



Year A 2020 - 21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS A</b>	<p><b>Harvest</b> Assessment What happens at Harvest? Where does our food come from? Do all people have the same foods? Why do we gather foods at harvest to donate? What does non-perishable mean? Why must food donations not be fresh?</p>	<p><b>Diwali and Christmas</b> Assessment What is the story of Diwali? What is the story of Christmas? Why do they have lights in the Diwali story? Is the star the only light in the Christmas story? Why is light important? Why do we celebrate these religious stories? Is Father Christmas important in the Christmas story? Why do we think of Father Christmas at Christmas time?</p>	<p>New Year (Christianity, Islam, Judaism, Hinduism, Buddhism) Assessment Why is New Year celebrated? How do different countries and religions celebrate? What is the Chinese story of New Year? What do people do at the start of the year? What is a new years resolution? Why do people make them? What are the months of the year? Is new year always at the same time?</p>	<p><b>Easter/ Mother's Day/ Finding Jesus</b> Assessment What is the Easter story? Why do we eat eggs at Easter? What is sin? Why do we have religious stories? Who is Jesus? Why do we celebrate Mother's day?</p>	<p><b>Noah's Ark</b> Assessment Who was Noah? Why did he build an Ark? Why did he want the animals to be in the Ark? Why is this story religious? What does this story teach us about God? Do you have to be a Christian to like the story? Do you have to be religious to be good?</p>	<p>Celebrating weddings (Christianity, Islam, Judaism, Hinduism, Buddhism) Assessment What is a marriage? Why do people get married? Do all faiths get married in the same way? Do you have to marry someone you love? Why do people celebrate weddings?</p>

- Explore a range of religious and moral stories and sacred writings and talk about their meaning
- Name and explore a range of celebrations, worship and rituals in religion or beliefs, recognising the difference they make to individuals, families and the local community
  - Identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning
  - Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives
  - Communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts
  - Reflect on how spiritual qualities and moral values relate to their own behaviour
  - Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Reflect, respond and make links-  
Y1 and 2- Talk about their own experiences in the light of the religious knowledge gained  
Express their own opinions appropriately  
Talk about the differences that beliefs make to the way believers live  
Make simple comparisons to their own lives



