

We speak the language of Religious Education

By the time they leave pupils will:

- ⊕ Know that the UK has a rich heritage of culture and diversity
- ⊕ Be respectful of the religious beliefs of others
- ⊕ Know that religion can shape peoples' lives, culture and identity
- ⊕ Know and understand key features about: Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism
- ⊕ Know some of the key stories and teachings of the religions studied
- ⊕ Know some of the similarities and differences between different religions

EYFS links

Understanding the World

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways

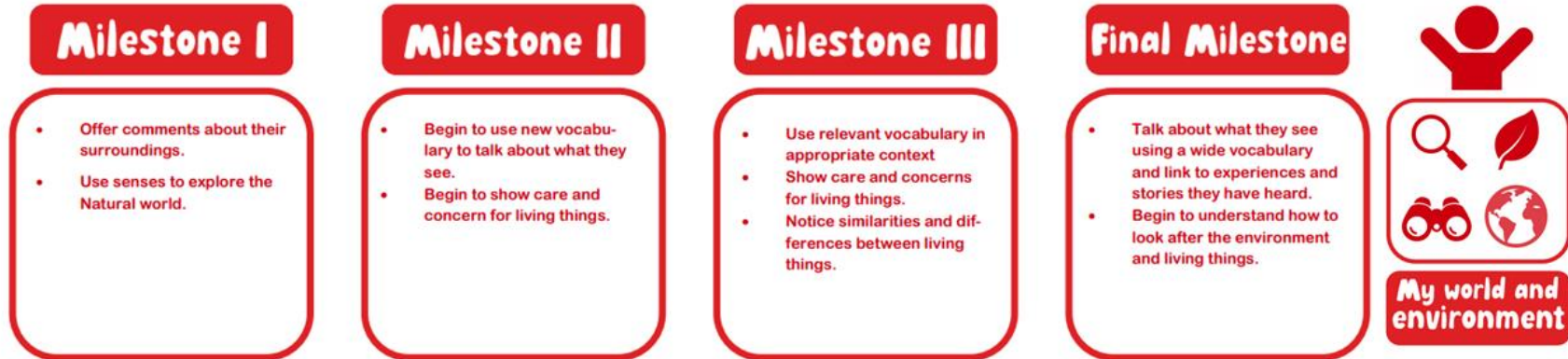
Recognise some similarities and differences between life in this country and life in other countries

People Culture and Communities ELG


Know some similarities and differences between religious & cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories and non-fiction texts

Curriculum End Points – Religious Education







EYFS – Little Wrens



EYFS – Reception Robins

<p>ELG: People, Culture and Communities</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	
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The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

Year 1					
 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values		 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values		 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values	
Christianity		Free Choice – Hinduism		Islam	
What does it mean to belong?	Why is Christmas celebrated by Christians?	What do we think about how the world was made and how should we look after it?	Who are some Hindu Gods and how are they worshipped?	How and why are Allah and Muhammad important to Muslims?	How do Muslims express new beginnings?
Children can... <ul style="list-style-type: none"> express ways they special talk about what it means to belong name some religions in the world suggest why some Christian adults might want to be baptised 	Children can... <ul style="list-style-type: none"> suggest why something is precious retell the events of Jesus' birth say why the birth of Jesus is good news for Christians 	Children can... <ul style="list-style-type: none"> talk about things they think are beautiful in the world identify what the bible says about how the world was created, and express their own views about this suggest how can we look after the 'creation' 	Children can... <ul style="list-style-type: none"> talk respectfully about faith show respect for the views of other people 	Children can... <ul style="list-style-type: none"> identify who Muhammed was and name some of the 99 names ask questions about their faith and that of others explain who Allah is and why he is important to Muslims 	Children can... <ul style="list-style-type: none"> explain what the holy book of Islam is and why it is special show how the Muslim and Christian stories of creation compare share how a Muslim baby is welcomed
Year 2					
 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values		 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values		 Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values	
Judaism		Christianity		Free Choice	
What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important today?	Why did Jesus teach people through stories?	What is a humanist?
Children can... <ul style="list-style-type: none"> suggest the meaning of religious stories 	Children can... <ul style="list-style-type: none"> ask and answer questions about religious 	Children can... <ul style="list-style-type: none"> retell a religious story using prompts 	Children can... <ul style="list-style-type: none"> share opinions and say what is important to them; 	Children can... <ul style="list-style-type: none"> retell a religious story using prompts 	Children can... <ul style="list-style-type: none"> share my opinions and say what is important to me

