewish artefacts found in a Jewish home, explaining what they are used for.</p> <p>Describe how Shabbat is celebrated by a Jewish family.</p> <p>Give a reason why Jewish people do not work on the Sabbath.</p> <p>Give examples of three things some Jewish people would not be allowed to do</p>		<p>Use appropriate religious vocabulary when referring to worship and places of worship. Use key words such as Mosque, Synagogue, Church, altar and pulpit accurately and in context.</p> <p>Make links between features of a place of worship and the beliefs of the religious tradition.</p> <p>Reflect on how people worship and why.</p> <p>Explain how places of worship bring religious communities closer together.</p> <p>Explain how religious people think worship connects them with God.</p> <p>Respond to the statement: 'All Christians should go to church on Sunday'. Do you agree? Give reasons for your answer.</p>	<p>Recall some famous prayers and their meanings.</p> <p>Make links by comparing and contrasting prayer as practised in different religious traditions.</p> <p>Identify different types and styles of prayer.</p> <p>Reflect and share their own thoughts and feelings about prayer.</p> <p>Describe and explain some different aids to prayer and how they are used.</p> <p>Apply their learning by writing a prayer or designing a prayer room suitable for prayer in different faith traditions.</p> <p>Respond to the statement: 'God always answer prayers' Do you agree? Give reasons for your answer.</p>	<p>Menorah, Mezuzah, Havdallah candle, Seder plate etc.</p> <p>Describe and explain the main features of Jewish life such as Shabbat and keeping kosher.</p> <p>Ask questions about and research into the Jewish Sabbath and its importance in Jewish life and worship.</p> <p>Reflect on and compare and contrast their own way of life with Jewish daily life and worship.</p> <p>Suggest reasons why it might be difficult to have a day of rest on the Sabbath in Britain today.</p> <p>Discuss the idea of keeping Kosher and identify ways in which this may impact on Jewish daily life</p>	<p>explaining the beliefs they reflect.</p> <p>Reflect and identify their personal characteristics and qualities.</p> <p>Explain the concept of worship with reference to worship in Hinduism.</p> <p>Demonstrate religious literacy by describing and explaining the main features of Hindu worship, using key religious terminology.</p> <p>Express viewpoints and opinions relating to worship in Hinduism with reference to religion and belief.</p> <p>Use appropriate religious vocabulary such as shrine, puja, Aum correctly in context.</p> <p>Demonstrate knowledge and understanding of</p>
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	on Shabbat and explain why.					why, where, and how Hindus worship
	Respond to the statement: 'It is a good idea to have a day of rest every week.'					

SMSC

	<p>Spiritual: Reflect upon their home and things that are precious to them and others.</p> <p>Moral: Consider how Jewish people obey the rules of their religion in their home.</p> <p>Social: Enquire into the practice of faith in a Jewish home and the importance of family life.</p> <p>Cultural: Explore the Jewish faith and culture</p>		<p>Spiritual: Consider how a place of worship can be a spiritual home for the believer.</p> <p>Moral: Discuss whether all Christians should go to church on Sunday.</p> <p>Social: Research how a religious building is used by the community.</p> <p>Cultural: Conduct an enquiry into worship in other religious traditions.</p>	<p>Spiritual: Explore and reflect on the pupils own experience of prayer.</p> <p>Moral: Consider the morality of people's prayers.</p> <p>Social: Explore the practice and function of prayer in different religious traditions.</p> <p>Cultural: Explore how prayer is used in different cultures and religious traditions.</p>	<p>Spiritual: Explore the spiritual nature of Jewish daily life.</p> <p>Moral: Enquire into the rules of the Jewish faith and how they impact on Jewish daily life.</p> <p>Social: Explore the nature and character of family life in Judaism.</p> <p>Cultural: Enquire and explore the nature of Jewish life and culture.</p>	<p>Spiritual: Reflect on qualities and characteristics that are seen to be of value in society.</p> <p>Moral: Consider the good and bad qualities a person may have.</p> <p>Social: Explore how Hindu worship is part of life in a Hindu home.</p> <p>Cultural: Explore the religion of Hinduism and its connection with the culture of India.</p>
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Inspiring People

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2 Special People		Spring 1 Who is an inspiring person?	Summer 2 What qualities do leaders of religions demonstrate?			Summer 1 Who has made a difference because of their beliefs?