<p><b>KS1 Year 1 &amp; 2 A</b></p>	<p><b>Jewish beliefs</b> and <b>Christian</b> beliefs (Link to the start of school) <b>What does it mean to belong?</b> Believing- Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied.</p> <p><b>Assessment</b> <b>What groups do you belong to and how you show it?</b> <b>Can you retell the story of the lost sheep/coin?</b> <b>What is a parable?</b> <b>Can you explain what baptism is?</b> <b>What are the advantages and disadvantages for being in a group/religion?</b> <b>Can you think of your own ceremony to welcome someone into a group e.g your class,</b></p>	<p><b>Christmas around the world</b> <b>How and why are religious celebrations important to people?</b> Believing- Y1- Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied.</p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p>Behaving- Y1- Identify some elements of practice that arise from these beliefs. Y2- Give examples of how beliefs are linked to worship and prayer.</p> <p><b>Assessment</b> <b>Why is the Christmas story important to Christians?</b> <b>Why do Christians give presents at Christmas?</b></p>	<p>New beginnings (<b>Christianity, Judaism, Sikh, Buddhism</b> and <b>Hindu</b> New Year) <b>What do people believe about New year?</b> Believing- Y1- Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied.</p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p><b>Assessment</b> <b>What is the Christian Creation story?</b> <b>How does New Year link to The Story Of Creation?</b> <b>Why is Rosh Hashanah important to Jews?</b> <b>How does Rosh Hashanah link to New Year?</b></p>	<p><b>Lent and the Easter story</b> <b>How and why do symbols express meaning including religious meaning?</b> Believing- Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied.</p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p><b>Assessment</b> <b>Why do religions use symbols?</b> <b>What are Christian religious symbols?</b> <b>What are Jewish religious symbols?</b></p>	<p><b>Sikhism</b> <b>What do Sikhs learn from the 5ks?</b> Believing- Y1-Recall a variety of religious stories used for different purposes. Y2- Retell a selection of key stories, making links to the core beliefs.</p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers.</p> <p><b>Assessment</b> <b>What are the 5Ks?</b> <b>How do the 5Ks help Sikhs make good life choices?</b> <b>Why is the Khalsa ceremony important?</b> <b>Do all Sikhs wear the 5Ks? Does it matter?</b></p>	<p>Religious worship (<b>Christianity, Judaism</b>) <b>How should you spend the weekend?</b> Believing- Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied.</p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p><b>Assessment</b> <b>What is Shabbat?</b> <b>What food is eaten during Shabbat? Why?</b> <b>What artefacts are used during Shabbat? Why?</b> <b>Why is Shabbat welcomed like a Queen?</b> <b>How does Shabbat compare/contrast to Sunday for Christians?</b></p>
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	swimming club, football team etc?	How do other religions celebrate Christmas? (Jews/Muslims) Is Father Christmas important to Christians? Why is Jesus important to Christians?		What Christmas symbols have a different meaning for Christians/Non-Christians?		
<p>Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate and suggest meanings for celebration, worship and rituals, thinking about similarities and differences</li> <li><input type="checkbox"/> Describe and interpret how symbols and actions are used to express beliefs</li> <li><input type="checkbox"/> Recognise that people can have different identities, beliefs and practices, and different ways of belonging, expressing their interpretations, ideas and feelings</li> <li><input type="checkbox"/> Reflect on questions of meaning and purpose in life, expressing questions and opinions</li> <li><input type="checkbox"/> Investigate questions of right and wrong in life, expressing questions and opinions.</li> </ul> <p>Reflect, respond and make links-</p> <p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society</p> <p>Make links between the teachings of religious figures and current leaders</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>						
<b>LKS2</b> <b>Year 3 / 4</b> <b>A</b>	<p><b>Jewish children/ Judaism and God</b></p> <p><b>Is a Jewish child free to choose how to live?</b></p> <p><b>Why, where and how do people worship?</b></p> <p>Behaving- Y3- Describe how beliefs influence worship and lifestyle. Y4- Describe the beliefs that have the greatest impact on practice.</p> <p>Behaving- Y3- Identify the role of some religious figures in the core beliefs and</p>	<p><b>Mary and Christmas</b></p> <p><b>Does the Christmas narrative need Mary?</b></p> <p><b>Why are some occasions sacred to believers?</b></p> <p>Behaving- Y3- Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p><b>Assessment</b> <b>Can you identify Mary in a range of religious art?</b></p>	<p><b>Hindu children/ Hinduism and God</b></p> <p><b>How do people’s beliefs about God, the world and others impact on their lives?</b></p> <p>Belonging- Y3- Identify the key practices of a faith and some of the differences between denominations or sects. Y4- Make links between the texts studied and the practice of faith in the community.</p> <p>Behaving- Y3- Describe how beliefs influence worship and lifestyle. Y4-</p>	<p><b>Easter and Passover</b></p> <p><b>Does Easter make sense without Passover?</b></p> <p><b>Why and how are people influenced and inspired by others?</b></p> <p>Behaving- Y3- Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Behaving-</p>	<p><b>Jesus and miracles</b></p> <p><b>Did Jesus really do miracles?</b></p> <p>Behaving- Y3- Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p><b>Assessment</b> <b>I can retell stories of miracles</b> <b>What is a miracle?</b></p>	<p>Prayer <b>(Christianity, Judaism, Islam).</b></p> <p><b>Does prayer change things?</b></p> <p>Behaving- Y3- Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story). Y4- Suggest meaning for the various kinds of writing found within sacred texts.</p> <p>Behaving- Y3- Describe how beliefs influence worship and lifestyle. Y4-</p>



