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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Settling in / Seasons – Autumn	Our World (People who help us)	Seasons – Winter/Storytelling	Spring (baby animals)	Growth and Changes	Seasons – Summer
	Nursery children will be exposed to the main religions through provision centered around key festivals as they occur through the calendar year. This will be child led and reflective of the demographic. Learning will take place through story, making food, listening to music and art and craft.					
	Diwali (either before or after half term holidays)	Diwali (either before or after half term holidays) The Nativity	Shrove Tuesday Chinese New Year	Easter Holi	Baisakhi Eid al-Fitr	Eid al-Adha
Reception	<p>All About Me</p> <p>Vocabulary: Mosque, Muslims, Church, Christians, Jews, Synagogue</p> <p>Name and describe people who are familiar to them. This may describe wearing religious clothing e.g. a hijab or skullcap.</p> <p>Comment on images of familiar situations in the past including at places of worship.</p> <p>Diwali.</p> <p>Nursery A1</p> <p>Diwali</p> <p>Children exposed to religious festivals across the world</p>	<p>All About Me</p> <p>Vocabulary: Mosque, Muslims, Church, Christians, Jews, Synagogue</p> <p>Compare and contrast characters from stories, including figures from the past. Make links to Nativity.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Compare Hanukah and Christmas.</p> <p>The Nativity.</p>	<p>Food</p> <p>Vocabulary: Mosque, Muslims, Church, Christians, Jews, Synagogue</p> <p>Children able to talk about any traditions involving food.</p> <p>To know about food from different cultures.</p> <p>Know that food is used to celebrate.</p> <p>Chinese New Year</p> <p>Easter</p> <p>Shrove Tuesday / lent</p> <p>Nursery Sp1 Chinese New Year Nursery Sp 2 Easter</p>	<p>Our Natural World</p> <p>Vocabulary: Mosque, Muslims, Church, Christians, Jews, Synagogue</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Compare main religions and multiculturalism.</p> <p>Draw information from a simple map. Look at places of worship in the local area</p> <p>Easter</p> <p>Holi</p> <p>Reception Sp1 Easter food Reception A1 images of</p>	<p>Our Natural World</p> <p>Vocabulary: Mosque, Muslims, Church, Christians, Jews, Synagogue</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Baisakhi</p> <p>Eid al-Fitr</p>	<p>Journeys</p> <p>Vocabulary: Mosque, Muslims, Church, Christians, Jews, Synagogue</p> <p>Children consider their journey through reception, recapping what they experienced and learnt and looking forward to the next year. Recall journey to church.</p> <p>Eid al-Adha</p> <p>Eid al-Adha being a festival linked to the Muslim pilgrimage to Mekkah (Haj) integrates well with this topic.</p> <p>Nursery Su2 Eid al-Adha explored</p>

	throughout nursery, including images of places of worship and the congregation attending them.	*Visit to nearby church* 🔗 Nursery A2 The Nativity Across Nursery, religious festivals studied.		places of worship and religious clothing. Nursery Sp 2 Easter	🔗 Reception Sp2 comparing this country with others and drawing information from simple maps. Nursery Su1 Baisakhi Nursery Su1 Eid al-Fitr	
Year 1	<p>How and why do you care? Charity, Parable, Fund Raising</p> <p>I know who cares about me and how they care for me.</p> <p>I know why Christians care for others and the story of the Good Samaritan.</p> <p>I know why Muslims care for others and the story of the Seven New Kittens</p> <p>I know ways in which I can care for others.</p> <p>🔗 Children have previously learnt the vocabulary of places of worship and the names of key religions. They may</p>	<p>How dowe celebrate special events? Celebrate, Harvest, Ramadan, Eid</p> <p>I know special events that I celebrate e.g. birthdays and why we say thank you.</p> <p>I know how believers celebrate thanksgiving (harvest and Eid)</p> <p>I know what I am thankful for and can celebrate this in class.