<p>Identify some of the qualities of a good friend.</p> <p>Reflect upon the question “Am I a good friend?”</p> <p>Recall and talk about the stories of Jesus as a friend to others.</p> <p>Recall stories about special people in other religions and talk about what we can learn from them.</p>		<p>Reflect and talk about a person who inspires them and explain why.</p> <p>Suggest reasons why Christians believe Jesus was a great leader.</p> <p>Retell a story about Jesus to show what a good leader he was.</p> <p>Describe the key features of the story of Moses, identifying the leadership qualities he demonstrates.</p> <p>Use appropriate religious vocabulary.</p> <p>Ask questions about what qualities make a good leader.</p> <p>Identify and explain some of the qualities that make a good leader.</p> <p>Reflect on their qualities and how they can inspire others.</p>	<p>Describe the life of Muhammad and explain his influence and importance in Islam today.</p> <p>Describe the life of Abraham and explain his influence and importance in Judaism today.</p> <p>Use appropriate religious vocabulary such as Prophet Muhammad, Abraham, Imam, Rabbi and Priest etc.</p> <p>Ask questions and suggest reasons for why these people were chosen by God.</p> <p>Recall the names of the religious leaders and the religious traditions they represent.</p> <p>Identify the qualities demonstrated by the leaders of the religious traditions.</p>			<p>Ask and respond to questions about what it means to inspire others.</p> <p>Conduct an independent enquiry into the life and work of an inspirational person.</p> <p>Explain the life and work of Mother Teresa and her impact on the lives of others.</p> <p>Explain how Mother Teresa put into practice the teachings of Jesus.</p> <p>Identify and explain the qualities that inspirational people demonstrate.</p> <p>Make links and explain how faith and belief can influence a person’s actions.</p> <p>Reflect upon and express their own views about what qualities they have and how they could</p>
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Identify and talk about characters in story books that inspire others.

Respond to the question: 'A good leader cares for others before themselves.' Do you agree? Give reasons for your answer

Explain the work of a religious leader in a specific religious tradition.

Explain the concept of vocation and reference examples of people who have made the religious life their vocation.

Respond to the statement: 'Abraham was a good leader'. Do you agree? Give reasons for your answer.

be an inspiration to those around them.

Demonstrate religious literacy by expressing viewpoints and opinions relating to the work of others and their ability to inspire.

Demonstrate a good understanding of key religious terms and concepts such as equality, humanity and faith.

Use appropriate religious vocabulary such as equality, faith and humanity.

Demonstrate knowledge and understanding of the lives of inspirational people from religion and belief and their influence on the lives of others.

Respond to the statement: 'We should all try to make a difference in the lives of others.' Do

						you agree? Give reasons for your answer.
SMSC						
		<p>Spiritual: Explain who inspires them in their life and what qualities they have.</p> <p>Moral: Discuss the qualities of an inspirational person.</p> <p>Social: Reflect upon the impact of an inspirational leader on a community.</p> <p>Cultural: Enquire into inspirational leaders in other cultures and religious traditions, past and present.</p>	<p>Spiritual: Reflect on the qualities of a good leader.</p> <p>Moral: Explore the concept of vocation.</p> <p>Social: Discuss the roles and responsibilities of modern day leaders of faith communities.</p> <p>Cultural: Reflect upon the impact of religious and secular leadership on religious traditions and cultures.</p>			<p>Spiritual: Reflect on how you can be an inspiration and impact positively on the lives of others.</p> <p>Moral: Consider the moral dilemma of those who have and those who have not.</p> <p>Social: Explore the impact of inspirational people in the lives of individuals and communities.</p> <p>Cultural: Enquire into the work of Mother Teresa in India.</p>

Caring for Others						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Autumn 1 How do we show we care for others?</p> <p>Retell a story of John Wesley by taking part in a team drama, giving some thought to characters' actions and feelings.</p>		<p>Spring 1 What do creation stories teach us about caring for the world?</p> <p>Enquire into and describe the main features of creation</p>		<p>Autumn 2 Can religions help to build a fair world?</p> <p>Ask and respond to questions about fairness and injustice in the world.</p>

Ask questions about some expressions of Christian vision and belief.

Suggest a meaning for the experience of a 'warm heart'

Talk about the special talents Jesus had and how he used them to help others.

Demonstrate knowledge and understanding of the work of famous Christians like Dr. Barnado and Sister Frances Dominica and how they helped others and why.

Use appropriate religious vocabulary when talking about some of the stories Jesus told about helping others.