<p>stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Assessment What is the story of how the 10 commandments came to be? How do Jews follow the 10 commandments? How is this different to Christians? (Kosher food/Shabbat) What if people didn't follow the 10 Commandments? What are other religious practices of Jews?</p>	<p>What does the way Mary is portrayed tell us about Christian symbolism? How was Mary involved in the Christmas story? What other women are important in religion? Are mothers of famous people considered as important as Mary is as the Mother of Jesus? (link to assumption day)</p>	<p>Describe the beliefs that have the greatest impact on practice.</p> <p>Assessment What are the 4 purposes of life? Why are these important to Hindus? What are the 5 daily duties? Do you need to follow 5 daily duties/debts to be a good Hindu? What behaviour wouldn't be acceptable to Hindus?</p>	<p>Y3- Describe how beliefs influence worship and lifestyle. Y4- Describe the beliefs that have the greatest impact on practice.</p> <p>Assessment What is Passover? What happened during the Passover meal? Why do Jews celebrate Passover today? How is Communion linked to Passover and the last Supper What are the main events of the Exodus Story? Why don't Christians celebrate Passover? How could they celebrate it?</p>	<p>How did different people react to the miracles of Jesus? For example the followers, disciples, Pharisee? Does it matter if miracles are true? How do the stories of miracles help Christians?</p>	<p>Describe the beliefs that have the greatest impact on practice.</p> <p>Assessment What are the different types of prayer? Why are there different types of prayers? Why do Hindus and Christians pray? What stories show the power of prayer? Do you think praying is powerful?</p>
<p>Describe and discuss some key aspects of the nature of religion and belief</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate the significance and impact of religion and belief in some local, national and global communities</li> <li><input type="checkbox"/> Consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them</li> <li><input type="checkbox"/> Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways</li> <li><input type="checkbox"/> Describe and begin to develop arguments about religious and other responses to ultimate and ethical questions</li> <li><input type="checkbox"/> Reflect on ideas of right and wrong and apply their own and others' responses to them.</li> </ul> <p>Reflect, respond and make links- Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be</p>					



<p><b>UKS2</b> <b>Year</b> <b>5/6</b> <b>A</b></p>	<p>Sikhs and the Guru Granth Sahib Do Sikhs need the Guru Granth Sahib? (their Holy Book)</p> <p><b>Assessment</b> Why are the 5th and 10<sup>th</sup> Guru important? Why would the Guru Granth Sahib be called the 11<sup>th</sup> Guru? What does the Granth Sahib have in it? How do Sikhs show that the Guru Granth Sahib is important? What is the Mool Mantra and why is it important?</p>	<p>Is “God made man” a good way to understand the Christmas story? <b>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?</b> Believing- Y5-Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders. Use technical &amp; religious language to identify the different writings within sacred texts. Y6- Recognise the role of inspiration in the creation of sacred texts and the lives of leaders. Explain the connections between sacred texts and beliefs using theological terms.</p> <p><b>Assessment</b> What is incarnation? How does incarnation link to the birth of Christ? What important things did Jesus do in his life? How does the Bible tell Christians the story of Christmas?</p>	<p>Sikh and <b>Muslim</b> places of worship <b>How and why are religious and spiritual ideas expressed and in the ways they are?</b> Belonging- Y5- Make clear links between the texts and concepts studied and common practice across denominations. Y6- Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).</p> <p><b>Assessment</b> Why do Sikhs go to the Gurdwara? What are the features of the Gurdwara? How does a Gurdwara compare with the Golden Temple in Amritsar? How does the Gurdwara help Sikhs follow their faith? How does a Gurdwara help the Sikh (and wider) community?</p> <p>Why do Muslims go to the Mosque? What are the features of a Mosque? How do these features link to the beliefs of Islam?</p>	<p><b>Easter and the resurrection</b> <b>How and why do families and communities, including religious ones, live out what is important to them, their traditions and beliefs?</b> Behaving- Y5- Describe the actions of believers in their communities, locally and globally that arise from their beliefs. Y6- Show how inspiration might play a part in how believers interpret the texts.</p> <p><b>Assessment</b> What does resurrection mean? What does reincarnation mean? Why do people celebrate Easter as a happy occasion? How does Easter help Christians understand death? Does Easter help Christians think of death in a positive way? Why? How do other faiths understand death?</p>	<p>God and humans What is God like? (Christianity, Sikh, Islam) <b>How do sacred texts and other sources help people to understand God, the world and human life?</b> Believing- Y5-Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders. Use technical &amp; religious language to identify the different writings within sacred texts. Y6- Recognise the role of inspiration in the creation of sacred texts and the lives of leaders. Explain the connections between sacred texts and beliefs using theological terms.</p> <p><b>Assessment</b> What is the same/different about people’s religious beliefs? How do Sikhs, Muslims and Christians refer to God? How do religious people show their faith?</p>	<p>Creation stories (Christianity, Islam, Judaism, Hinduism, Buddhism) <b>How do people’s beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</b> Belonging- Y5- Make clear links between the texts and concepts studied and common practice across denominations. Y6- Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).</p> <p><b>Assessment</b> What is creation? How many different creation stories do you know details of? (You will need to learn at least 2 stories, one must be the Christian story of creation) How are these stories the same/different? What does a creation story teach the believer? How</p>
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		<p>Why is the story important literally?                  Why is the story important symbolically?                  Which is more important to Christians/Non-Christians?                  Why?</p>	<p>How are religious buildings the same/different? (Gurdwara, Church, Mandir, Synagogue)                  Why are Muslims known as Ummah? Why is this an important part of who they are?</p>	<p>Do non-Christian/atheists hold a view on death linked to Christian beliefs? How do you know? Why might they?                  What is more important at death, the body or the soul/spirit?</p>	<p>What is Shahadah?                  Why do Muslims have 99 names for Allah?                  What are the main beliefs of each of the 3 faiths?                  Do non-religious people share any of these beliefs?                  How do we show respect to religion when there are so many ideas? Link this to other things that people follow e.g football teams, countries in the Olympics,</p>	<p>might they think about the world knowing how it was made?                  How do these stories compare with the environmental issues we face today?                  What are environmental issues we face today?                  Should we take these stories literally or use them as a parable/story with a message to teach? How does this help us lead better lives whether we are religious or not?</p>
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Cycle B