<ul style="list-style-type: none"> discuss sacred writings and recognise communities they come from recognise different religious symbols? 	<ul style="list-style-type: none"> communities notice and respond to differences in religious ideas 	<ul style="list-style-type: none"> ask questions about belongs, truth and meaning express my own views and opinions with respect 	<ul style="list-style-type: none"> explain what is right and wrong; follow ideas on right and wrong in my everyday life. 	<ul style="list-style-type: none"> work with a variety of people, ages and faiths? 	<ul style="list-style-type: none"> explain what is right and wrong
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Year 3



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values

Hinduism	Christianity			Islam	Christianity
How do Hindus view God and how is Diwali celebrated?	Christingle/Advent	What do I think about Jesus and how he is portrayed in art from around the world?	What is my point of view about God and why do people have faith?	How do Muslims worship?	How do Christians use the Bible to help them with their lives?
Children can... <ul style="list-style-type: none"> recall different beliefs, faiths and practise, explaining the meaning behind them give thoughtful responses explain elements of the Hindu faith 	Children can... <ul style="list-style-type: none"> identify the symbolism of a Christingle show how advent is a time of preparation for Christians? identify features of a local church? 	Children can... <ul style="list-style-type: none"> discuss examples of religious leaders in stories from different faiths and perspectives find out questions about right and wrong express their own opinion 	Children can... <ul style="list-style-type: none"> connect my ideas regarding religion with my own previous learning reflect on my own values understand commitment and dedication needed by people of any faith and none 	Children can... <ul style="list-style-type: none"> find the moral in a story show and explain what is sacred to people of different faiths show why worshippers choose a particular place and what it means to belong 	Children can... <ul style="list-style-type: none"> make connections between stories and sayings of different world views explore belief in action in their life and community

Year 4



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values

Hinduism	Christianity			Judaism	Humanism
How do Hindus worship?	Why do Christians think about Incarnation at Christmas?	How did Jesus teach about God and values through parables?	How can I understand different Easter concepts?	How do Jews demonstrate their faith through their communities?	What is Humanism?
Children can... <ul style="list-style-type: none"> talk about important events in the life of people of faith and reflect on ideas 	Children can... <ul style="list-style-type: none"> make connections between religions and worldviews I have 	Children can... <ul style="list-style-type: none"> respond with respect to a different beliefs and wisdoms 	Children can... <ul style="list-style-type: none"> make links between my learning about a variety of faiths 	Children can... <ul style="list-style-type: none"> identify what make synagogue special to people of Jewish faith 	Children can... <ul style="list-style-type: none"> describe the main points of a Humanist belief

<ul style="list-style-type: none"> explore and describe a range of beliefs, symbols and actions consider ways people of diverse faith can live together with respect 	<ul style="list-style-type: none"> studied consider and discuss examples of key leaders in stories 	<ul style="list-style-type: none"> explain the significance of particular events and views to individuals and communities 	<ul style="list-style-type: none"> Can I explain what faiths have in common discuss why worshippers attend a place of worship and what it means to belong 	<ul style="list-style-type: none"> show respect and reverence give thoughtful and respectful responses 	<ul style="list-style-type: none"> describe how Humanists play a role in modern society articulate my own beliefs and show respect for others
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Year 5



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values

Christianity		Islam		Sikhism	Free Choice Unit
Which concepts do we find hard to understand in Christianity?	How do Christians show their beliefs in action?	Why are the Five Pillars important to Muslims?	How is the Muslim faith expressed through family life?	Why is community and equality important to Sikhs?	What is the Baha'i faith?
Children can... <ul style="list-style-type: none"> explore eye witness accounts of faith, and explain different ways of seeing the world observe and explain dimensions of religions, showing similarities and differences discuss tricky concepts with an open mind and listen to the ideas of others 	Children can... <ul style="list-style-type: none"> explore eye witness accounts of faith, and explain different ways of seeing the world observe and explain dimensions of religions, showing similarities and differences discuss tricky concepts with an open mind and listen to the ideas of others 	Children can... <ul style="list-style-type: none"> describe the five pillars of Islam, explaining their importance to Muslims discuss the idea of pilgrimage in religion and explain how this might feel to be part of make comparisons with other religions they have studied and express opinions with respect 	Children can... <ul style="list-style-type: none"> discuss my own and others' spiritual experiences understand the importance of family in Islam see how a sense of community can be both at home and with the wider world 	Children can... <ul style="list-style-type: none"> describe some features of the Sikh faith discuss the idea of community and quality in relation to religion make informed responses to ultimate questions show respect for other views in their responses 	Children can... <ul style="list-style-type: none"> explain why worshippers chose a particular place to worship and belong describe some features of the Baha'i faith connect their ideas