</p> <p>🔗 Children have previously learnt about the festivals of Easter, Christmas and Eid as well as the vocabulary of places of worship</p>	<p>Which books and stories are special? Bible, Quran, Moral, Parable</p> <p>I know that some books are special. I know how we look after books that are special us.</p> <p>I know that the bible is a special book for Christians. I know how the bible is treated and used.</p> <p>I know that the Quran is a special book for Muslims. I know how the Quran is treated and used.</p> <p>I know that some stories have lessons or morals.</p> <p>I know a Christian story with a moral.</p> <p>I know an Islamic story with a moral.</p> <p>I know what I can learn from special books</p>	<p>What does it mean to belong to a church or mosque? Church, Mosque, belong</p> <p>I know what it means to belong and can discuss groups that I belong to.</p> <p>I know some Christian and Muslim symbols and signs and I know how they show that we belong and what they mean.</p> <p>I know what makes a place special and can describe places that are special for Christians and Muslims.</p> <p>I know what Christians do in church to show that they belong.</p> <p>I know what Muslims do in church to show that they belong.</p> <p>I know the similarities and differences between how Muslims and Christians show that they belong within their respective places of worship.</p> <p>*Visit to nearby Mosque*</p> <p>🔗 Children should know that Christians go to church and Muslims go to mosque. Children should also know that Christians read the Bible and Muslims read the Quran. They will have visited a church in reception.</p>	<p>Who brought messages about god and what did they say?</p> <p>Prophet, promise, Messiah, son of God, Muhammad</p> <p>I know what prophets did and that they had messages from god.</p> <p>I know what a promise is.</p> <p>I know the story of Abraham and Isaac and what this teaches Jews and Christians about god.</p> <p>I know what Christians believe about Jesus's birth and what they call him. I know how this is different to how Jews and Muslims think about Jesus.</p> <p>I know what Muslims believe about Muhammad (PBUH).</p> <p>🔗 Children know the broad differences between Christians</p>	

	recall learning about Eid, Easter and the Nativity.	and the names of key religions.	🔗 Y1A1 Seven kittens and Good Samaritan introduce stories with morals. Children should know that Christians go to church and Muslims go to mosque.		and Muslims in terms of place of worship and religious text. They will now learn about some of the prophets from the Old Testament and the various perspectives on Jesus across Islam, Christianity and Judaism. They are introduced to Muhammad (PBUH) in this topic.
Year 2	<p>How can we look after the planet?</p> <p>Christians, Muslims, God, Allah, Created, Natural, Humanists, Manmade</p> <p>I know that some things are natural and some manmade.</p> <p>I know that some questions can't be answered and can discuss my ideas about creation.</p> <p>I know that Christians believe that God created The universe and it took 6 days, with God resting on the 7th day.</p> <p>I know that Muslims believe that Allah created The universe and made man from clay.</p> <p>I know that Humanists believe that the universe was not created by a god.</p> <p>I know that Christians, Muslims and Humanists all believe that we should care for the world and I can give examples of how this can be done.</p> <p>🔗 Materials Y1Su2 Science (Manmade and natural)</p>	<p>How and why do people pray?</p> <p>Prayer, Church, Mosque, Wudu, Prayer Mat, Candle, Cross</p> <p>I know why people pray.</p> <p>I know how Christians pray.</p> <p>I know how Muslims pray and can compare this with how Christians pray.</p> <p>I know the similarities and differences between Easter and Eid and I understand why these festivals are important times for prayer.</p> <p>I know the names of religious buildings – a church for Christians and a mosque for Muslims and what you would find inside each and how they help people pray. (candles and crosses for Christians, prayer mats for Muslims)</p>	<p>What did Jesus teach and how did he live?