Year B 2021 - 22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS B</b>	<p><b>Harvest</b>                      Assessment                      What happens at Harvest?                      Where does our food come from?                      Do all people have the same foods?                      Why do we gather foods at harvest to donate?                      What does non-perishable mean?                      Why must food</p>	<p><b>Diwali</b> and <b>Christmas</b>                      Assessment                      What is the story of Diwali?                      What is the story of Christmas?                      Why do they have lights in the Diwali story?                      Is the star the only light in the Christmas story?                      Why is light important?                      Why do we celebrate these religious stories?                      Is Father Christmas important in the Christmas story?                      Why do we think of Father Christmas at Christmas time?</p>	<p>New Year                      (Christianity, Islam, Judaism, Hinduism, Buddhism)                      Assessment                      Why is New Year celebrated?                      How do different countries and religions celebrate?                      What is the Chinese story of New Year?                      What do people do at the start of the year?</p>	<p><b>Easter/ Mother's Day/ Finding Jesus</b>                      Assessment                      What is the Easter story? Why do we eat eggs at Easter? What is sin? Why do we have religious stories? Who is Jesus?                      Why do we celebrate Mother's day?</p>	<p><b>Noah's Ark</b>                      Assessment                      Who was Noah?                      Why did he build an Ark?                      Why did he want the animals to be in the Ark?                      Why is this story religious?                      What does this story teach us about God?                      Do you have to be a Christian to like the story? Do you have</p>	<p>Celebrating weddings                      (Christianity, Islam, Judaism, Hinduism, Buddhism)                      Assessment                      What is a marriage?                      Why do people get married?                      Do all faiths get married in the same way?                      Do you have to marry someone you love?                      Why do people celebrate weddings?</p>