Year 6



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values

Christianity		Sikhism	Religious Diversity	Christianity	
Christian Buildings and Music	Christian Worship	How do Sikhs Worship?	Religious Diversity	Christianity – Locally and Globally	The Kingdom of God

<p>Children can...</p> <ul style="list-style-type: none"> • identify what we learn from Christian religious buildings and music • reflect on their own values • express their own ideas clearly and respond to those of others 	<p>Children can...</p> <ul style="list-style-type: none"> • explain how and why Christians worship • suggest the benefits for believers • understand the commitment and dedication of needed to follow a religious or non-religious view 	<p>Children can...</p> <ul style="list-style-type: none"> • identify common features of Sikh worship • tell us different ways of expressing identity and belonging • show how Gurdwara are significant and identify their features • discuss my own ideas of faith 	<p>Children can...</p> <ul style="list-style-type: none"> • show why belonging to a community may be valuable in diverse societies • explain my own identify • explain how history and culture can influence an individual and how some question these influences 	<p>Children can...</p> <ul style="list-style-type: none"> • identify some of the difference and similarities within Christianity locally and globally • make connections between faiths they have studied • explain how churches similar and different 	<p>Children can...</p> <ul style="list-style-type: none"> • identify what is the Kingdom of God and what Christians believe about the afterlife • give thoughtful responses
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Progression in RE from EYFS to Year 6

EYFS – Little Wrens

Subject	Autumn term 1 – What Makes me 'me'?	Autumn term 2 – Let's Celebrate
Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their families and other families • Notice differences between people • Develop positive attitudes about the differences between people • Consider the ways they have grown and change – beginning to make sense of own life story and family's history • Use senses to explore a variety of natural materials • Make collections to investigate and talk about • Talk about what they see 	<ul style="list-style-type: none"> • Talk about how they have celebrated different events and festivals • Continue to develop positive attitudes about the differences between people • Explore the festivals and celebrations of Halloween, Autumn and Christmas
Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us
Understanding the World	<ul style="list-style-type: none"> • Explore the world around them using a variety of books, photographs and videos • Use simple maps and globes • Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> • Experience visits from a range of occupations such as firefighters, police, paramedic, farmer, hairdresser etc.
Subject	Summer term 1 – Growth and Change	Summer term 2 – On the Move
Understanding the World	<ul style="list-style-type: none"> • Observe and explore growth and decay over time (linked to plants in the kitchen garden) • Plant seeds and learn how to care for them • Talk about different vegetables and how they grow • Learn about a variety of foods and the importance of healthy eating and good dental care • Learn first-hand about the life cycle of butterflies and frogs 	<ul style="list-style-type: none"> • Learn that there are different countries in our world • Talk about what they have noticed or have experienced • Learn about the different ways in which we can travel and how to keep safe • Learn the importance of keeping our oceans and beaches clean – beginning to understand the need to respect and care for the natural environment and all living things

EYFS – Reception Robins



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>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.</p>					
	<ul style="list-style-type: none"> Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family - Can draw similarities and make comparisons between other families. Navigate around our classroom and outdoor areas. Make own investigations of the season of Autumn through Outdoor learning sessions 	<ul style="list-style-type: none"> Use photos, discuss how we celebrate Christmas Use world maps to show where some stories, events and festivals are based. Encounter a range of fictional characters and creatures from stories. Identify change in living things – Changes in the leaves, weather, seasons, autumn focus 	<ul style="list-style-type: none"> Listen to stories and place events in chronological order. Recognise change in seasons - winter focus Discuss own homes identifying what there is to do near their homes Make close observation of the natural world, including animals and plants Comment on what their home is like to draw comparisons 	<ul style="list-style-type: none"> Use new vocabulary where appropriate. Use touch, smell and hearing to explore the natural world through hands-on experiences. Environments – Identify features of local environment using Google Earth, Google Maps and photos – Use texts and artefacts to draw comparisons with homes now and in the past (Grosvenor Museum Visit) 	<ul style="list-style-type: none"> Use the words: recycle, recycling, re-use. Identify ways we can care for the natural world around us. Make comparisons from how they have changed from when they were a baby (past) Make close observation of the natural world, including animals and plants Learn the life cycles of chicks and butterflies Identify change in living things – Changes in the leaves, weather, seasons, Summer focus 	<ul style="list-style-type: none"> Make close observation of objects – use the words float, sink, magnetic Make comparisons between contrasting environments using images, stories, props
	Black History Month (October)	Diwali Christmas	Valentines Day (14th February) Lunar new Year	Ash Wednesday Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan	Eid (end of April)	