</p> <p>Baptism, Christ, Disciple, Parables, Crucifixion, Resurrection</p> <p>I know who Jesus is and that Jesus had a calling from God, was baptized and referred to as Christ.</p> <p>I know that Jesus had 12 friends called disciples who gave up their lives to help him.</p> <p>I know that Jesus healed people and what this teaches Christians about social responsibility.</p> <p>I know that Jesus taught through parables and that his most important rules were to love each other and to love god as taught</p>	<p>How is new life welcomed?</p> <p>Godparents, Baptism, Aqiqah, Adhan, Font</p> <p>I know why it is important to welcome someone new e.g. into the class</p> <p>I know how many Christians welcome babies into the world.</p> <p>I know how many Muslims welcome babies into the world.</p> <p>🔗 In this unit, children continue to compare Christianity and Islam with a focus on approaches to new life. This links well with Y1Sp2 & Su1, where children looked at what</p>	<p>How can we make good choices?</p> <p>Choices, Rules, The Five Pillars of Islam, The Ten Commandments</p> <p>I know what makes a happy classroom and how rules contribute to this.</p> <p>I know what I think would happen if there weren't any rules or positive guidance in school.</p> <p>I know that the ten commandments are important to Christians, Jews and Muslims.</p> <p>I know that Muslims have the five pillars of Islam.</p> <p>I know what some religious and secular stories teach</p>

	<p>Y1Sp1 Children learn about special books and stories.</p> <p>Children are introduced to Humanism for the first time in this topic.</p> <p>Y1 A1 How and why do you care? Seven New Kittens teaches followers of Islam to look after the world.</p>	<p>🔗 This unit continues to build the picture of similarities and differences between Christianity and Islam.</p> <p>Children should already know the names of the two religious texts and places of worship and they will have visited both a church and a mosque. They should be able to recall some of the traditions involved in Eid and Easter (Y1A2 for Eid and Reception/Nursery for Easter). They learnt about Jesus in Y1Su2. Children know that prayer occurs in Churches and Mosques and may know that prayer looks different churches and mosques</p>	<p>through the parable of the Lost Sheep.</p> <p>I know the events of Palm Sunday, Last Supper, Crucifixion, empty tomb.</p> <p>*Visit from the church*</p> <p>🔗 In Y1 children learn about parables and Jesus. They should have a firm understanding of the basics of Christianity at this point but this should be reinforced through quick questions.</p>	<p>it means to belong to a church or mosque. It follows on from learning about How We celebrate Special Events Y1 A2</p>	<p>about living a good life e.g. Aesop's Fables, Seven New Kittens, The Good Samaritan</p> <p>🔗 This unit links with the unit on Jesus's teachings in Y2Sp1 and the Muslim story of the Seven New Kittens in Y1A1.</p>
Year 3	<p>How do people express spirituality? Spirituality, Mool Mantar, Mudras, Sufi, calligraphy, psalms, hymns</p> <p>I know what spirituality is and how people show what they believe.</p> <p>I know how spirituality can be expressed through art and why some people say you should not picture god.</p> <p>I know how spirituality can be expressed through music.</p> <p>I know how spirituality can be expressed through dance.</p>	<p>Who can inspire us? Leaders, prophet, Mohammed (pbuh), Jesus, Moses</p> <p>I know what a leader is and what they are like</p>	<p>What do Christians believe about good life?</p> <p>Christianity, Bible, Old and New testament, parable, forgiveness,</p> <p>I know what the rules are for a good life in the Old Testament</p>	<p>What do creation stories tell us about our world?</p> <p>Creation, creator, responsibility,</p> <p>I know what the Jewish, Islamic and Christian</p>	<p>How do Jews remember Abraham and Moses?</p> <p>Abraham, Moses, Ten Commandments, Torah, covenant, Passover, Sabbath, Synagogue,</p> <p>I know how Jewish people worship.</p> <p>I know what the sabbath is and why it is important to Jews.</p> <p>I know why promises are important and I know what a covenant is.</p> <p>I know who Abraham was. I know why he is an important figure for Jews</p> <p>I know why Moses is important to Jewish people today and</p>