	donations not be fresh?		What is a new years resolution? Why do people make them? What are the months of the year? Is new year always at the same time?		to be religious to be good?	
	<p>Explore a range of religious and moral stories and sacred writings and talk about their meaning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name and explore a range of celebrations, worship and rituals in religion or beliefs, recognising the difference they make to individuals, families and the local community</li> <li><input type="checkbox"/> Identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning</li> <li><input type="checkbox"/> Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives</li> <li><input type="checkbox"/> Communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts</li> <li><input type="checkbox"/> Reflect on how spiritual qualities and moral values relate to their own behaviour</li> <li><input type="checkbox"/> Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</li> </ul> <p>Reflect, respond and make links-</p> <p>Y1 and 2- Talk about their own experiences in the light of the religious knowledge gained</p> <p>Express their own opinions appropriately</p> <p>Talk about the differences that beliefs make to the way believers live</p> <p>Make simple comparisons to their own lives</p>					
KS1 Year 1 & 2 B	<p>Leaders (Christianity, Judaism, Sikhism, Hinduism)</p> <p><b>Who should you follow?</b></p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p>Behaving- Y1- Identify some elements of practice that arise from these beliefs. Y2- Give examples of how beliefs are linked to worship and prayer.</p>	<p><b>Christmas</b></p> <p><b>Should we celebrate it/ how do we celebrate it?</b></p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p>Behaving- Y1- Identify some elements of practice that arise from these beliefs. Y2- Give examples of how beliefs are linked to worship and prayer.</p>	<p>Looking after creation (Christianity and Islam)</p> <p><b>How should people care for the world?</b></p> <p>Believing- Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied.</p> <p><b>Assessment</b></p>	<p><b>Easter symbols</b></p> <p><b>How do the church celebrate Easter?</b></p> <p>Belonging- Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers. Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p> <p>Behaving-</p>	<p><b>Important religious stories</b></p> <p><b>Can stories change people?</b></p> <p>Believing- Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism). Y2-Give a simple account of the core beliefs of the religions studied. Belonging-</p>	<p>Where do we worship? (Christianity, Judaism)</p> <p><b>Do we need shared special places?</b></p> <p>Behaving- Y1- Identify some elements of practice that arise from these beliefs. Y2- Give examples of how beliefs are linked to worship and prayer.</p> <p><b>Assessment</b></p> <p>What is a Synagogue? What are the features of a Synagogue? Who prays in a Synagogue?</p>



	<p>Assessment                  What does a leader do? What types of people lead us?                  What does a follower do? When are we followers of something?                  I can retell a religious story that has a leader in it. (choose at least 1 Christian-story of Moses fleeing Egypt and 1 story from another faith)                  What does a religious leader do? (Moses)                  What makes a good leader? This may link to Moses and the Israelites or may be another leader e.g head teacher, chef, boss of a business etc.</p>	<p>Assessment                  Why is Harvest a Christian festival?                  I can retell the story of Cain and Abel, and Noah.                  I can describe Sukkot, Christmas and Harvest.                  Why are 4 spices important to Sukkot?                  I can say why Jews don't celebrate Christmas.</p>	<p>What is the Creation Story according to Christians?                  What attributes/qualities/strengths does the Creation Story show God to have according to Christians?                  Why do Christians think the Phrase "And God saw that it was good" is important?                  Why do Christians think it important to care for the world?                  What do other people say about the creation of the world? (could be the big bang theory or another creation story)</p>	<p>Y1- Identify some elements of practice that arise from these beliefs.                  Y2- Give examples of how beliefs are linked to worship and prayer.                   Assessment                  What are the main details of the Easter Story?                  What do Christians have in Church to show that it is Easter time?                  What tempted Jesus?                  How does this link to Lent?                  What would be a good way to celebrate Holy Week?</p>	<p>Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers.                  Y2- Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).                   Assessment                  What is the story of Rama and Sita?                  How does this story link to Diwali?                  How does the story link to Dharma?                  What do Hindus learn from the story?                  How is this story the same/different to other religious stories you know?                   Who was Muhammad?                  Who is Allah?                  What do stories from the Qur'an teach Muslims?                  Why can't we pretend to be Muhammad? Why can't we draw Allah?</p>	<p>How is it the same/different to a Church?                  Why is a Synagogue important to Jews?                  Where is important to you?                  What makes it important?</p>
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<p>Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate and suggest meanings for celebration, worship and rituals, thinking about similarities and differences</li> <li><input type="checkbox"/> Describe and interpret how symbols and actions are used to express beliefs</li> <li><input type="checkbox"/> Recognise that people can have different identities, beliefs and practices, and different ways of belonging, expressing their interpretations, ideas and feelings</li> <li><input type="checkbox"/> Reflect on questions of meaning and purpose in life, expressing questions and opinions</li> <li><input type="checkbox"/> Investigate questions of right and wrong in life, expressing questions and opinions.</li> </ul> <p>Reflect, respond and make links-                  Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society                  Make links between the teachings of religious figures and current leaders                  Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>						
<p><b>LKS2</b>                  Year 3/4    <b>B</b></p>	<p>Religions in the area- Sikhism and Harvest                  Belonging-                  Y3- Identify the key practices of a faith and some of the differences between denominations or sects.</p>	<p>Hinduism/ Christmas  <b>Is light a good symbol for celebration?</b>                  Behaving-                  Y3- Describe how beliefs influence worship and lifestyle.                  Y4- Describe the beliefs that have the greatest impact on practice.                    Assessment</p>	<p>Holy journeys (Christianity, Islam, Judaism, Hinduism, Buddhism)  <b>Is a holy journey necessary for believers?</b>                  Believing-                  Y3- Identify the role of some religious figures in</p>	<p>Easter and Lent (should we give things up)  <b>Should believers give things up?</b>                  Behaving-                  Y3- Describe how beliefs influence worship and lifestyle.</p>	<p>Jesus as a leader  <b>Does Jesus have authority for everyone?</b>                  Believing-                  Y3- Identify the role of some religious figures in the core beliefs and stories</p>	<p>Sacred texts (Christianity, Judaism, Islam).  <b>Can made-up stories tell the truth?</b>                  Belonging-                  Y3- Identify the key practices of a faith and some of the differences between denominations or sects.</p>