Ask questions and suggest reasons about how and why we should care for others.

stories from different religions and cultures.

Identify and make links between the creation stories and how believers care for the world.

Explain the concept of stewardship and give an example from a religious tradition.

Use a developing religious vocabulary to describe and explain the creation stories and their teachings.

Ask questions and suggest reasons for the different creation stories and the secular explanations for the beginning of the world.

Reflect on the beauty of the world and give their own response to it.

Recognise the similarities and differences between the creation stories

Identify examples of injustice in the world and suggest solutions.

Explain how and why religion wants to fight injustice in the world.

Research a charity fighting injustice and present their research in the form of a presentation to the class.

Identify the things needed to take action to bring about a fairer world.

Reflect upon and express their ideas and beliefs about treating others with justice and love in light of their learning, through story, art, and drama, music and prayer.

Demonstrate religious literacy in discussion and by giving opinions with reasons relating to religion and belief.

Reflect on their own talents and how they could be used to help others.

Recall the story of the 'Tiny Ants' and explain what it teaches about caring for others.

Identify and explain some of the ways in which members of the Salvation Army help the homeless.

Reflect on the meaning of kindness and care for others.

Respond to the statement: 'Caring for others is important.' Do you agree? Give reasons for your answer.

and secular explanations for how the world began.

Describe and explain the impact creation stories have on believers and how they care for the world.

Research the work of a Christian charity caring for the world and make links with the creation stories and their teachings.

Respond to the statement: 'Our world is the most amazing place'. Do you agree? Give reasons for your answer.

Spring 2
Methodist Unit
Warm hearts

Describe the experience of John Wesley, when his heart was 'warmed'

Use religious or spiritual vocabulary

Use appropriate religious vocabulary such as injustice, justice, charity etc.

Demonstrate knowledge and understanding of what injustice is and what religions are doing about it and why.

Respond to the statement: 'There will always be injustice in the world.'

				<p>to describe what Christians believe about the Holy Spirit.</p> <p>Ask good questions of their own about how people 'feel God's presence'.</p> <p>Make links between the story of John Wesley and other kinds of 'heart warming' experiences, including their own experiences.</p> <p>Use a widening religious vocabulary to show that they understand Christian belief about feeling God's presence and the Holy Spirits.</p> <p>Suggest varied answers to the question: Can people feel God's presence?</p> <p>Apply ideas such as 'reflection' and 'inner thoughts' to belief about God and to their own experiences of a 'warm heart'.</p>		
<p>SMSC</p>						

Spiritual: Reflect and consider why each individual is special and unique.

Moral: Consider the actions of the characters in the story of the Good Samaritan.

Social: Research how people show they care for others through charity work.

Cultural: Explore the work of charities and how they are helping people from different cultures and backgrounds around the world.

Spring 1
Spiritual: Enable pupils to reflect on the awe and wonder of the world through music, poetry and imagery.

Moral: Discuss the moral responsibility of looking after the world.

Social: Explore the concept of stewardship within a faith community.

Cultural: Enquire into stories of creation in different religious traditions and cultures.

Spring 2
Spiritual: understanding how some Christians believe the Spirit of God can warm your heart, giving you a positive sense of purpose and reassurance. Pupils also have the opportunity to express their feelings and thoughts about

Spiritual: Reflect on the nature of injustice in the world through prayer and poetry.

Moral: Explore and consider answers to the question. Is it fair?

Social: Enquire into the ways in which religious communities are trying to fight injustice in the world.

Cultural: Explore the diversity of lifestyles in different cultures and traditions.

				<p>what warms their hearts in relation to worship, community life or personal reflection and to consider their own self expression of deep ideas and beliefs.</p> <p>Moral: thinking about what God might want people to do.</p> <p>Social: work co-operatively in teams on learning tasks.</p> <p>Cultural: Discuss the significance of a range of religious and spiritual stories, music and experiences.</p>	
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Religious and Secular Beliefs						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Spring 1 What do Christians believe?</p> <p>Talk about their own ideas about God and listen and respond sensitively to the ideas of others.</p> <p>Use appropriate religious vocabulary</p>	<p>Summer 2 What do Muslims believe?</p> <p>Reflect and talk about their name and what it might mean.</p> <p>Suggest reasons why Muslims are not allowed to have images of Allah.</p>	<p>Spring 1 What do different people believe God is like?</p> <p>Share their ideas about God and respond sensitively to the ideas of others.</p> <p>Use appropriate religious vocabulary</p>	<p>Autumn 1 Can religious teachings help us to decide the best way to live?</p> <p>Demonstrate knowledge and understanding of religious rules and their impact on people's lives today.</p>	<p>Autumn 1 What are the five pillars of Islam?</p> <p>Demonstrate knowledge and understanding of the five pillars of Islam.</p> <p>Explain how keeping the five pillars can</p>	<p>Spring 2 <u>Methodist Unit Commitment to Christianity</u></p> <p>Retell some simple stories about commitment.</p> <p>Identify the values found in the stories I suggest meanings for</p>