					<p>what they learn from him.</p> <p>I know what Passover is and how it is celebrated.</p> <p>*visit to a synagogue*</p> <p>🔗 Year 1Su2 prophets including Abraham and Moses and the promises they made. It should be mentioned that Abraham is a prophet for Christians and Muslims as well as Jews.</p> <p>Ten commandments Y2 Su2</p>
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	<p>🔗 Links to SMSC in assemblies, beliefs of children in class. Children should be aware of festivals (covered in EYFS and Y1 and topped up through each year with ad hoc learning) Children have covered belonging to a church and mosque (Y1) and prayer (Y2) which explicitly link to expressing spirituality as does making good choices (Y2 Su2).</p>		<p>I know what characteristics and qualities leaders have.</p> <p>I know what made Moses a good leader.</p> <p>I know what made Muhammed (PBUH) a good leader.</p> <p>I know why Jesus was a good leader.</p> <p>I know what qualities make people today good leaders e.g. Greta Thunberg.</p> <p>I know how I can be a good leader</p> <p>🔗 Y2Sp2 What Did Jesus Teach and How Did He Live? Children have built a thorough picture of Jesus as a leader. Later in Year 3, Moses will be looked at in greater detail. Muhammad (PBUH) taught in Y1 Su2 along with Abraham and Jesus in a unit that revolves around prophets. Children will know that God chose to use these prophets to convey his message.</p>	<p>and how God treated people who didn't keep to his rules. (Noah's Ark)</p> <p>I know that the New Testament focuses on Jesus and that Jesus taught lessons through parables.</p> <p>I know the Parable of the Good Samaritan.</p> <p>I know the story of the Prodigal Son.</p> <p>I can compare God in the Old Testament with God in the New Testament.</p> <p>🔗 Y2Su2 Making good choices introduces 10 commandments. Y2Sp2 Jesus and parables. Good Samaritan Y1A1</p>	<p>creation stories are and what they tell us about our world and how we should live and look after it.</p> <p>I know how creation stories are interpreted.</p> <p>I know how creation stories are still relevant today.</p> <p>🔗 Y2A1 children learn about Muslim and Christian creation stories and how we can look after the planet Children should have a firm understanding of Christianity and Islam which should be recapped at the start of lessons.</p>	
Year 4	<p>What is Remembrance Day?</p> <p>Armistice, Poppy, Flanders, The Somme, Wilfrid Owen, remembrance, flame of the unknown soldier</p>	<p>How are important events remembered?</p> <p>Light and dark, Festival, Light of Amritsar, Freedom, Oppression, Diwali</p> <p>I can talk about how my family and</p>	<p>What faiths are shared in our country?</p> <p>Community, Islam, Muslim,</p>		<p>How do the 5 pillars guide Muslims?</p> <p>The Shahadah, Salah, Zakat, Sawm, Hajj, Abraham</p>	<p>Why are Gurus at the heart of Sikh belief and practice?</p> <p>Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, guru, Khalsa, Amristar, Ikk</p>

	<p>I know that wars happen and it is important to remember those who fought and died in those wars- sometimes through collective remembrance</p> <p>I know that we commemorate the end of wars on the 11th November because of the Armistice and the treaty of Versailles.</p> <p>🔗 Next half-term remembrance and light (flame of the unknown soldier)</p> <p>Y2 Su1 How is New Life welcomed – children know religious practices that mark the significance of new life. This links well with how religion is used here to remember the lives of the fallen.</p>	<p>I celebrate important events in our lives</p> <p>I know why the light of Hanukkah is so important to Jews. (The Maccabees)</p> <p>I know how the story of Guru Hargobind and the prisoners compares with the story of the Maccabees.</p> <p>I know why Hindus use lights in the festival of Diwali.