Understand beliefs and teachings – Understand practise and lifestyles – Understand how beliefs are conveyed – Reflect – Understand values



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Christianity – Knowledge and Skills

What does it mean to belong?

I can talk about a practice from a religion.
I can talk about my own experiences and can link these to the communities to which I belong.
I can ask questions about me, and who I am, showing awe and wonder.

Why is Christmas celebrated by Christians?

I can talk about a practice from a

Why is the Bible a special book for Christians?

I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.
I can recognise some religious symbols and words.
I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.

Who was Jesus and why is he important today?

How do Christians use the Bible to help them with their lives?

I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.
I can explore belief in action and make connections with my own life and communities.
I understand the commitment and dedication needed for different faith followers.
I can reflect on my own values and explore what I can learn from the values of believers.

Why do Christians think about Incarnation at Christmas?

I can describe religions and world views, connecting my ideas and prior learning.
I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.

How did Jesus teach about God and values through parables?

I can describe and understand links

Which concepts do we find hard to understand in Christianity?

I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.
I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews

What can we learn from Christian religious building and music?

I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
I can discuss my own and other's spiritual experiences and find connections between communities.
I can discuss issues about community

	<p>religion. I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>What do we think about how the world was made and how should we look after it? I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I have started to share my opinions and say what is important to myself and to others. I can ask questions</p>	<p>I have started to share my opinions and say what is important to myself and to others. I can say ideas which are important to me and can say what I think to be right and wrong.</p> <p>Why did Jesus teach people through stories? I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I can see how I can work together with others even if we have differences.</p>	<p>What do I think about Jesus and how he is portrayed in art from around the world? I can explore belief in action and make connections with my own life and communities. I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. I can find out about questions of right and wrong and begin to express my own ideas and opinions.</p> <p>What is my point of view about God and why do people have faith? I can describe religions and world views, connecting my ideas and prior learning. I understand the commitment and</p>	<p>between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities</p> <p>How can I understand different Easter concepts? I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life</p>	<p>I can explore moral and ethical questions using examples. How do Christian's show their beliefs in action? I can explain how history and culture can influence an individual and how some question these influences. I understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life. I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own</p>	<p>cohesion and demonstrate understanding of different views.</p> <p>How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions I can discuss my own and other's spiritual experiences and find connections between communities. I can discuss the nature of religion and compare the main disciplines which we have studied. I can discuss issues about community cohesion and demonstrate understanding of different views. What are some of the difference and similarities within Christianity locally and</p>
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	<p>about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.</p>		<p>dedication needed for different faith followers. I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>and reflect on ideas I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p>	<p>and others' lifestyles.</p>	<p>globally? I can explain how history and culture can influence an individual and how some question these influences. I can discuss issues about community cohesion and demonstrate understanding of different views. I can develop insight and start to analyse the impact of diversity within a community. What is the Kingdom of God and what do Christians believe about the afterlife? I can discuss my own and other's spiritual experiences and find connections between communities. I can explore and make personal informed responses to ultimate questions. I can explain the religions and</p>
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						worldviews which I encounter clearly, reasonably and coherently.
Key Assessment Questions	<p>Can I express ways I am special?</p> <p>Can I talk about what it means to belong?</p> <p>Can I name some religions in the world?</p> <p>Can I suggest why some Christian adults might want to be baptised?</p> <p>Can I suggest why something is precious?</p> <p>Can I retell the events of Jesus' birth?</p> <p>Can I say why the birth of Jesus is good news for Christians?</p> <p>Can I talk about things I think are beautiful in the world?</p> <p>Can I identify what the bible says about how the world was created, and express my own views about this?</p> <p>How can we look after the 'creation'?</p>	<p>Can I retell a religious story using prompts?</p> <p>Can I ask questions about belongs, truth and meaning?</p> <p>Can I express my own views and opinions with respect?</p> <p>Can I share my opinions and say what is important to me?</p> <p>Can I explain what is right and wrong?</p> <p>Do I follow ideas on right and wrong in my everyday life?</p> <p>Can I retell a religious story using prompts?</p> <p>Can I work with a variety of people, ages and faiths?</p>	<p>Can I make connections between stories and sayings of different world views?</p> <p>Can I explore belief in action in my life and community?</p> <p>Can I identify the symbolism of a Christingle?</p> <p>Can I show how advent is a time of preparation for Christians?</p> <p>Can I identify features of my local church?</p> <p>Can I discuss examples of religious leaders in stories from different faiths and perspectives?</p> <p>Can I find out questions about right and wrong?</p> <p>Can I express my own opinion?</p> <p>Can I connect my ideas regarding religion with my own previous learning?</p> <p>Can I reflect on my own values?</p> <p>Can I understand</p>	<p>Can I make connections between religions and worldviews I have studied?</p> <p>Can I consider and discuss examples of key leaders in stories?</p> <p>Can I respond with respect to a different beliefs and wisdoms?</p> <p>Can I explain the significance of particular events and views to individuals and communities?</p> <p>Can I make links between my learning about a variety of faiths?</p> <p>Can I explain what faiths have in common?</p> <p>Can I discuss why worshippers attend a place of worship and what it means to belong?</p>	<p>Can I explore eye witness accounts of faith, and explain different ways of seeing the world?</p> <p>Can I observe and explain dimensions of religions, showing similarities and differences?</p> <p>Can I discuss tricky concepts with an open mind and listen to the ideas of others?</p>	<p>What can we learn from Christian religious buildings and music?</p> <p>Can I reflect on my own values?</p> <p>Can I express my own ideas clearly and respond to those of others?</p> <p>How and why do Christians worship?</p> <p>What are the benefits for believers?</p> <p>Can I understand the commitment and dedication of needed to follow a religious or non-religious view?</p> <p>What are some of the difference and similarities within Christianity locally and globally?</p> <p>Can I make connections between faiths I have studied?</p> <p>How are churches similar and different?</p> <p>What is the Kingdom of God and what do Christians believe about the afterlife?</p>