	<p>to describe some of the qualities associated with God in Christianity and what they mean e.g. loving, forgiving.</p> <p>Ask interesting and imaginative questions about God and the world in which we live.</p> <p>Reflect on the nature of God in a creative way demonstrating through art their own response to the idea of God.</p> <p>Retell a Christian Bible story and talk about what it teaches about God.</p> <p>Identify some qualities that Christians associate with God.</p> <p>Give an opinion on the best quality God has and give a reason why.</p> <p>Identify and explain a belief or practice</p>	<p>Describe some of the key features of a Muslim child's daily life and identify how it is different and the same as their own.</p> <p>Use appropriate religious vocabulary when explaining some key features of what it like to be a Muslim.</p> <p>Ask questions about Muslim daily life.</p> <p>Identify and explain some of the qualities of God in Islam and make links with their own experiences and that of others.</p>	<p>to describe some of the qualities associated with God in Christianity and what they mean.</p> <p>Ask interesting and imaginative questions about God and the world in which we live.</p> <p>Reflect on the nature of God in a creative way demonstrating through art/poetry their response to the idea of God.</p> <p>Identify and explain some qualities that Christians associate with God.</p> <p>Demonstrate knowledge and understanding of the nature of God in one other religious tradition.</p> <p>Give a reason why someone might not believe in God.</p> <p>Give an example of something a person might do or not do</p>	<p>Identify some of the religious rules for living.</p> <p>Explain the meaning behind some of the 10 commandments.</p> <p>Use appropriate religious vocabulary correctly in context.</p> <p>Ask questions about rules and suggest reasons for their importance.</p> <p>Recall some of the Ten Commandments and explain how people put them into practice today.</p> <p>Make links between religious rules for living and a believer's daily life.</p> <p>Identify your neighbours and suggest ways you can show you care for them.</p> <p>Reflect on religious rules for living and give an opinion on</p>	<p>impact on a Muslim's daily life.</p> <p>Identify the challenges of keeping the five pillars for Muslims living in Britain today.</p> <p>Ask interesting and imaginative questions about the five pillars and why they are important in Islam.</p> <p>Explain what a duty is and give examples both religious and secular.</p> <p>Reflect on their own beliefs and practices and the importance of religious belief and practice in the lives of believers.</p> <p>Use a developing religious vocabulary to identify, describe and explain the main features of the five pillars of Islam such as belief, prayer, pilgrimage, fasting, charity etc.</p>	<p>examples of the commitments Methodist Christians make.</p> <p>Suggest meanings in the stories they study</p> <p>Respond sensitively and simply to questions about their own commitments.</p> <p>Describe different commitments simply.</p> <p>Simply describe some Christian ideas about being committed to God, including membership of a Methodist church I use vocabulary such as 'values', 'right and wrong' and 'good and bad'.</p> <p>Make links between their own behaviour and their commitments.</p> <p>Connect up signs of commitment used by Methodists – eg Covenant Prayer, church membership,</p>
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	<p>associated with Christianity</p>		<p>because they believe in God.</p> <p>Respond to the question: 'Where is God?' Give reasons for your answer</p>	<p>which rules show us the best way to live.</p> <p>Create some rules that will make the world a better place.</p> <p>Respond to the question: 'You should always obey the rules' Do you agree? Give reasons for your answer.</p>	<p>Use Arabic words and English words to identify the five pillars of Islam.</p> <p>Explain what is meant by charity, giving examples from religion and belief.</p> <p>Summer 1 and 2 Why do believers see life as a journey?</p> <p>Explain what a rite of Passage is and identify the four main events they signify.</p> <p>Demonstrate knowledge and understanding of rites of passage in Christianity and one other religious tradition.</p> <p>Use a developing religious vocabulary to identify, describe and explain the main features of a rite of passage. (Bar/Bat Mitzvah, Confirmation, Marriage, vows etc.)</p>	<p>giving to charity, worship.</p> <p>Use a widening religious vocabulary to show that they understand similarities and differences between different kinds of commitment.</p> <p>Show that I understand questions about commitment from some works of art I learn about I apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty.</p> <p>Explain different expressions of commitment clearly and thoughtfully.</p> <p>Explain the impact of biblical ideas on contemporary Christian practice, including examples from Methodism such as the work of All We</p>
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					<p>Ask questions about and research into rites of passage in Christianity and one other religious tradition.</p> <p>Explain the symbolism contained in a rite of passage.</p> <p>Reflect on their lives and the significant events so far.</p> <p>Share with others experiences of rites of passage both religious and secular.</p> <p>Suggest reasons why rites of passage are important in both religious and secular communities.</p> <p>Respond to the statement: 'Promises are made to be broken.' Do you agree? Give reasons for your answer</p>	<p>Can or the use of the Covenant Prayer.</p> <p>Express clear and thoughtful views on questions about their own values and commitments.</p> <p>Explain different views of Christian commitment, with reasons and examples.</p> <p>Summer 2 Why do some people believe in life after death?</p> <p>Ask questions and suggest answers to the question, 'What happens when you die?'</p> <p>Conduct an enquiry into views about life after death from religion and belief.</p> <p>Identify some mysterious and puzzling questions that religions give answers to.</p>
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						<p>Reflect upon and express their own beliefs about life after death supported with reasons.</p> <p>Use a developing religious vocabulary to express their viewpoints and opinions about life after death.</p> <p>Use religious key words such as funeral, heaven, soul, reincarnation etc.</p> <p>Demonstrate knowledge and understanding of what Christians and Hindus believe about life after death.</p> <p>Demonstrate knowledge and understanding of a ceremony that marks the end of a person's life and its value.</p> <p>Explain how beliefs in life after death may affect a person's everyday life.</p>
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SMSC