</p> <p>I know that light was also an important symbol in Ancient Civilisations e.g. Ra from Ancient Egypt</p> <p>🔗 Last half-term Remembrance Day (flame of the unknown soldier)</p> <p>Y4 Su2 Gurus . Children will be aware of Sikhism through hearing about festival of Baisakhi.</p> <p>Y1A2 How do we celebrate special events?</p>	<p>Christianity, Christian, Judaism, Jew, Hinduism, Hindu, Sikhism, Sikh, Church, Mosque, Gurdwara, Synagogue</p> <p>I can identify which groups I belong to and how I show that I belong to these groups.</p> <p>I know what religions are found in my local area, in Yorkshire and the UK as a whole.</p> <p>I know how different faiths work together to create cohesion in the community.</p> <p>🔗 Y6 Sp2 How do Sikhs show commitment? Children have been Exposed to different religions – they should know a lot of the vocab already and how they relate e.g. Hinduism and Hindu.</p>		<p>I know basic facts about Islam- inception, prophets and rules.</p> <p>I know why Muslims refer to The Prophet Mohammed (blessings be upon him) this way.</p> <p>I know what the five pillars of Islam are and I can explain them.</p> <p>🔗 Y2Su2 5 Pillars of Islam Introduced</p> <p>Y3Su2 Abraham and ten commandments as a code for living</p> <p>Y3 Sp1 Mohammad (PBUH)</p>	<p>Oankar, Enlightenment , Gurdwara</p> <p>I know that Sikhism is a religion and that its followers identify as Sikhs. I know that a guru is a teacher. Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, The Golden Temple - > I know who and what these are and their significance to Sikhism.</p> <p>🔗 Y3 Who Can Inspire Us</p> <p>Y4 Sp2 Festivals (Guru Hargobind). This unit builds on the children's growing knowledge of Sikhism, which begins in Year 4.</p> <p>*visit to gurdwara*</p>
Year 5	<p>Why are some journeys and places special?</p> <p>Pilgrimage, connection, challenge, faith, spirituality, Hajj, Camino de Santiago</p>	<p>What do Christians believe about the Old Covenant?</p> <p>Abraham, Moses, The Old Testament, The 10 Commandments</p> <p>I know the story of Abraham's covenant with God.</p>	<p>What do Christians believe about the New Covenant?</p> <p>Messiah, Covenant, Testament, Messiah, Old Testament, New Testament.</p> <p>I know that the Old Testament talks about a 'rescuer' or 'messiah'</p>	<p>What values are shown in codes for living?</p> <p>(Christian, Muslim, humanism)</p> <p>Morals, values, forgiveness, honesty, responsibility, Humanism</p> <p>I know that people have good thoughts and bad thoughts</p>	<p>Should we forgive others?</p> <p>Revenge, forgiveness, confession, grudge, consequences</p> <p>I know that we all make mistakes and this is part of being human.</p> <p>I can discuss my</p>	

			<p>who will repair the relationship between God and man.</p> <p>I know that Christians believe Jesus was God in flesh.</p> <p>I know that Jesus had a Jewish background and that most Jewish people did not believe he was the 'Messiah' but his Jewish followers gradually began to believe he was as he fulfilled all of the prophecies from the Old Testament.</p> <p>I know that Jesus made a new testament with god, where his sacrifice removes for the world the sins committed against the Old Testament.</p> <p>I can compare the new relationship between God and his people with the old relationship between God and his people.</p> <p>🔗 Y2Spr2 What did Jesus teach and how did he live? Y3Spr1 Who can inspire us?</p>	<p>I know what my values are and can discuss where they come from.</p> <p>I can make connections between morals and values found in religious teachings and everyday life.</p> <p>I can identify and explain similarities and differences between Humanist, Muslim and Christian values.</p> <p>I know that religious and non-religious codes for living give a moral framework for living and making good choices.</p> <p>🔗 Y3Spr2 parables containing values for living. Y5A2 10 Commandments</p> <p>*Speaker in to discuss important teachings from the Quran *</p>	<p>thoughts on forgiveness. Is it always the best thing to do? Who do grudges serve?</p> <p>I know it is hard to forgive others or make up when we feel we have been wronged.</p> <p>I know that forgiveness is at the centre of the Christian faith because Jesus taught forgiveness.</p> <p>I can give examples of Jesus teaching about forgiveness.</p> <p>🔗 Restorative practice Y2 Sp2 and Y3 Sp1 and 2 – Jesus and parables, qualities of being a good leader.</p>	