<p>Y4- Make links between the texts studied and the practice of faith in the community.</p> <p>Assessment Where do Sikhs worship? Where do they learn the rules of their faith? How is Sikhism the same/different to Christianity?</p>	<p>Why is light important During Diwali? Why is light important at Christmas? Why is light important during Chanukah (Hanukkah)? What are the stories behind each of these celebrations of light? Is light an important symbol within religions? What does light symbolise in each story? What message does each story give to the followers of the faith?</p>	<p>the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Assessment What is a pilgrimage? What makes these places Holy? Why do believers go on Holy journeys? Are you less of a believer if you don't go on a Holy Journey? How do Holy journeys change/affect the believer? Would you go on a special journey? What would make you think it was worthwhile? Where would you go?</p>	<p>Y4- Describe the beliefs that have the greatest impact on practice.</p> <p>Assessment Why is Lent important to Christians on the run up to Easter? How is Ash Wednesday celebrated? Why is it important? What is the story of the temptations? What does Jesus teach in this story by how he acts? What message does this send to Christians? What is penitence? Why do people fast/observe Lent before Easter? What is sacrifice? Do you need to be a Christian to give something up for Lent? Why is Advent important to Christians on the run up to Christmas?</p>	<p>(Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Assessment What does authority mean? Who are authority figures in our daily lives? Why do Christians believe that Jesus is an authority? How is it the same/different to other authority figures? How does Jesus show his authority in stories we read about him? Is the authority of Jesus important if you are religious?</p>	<p>Y4- Make links between the texts studied and the practice of faith in the community.</p> <p>Believing- Y3- Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Assessment I can retell a parable and talk about the meaning for believers. Is there more than one message in parables? Why do you think this? What is the same/different about the parables/stories we have read? Do they mean the same thing to Christians now as they did when they were first told from the Bible? Are parables true? Are Bible stories facts? Why are they so important if Christians don't know how true they are? Do other religions use stories like Christianity? Why are stories good for believers?</p>
<p>Describe and discuss some key aspects of the nature of religion and belief</p>					