Spiritual: Reflect upon the idea of God through art and music.

Moral: Discuss whether the father was right to forgive in the parable of the Lost son.

Social: Listen and respond sensitively to other pupils' ideas about God.

Cultural: Recognise that different cultures and religions think of God in a different way.

Spiritual: Reflect on how we show kindness and love to others.

Moral: Discuss the rules in Islam concerning the use of images of God.

Social: Enquire into the everyday life of a Muslim child.

Cultural: Consider the importance and purpose of names in other cultures and religious traditions.

Spiritual: Reflect upon the idea of God through art and music.

Moral: Reflect on whether believing in God makes you a better person.

Social: Listen and respond sensitively to other pupil's ideas about God.

Cultural: Recognise that culture and religion influence the diverse views and beliefs about God.

Autumn 1
Spiritual: Explore the importance in religious traditions of rules that are sacred and come from God.

Moral: Consider the rights and wrongs of obeying rules and the consequences for themselves and others.

Social: Evaluate the impact of rules from religion and belief on a person's daily life.

Cultural: Enquire into the codes for living in different religious traditions.

Autumn 1
Spiritual: Reflect on the practices and values that are important in pupils' lives.

Moral: Consider the concept of duty.

Social: Reflect on the impact of the five pillars on a Muslim's daily life.

Cultural: Explore the beliefs and practices of Islam in a variety of cultural settings.

Summer 1 and 2
Spiritual: Reflect and share thoughts and feelings on significant events in life.

Moral: Consider the idea of moral responsibility that comes with adulthood or keeping promises.

Social: Explore how different communities and religious traditions celebrate

Spring 2
Spiritual: think about their own attitudes towards religious commitment
Moral: Think about commitments and values and studying stories that express commitment and values. Higher-level work explores the consequences of our choices in terms of good and bad, right and wrong.
Social: work together in collaborative projects and activities. Higher-level work explores how commitments and values make a difference to our community and to society – the impact of morality.

Summer 2
Spiritual: Reflect upon thoughts and feelings about life after death.
Moral: Explore how beliefs in life after

					<p>significant events in people's lives.</p> <p>Cultural: Enquire into the symbolism of rites of passage in different cultures and religious traditions.</p>	<p>death impact on how people live their lives.</p> <p>Social: Consider the tradition in society of having a ceremony that marks the end of a person's life.</p> <p>Cultural: Explore and enquire into beliefs and ceremonies associated with life after death in different cultural or religious traditions.</p>
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