			commitment and dedication needed by people of any faith and none?			Can I give thoughtful responses?
Knowledge and Skills	Islam	Judaism	Islam	Judaism	Islam	Sikhism
	<p>How and why are Allah and Muhammad important to Muslims? I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I can recognise some religious symbols and words I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about</p>	<p>What do Jews believe about God? I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities I can find out about</p>	<p>How do Muslims worship? I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. I can discuss why worshippers choose to attend a particular place of worship and what it means to belong. I can make connections between different stories / sayings and</p>	<p>How do Jews demonstrate their faith through their communities? I can explore belief in action and make connections with my own life and communities. I can give thoughtful responses using different forms of expression. I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p>	<p>Why are the Five Pillars important to Muslims? I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can observe and consider different dimensions of religion, so that I can explore and show</p>	<p>How do Sikhs worship? I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the</p>

	<p>Creation and God.</p> <p>How do Muslims express new beginnings?</p> <p>I can talk about a practice from a religion. I can ask 'who', 'what' and 'when' questions when exploring a religion. I can see how I can work together with others even if we have differences. I can show respect and empathy.</p>	<p>questions of right and wrong and begin to express my own ideas and opinions.</p> <p>How do Jews show faith through practices and celebrations?</p> <p>I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might make. I notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>what they teach followers of different religions / worldviews.</p>		<p>understanding of similarities and differences between different religions and worldviews I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p> <p>How is the Muslim faith expressed through family life? I can discuss my own and other's spiritual experiences and find connections between communities. I understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world. I can consider and</p>	<p>diverse communities being studied and in my own life. I can discuss my own and other's spiritual experiences and find connections between communities. I can discuss issues about community cohesion and demonstrate understanding of different views</p>
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					<p>apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect</p>	
<p>Key Assessment Questions</p>	<p>Can I identify who Muhammed was? Can I name some of the 99 names? Can I ask questions about my faith and that of others? Can I explain who Allah is and why he is important to Muslims? Can I explain what the holy book of Islam is and why it is special? Can I show how the Muslim and Christian stories of creation compare? Can I share how a Muslim baby is welcomed?</p>	<p>Can I suggest the meaning of religious stories? Can I discuss sacred writings and recognise communities they come from? Can I recognise different religious symbols? Can I ask and answer questions about religious communities? Can I notice and respond to differences in religious ideas?</p>	<p>Can I find the moral in a story? Can I show and explain what is sacred to people of different faiths? Can I show why worshippers choose a particular place and what it means to belong?</p>	<p>Can I identify what make synagogue special to people of Jewish faith? Can I show respect and reverence? Can I give thoughtful and respectful responses?</p>	<p>Can I describe the five pillars of Islam, explaining their importance to Muslims? Can I discuss the idea of pilgrimage in religion and explain how this might feel to be part of? Can I make comparisons with other religions I have studied and express opinions with respect? Can I discuss my own and others' spiritual experiences? Can I understand the importance of family in Islam? Can I see how a sense of community can be both at home and with the wider world?</p>	<p>Can I identify common features of Sikh worship? Can I tell you different ways of expressing identity and belonging? Can I show how Gurdwara are significant and identify their features? Can I discuss my own ideas of faith?</p>