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	<p>I can discuss places that are special to me and my family.</p> <p>I know that the Muslim Hajj to Mecca is one of the 5 pillars of Islam. I know the significance of Mecca to Muslims.</p> <p>I know that the Camino de Santiago is a popular pilgrimage for Christians and non-Christians.</p> <p>I can Identify and explain features of some special places and journeys and discuss why they inspire people.</p> <p>🔗 Y4Sum1 Pillars of Islam - Haj Y3 A1 Spirituality Spr1 Repentance Remembrance day (Flanders fields)</p>	<p>I know that Christianity is one of the Abrahamic Religions along with Judaism and Islam.</p> <p>I know why Abraham is important to Christians, Jews and Muslims.</p> <p>I know the story of Moses and his covenant with God.</p> <p>I know God made a covenant with Moses and gave the Jewish people the 10 commandments.</p> <p>I know the story of Moses is God's fulfilment of the covenant he made with Abraham.</p> <p>🔗 Y3Sum2 Covenants, Abraham and Moses. Year 1Su2 prophets including Abraham and Moses and the promises they made. It should be mentioned that Abraham is a prophet for Christians and Muslims as well as Jews.</p> <p>Ten commandments Y2 Su2</p>				
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Year 6		<p>How do Sikhs show commitment to their faith and values? Guru Gobind Singh, Khalsa, The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword). I know what my values are and how I show commitment to them. I know that Sikhs were persecuted for their faith but despite this stay committed to their values and show this visibly. I know the story of Guru Gobind Singh and the formation of the Khalsa. I know what the 5Ks are and what they symbolize.</p> <p>🔗 Y4 Sp1 What faiths are shared in our country (how do people show commitment) Y4 Sum2. Children know that Gurus are at the heart of Sikhism. Showing commitment to tackling racism by ‘taking the knee’. Equality and acceptance of all shown with rainbow flag of LGBTQ+. Y5Sp2 Codes for living. Understanding how religions set out values for living a good life.</p> <p>*Sikh speaker in to discuss 5Ks*</p>		<p>What do Christians believe about Jesus’s death and resurrection? Palm Sunday, The last supper, Good Friday, Easter Sunday, Crucifixion, Forgiveness, Resurrection, Sacrifice. I know different perspectives on what happens after death and can discuss my own views. I know about Jesus’s last days on Earth. I know that Christians see Jesus’s death as part of the new covenant with god – the ultimate sacrifice for salvation I know the significance of Jesus’ death and resurrection (the promise of an afterlife, forgiveness of sins).</p> <p>🔗 Y2Spr1 Events of Holy Week. Y5 Lion the Witch and the Wardrobe (similarities between Aslan and Jesus). Y5 Spr1 New Covenant and Sacrifice. Y3 Ancient Romans (spread of empire – Pontius Pilot). Easter, chocolate eggs (new life, hollow eggs and empty tomb similarities).</p>		<p>How does growing up bring rights, responsibilities and commitments? Confirmation, Amrit, Rights, Bar and Bat Mitzvah, Responsibilities, Growing Up, Rites of Passage, values. I know the rights, responsibilities and commitments that come with growing up. I know religious and secular rites of passage (Christian Confirmation, Sikh Amrit, secular celebrations) I can reflect on my beliefs, principles and values about adulthood and can compare them with others’.</p> <p>🔗 Sikhism studied earlier in year (5Ks and the Khalsa) as well as in Y4. Judaism (Y5 A2 Abraham and Moses) Christianity (Y6 Jesus and forgiveness) (Y5 values in codes for living) Y5 special journeys and places Transition to high school</p>
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