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate the significance and impact of religion and belief in some local, national and global communities</li> <li><input type="checkbox"/> Consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them</li> <li><input type="checkbox"/> Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways</li> <li><input type="checkbox"/> Describe and begin to develop arguments about religious and other responses to ultimate and ethical questions</li> <li><input type="checkbox"/> Reflect on ideas of right and wrong and apply their own and others' responses to them.</li> </ul> <p>Reflect, respond and make links-                  Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring                  Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be                  Compare the religious ideas to the opportunities and problems of the wider world</p>					
<p><b>UKS 2</b>  <b>Year 5/6</b>   <b>B</b></p>	<p><b>Saints and role models</b> (positive and negative)  <b>Are the saints encouraging role models?</b>                  Behaving-                  Y5- Describe the actions of believers in their communities, locally and globally that arise from their beliefs.                  Y6- Show how inspiration might play a part in how believers interpret the texts.</p> <p><b>Assessment</b>                  Who is Stephen?                  What does 'Saint' mean?                  Who are the saints?                  Why are they saints?                  Who most deserves to be a saint? Why?</p>	<p><b>Muslims holy text</b> compared to Sikhs holy text.  <b>Do Muslims need the Qur'an?</b>  <b>Do Sikhs need the Guru Granth Sahib?</b>                  Believing-                  Y5- Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.                  Use technical &amp; religious language to identify the different writings within sacred texts.                  Y6- Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.                  Explain the connections between sacred texts and beliefs using theological terms.</p> <p><b>Assessment</b>                  What does Hafiz mean?                  What is the Hadith?                  How is the Qur'an treated? Why?                  What are the 5 pillars of Islam?</p>	<p>Religious clothing                  (Christianity, Islam, Judaism, Sikhism)  <b>Do clothes express beliefs?</b>                  Belonging-                  Y5- Make clear links between the texts and concepts studied and common practice across denominations.                  Y6- Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).</p> <p><b>Assessment</b>                  What are the 5Ks?                  How do they affect the daily life of a Sikh?                  How does wearing the 5Ks make Sikhs feel?</p> <p>What other religions express their identity</p>	<p><b>The death of Jesus and sacrifice</b>   <b>Is the resurrection important to Christians?</b>  <b>Are you inspired?</b>                  Behaving-                  Y5- Describe the actions of believers in their communities, locally and globally that arise from their beliefs.                  Y6- Show how inspiration might play a part in how believers interpret the texts.</p> <p><b>Assessment</b>                  Why did Jesus die on the cross?                  How is Jesus similar to a lamb?                  Why did Jesus chose to die? What is Atonement?                  What is salvation?</p>	<p>Important religious stories- comparisons                  (Christianity, Judaism)  <b>Does it matter what we believe about creation?</b>                  Believing-                  Y5- Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.                  Use technical &amp; religious language to identify the different writings within sacred texts.                  Y6- Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.                  Explain the connections between</p>	<p>Religion helping the world                  (Christianity, Islam, Sikhism)  <b>What is best for our world?</b>  <b>Does religion help people decide?</b>                  Belonging-                  Y5- Make clear links between the texts and concepts studied and common practice across denominations.                  Y6- Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).</p> <p><b>Assessment</b>                  Why do Christians, Sikhs and Muslims help others? Where does it teach them to be charitable in their faith?                  What is Zakat?                  What is tithing?                  Are you religious if you give to a charity?                  Why do we need charities?</p>



	<p>Why are saints important to believers? Are there any modern day saints? Who do you think deserves to be a saint? Why? What is martyrdom? Does the lack of religious tolerance mean lots of people are saints today?</p>	<p>What are some of the main teachings of the Qur'an that influence the daily life of Muslims? How are the teachings of Islam the same/different to other faiths we have learnt about? What is the story of revelation? What language is the Qur'an taught in? Are the Qur'an and the Hadith both equally important to Muslims?</p> <p>What are the main teachings of the Guru Granth Sahib? How does it help Sikhs in their daily lives? What is the Mool Mantra? Why is it important to Sikhs? What are Gurus? Was Guru Nanak important? Why? Why are only the teachings of the 10 Gurus included in the Granth Sahib?</p> <p>What similarities are their between the daily lives of Sikhs and Muslims? What are the differences? Do their Holy Books share any main ideas? Why do you think this is? Are there any similarities/differences between the teachings of Islam and Sikhism with Christianity?</p>	<p>through what they wear? Why is this important to believers?</p> <p>Why is a football kit important to a supporter/team? Would you wear another team's kit? Why?</p> <p>Does clothing make us who we are? Why? What clothing is special to you? Why?</p>	<p>Why is Easter special for Christians? Why was the death of Jesus necessary? How does the story of Easter impact non-Christians?</p>	<p>sacred texts and beliefs using theological terms.</p> <p>Assessment Why are creation stories important to believers? I can describe the creation story of more than one faith outside of Christianity. How do creation stories make us think about the world? Should we take these stories literally? Why? Do creation stories make us responsible for caring for the Earth? Why? Does the care of the Earth matter if you aren't religious? What similarities/differences are there between creation stories? How does the image of the world in a creation story differ to life on our world today? Why?</p>	<p>Is helping someone selfless or self-serving? How do people decide what charities to support? Is money the only way to help charities or the needy?</p>
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**Religious Education Two Year Progression**

**Cycle A: 2020 – 21;**

**Cycle B: 2021 - 22**