		Hinduism	Hinduism	Sikhism	
Key Assessment		<p>How do Hindus view God and how is Diwali celebrated? I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. I can give thoughtful responses using different forms of expression. I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p>	<p>How do Hindus worship? I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</p>	<p>Why is community and equality important to Sikhs? I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning I can explain the religions and worldviews which I encounter clearly, reasonably and coherently. I can explore and make personal informed responses to ultimate questions. I can discuss issues about community cohesion and demonstrate understanding of different views.</p>	
		Can I recall different beliefs, faiths and	Can I talk about important events in the life of people	Can I describe some features of the Sikh	

Questions			<p>practise, explaining the meaning behind them? Can I give thoughtful responses? Can I explain elements of the Hindu faith?</p>	<p>of faith and reflect on ideas? Can I explore and describe a range of beliefs, symbols and actions? Can I consider ways people of diverse faith can live together with respect?</p>	<p>faith? Can I discuss the idea of community and quality in relation to religion? Can I make informed responses to ultimate questions? Can I show respect for other views in my responses?</p>	
Knowledge and Skills	Free choice	Free choice	Free choice	Free choice	Free choice	Free choice
	<p>Who are some Hindu Gods and how are they worshipped? I can describe the Hindu God Brahma and the three forms he comes in I can explain why Shiva is blue I can explain what a shrine is I can explain who Ganesh is and why he has an elephant head</p>	<p>What is a humanist? I can say ideas which are important to me and can say what I think to be right and wrong. I can ask 'who', 'what' and 'when' questions when exploring a worldview.</p>	<p>Christingle/Advent I can express how advent is a for preparation for Christians; I know information about the custom of making Christingles; I know how the Christingle can symbolise elements of faith; I know how my local churches prepare for Christmas.</p>	<p>What is Humanism? I can describe the main beliefs of Humanism and begin to compare it to following a religious belief Say what Humanists think about God Explain how Humanists believe they can be happy Explore the happy human symbol Describe how Humanists celebrate in their lives Explain how Humanists lifestyle plays a role in modern society.</p>	<p>What is the Bahai faith? I can discuss why worshippers choose to attend a particular place of worship and what it means to belong. I can reflect on my own values and explore what I can learn from the values of believers. I can describe religions and world views, connecting my ideas and prior learning. How do people show</p>	<p>What does it mean to belong in a religiously diverse world? I can explain how history and culture can influence an individual and how some question these influences. I can develop insight and start to analyse the impact of diversity within a community. I can discuss issues about community cohesion and demonstrate understanding of different views.</p>

					<p>their beliefs in action? (Could be a Christianity focus or examples from a range of religious and non-religious world views.)</p>	
<p>Key Assessment Questions</p>	<p>Can I talk respectfully about faith? Can I show respect for the views of other people?</p>	<p>Can I talk about a theme? Can I say how ideas are similar and different?</p>	<p>Can I identify the symbolism of a Christingle? Can I show how advent is a time of preparation for Christmas? Can I identify features of my local church?</p>	<p>Can I describe the main points of a Humanist belief? Can describe how Humanists play a role in modern society? Can I articulate my own beliefs and show respect for others?</p>	<p>Can I explain why worshippers chose a particular place to worship and belong? Can I describe some features of the Baha'i faith? Can I connect my ideas?</p>	<p>Can I show why belonging to a community may be valuable in diverse societies? Can I explain my own identify? Can I explain how history and culture can influence an individual and how some question these influences?</p>