Cycle A: 2020 - 21;



Cycle B: 2021 - 22

| Year A 2020 - 21 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|--|---|--|---|---|---|
| EYFS A | Harvest 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? | Diwali and Christmas 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? oral stories and sacred writings a | 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? | Easter/ Mother's Day/ Finding Jesus 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? | Noah's Ark 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? | 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? |

- ☐ 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

Cycle A: 2020 - 21;



KS1 Year 1 & 2 Α

Jewish beliefs and Christian beliefs (Link to the start of school)

What does it mean to belona?

Believing-

studied.

Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism). Y2-Give a simple account of the core beliefs of the religions

Assessment What groups do you belong to and how you show it? Can you retell the story of the lost sheep/coin? What is a parable? Can you explain what baptism is? What are the advantages and disadvantages for being in a group/religion? Can you think of your own ceremony to welcome someone into

a group e.g your class,

Christmas around the world How and why are religious celebrations important to people?

Believing-

Y1- Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation: belief in one God (Christianity & Judaism).

Y2-Give a simple account of the core beliefs of the religions studied.

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).

Behaving-

Y1- Identify some elements of practice that arise from these beliefs.

Y2- Give examples of how beliefs are linked to worship and prayer.

Assessment Why is the Christmas story important to Christians? Why do Christians give

presents at Christmas?

New beginnings (Christianity, Judaism, Sikh, Buddhism and Hindu New Year) What do people believe about New year?

Believing-

Y1- Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism).

Y2-Give a simple account of the core beliefs of the religions studied.

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).

Assessment

What is the Christian Creation story? How does New Year link to The Story Of Creation? Why is Rosh Hashanah important to Jews? How does Rosh Hashanah link to New Year?

Lent and the Easter story

How and why do symbols express meaning including religious meaning? Believing-

Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism). Y2-Give a simple account of the core beliefs of the religions studied.

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).

Assessment Why do religions use symbols? What are Christian religious symbols? What are Jewish religious symbols?

Sikhism

Cycle B: 2021 - 22

What do Sikhs learn from the 5ks? Believing-

Y1-Recall a variety of religious stories used for different purposes.

Y2- Retell a selection of kev stories, making links to the core beliefs.

Belonging-Y1-Give simple examples of how the stories and beliefs influence the behaviour of believers.

Assessment What are the 5Ks? How do the 5Ks help Sikhs make good life choices? Why is the Khalsa ceremony important? Do all Sikhs wear the 5Ks? Does it matter?

Religious worship (Christianity, Judaism) How should you spend the weekend?

Believing-

Y1-Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation: belief in one God (Christianity & Judaism).

Y2-Give a simple account of the core beliefs of the religions studied.

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).

Assessment

What is Shabbat? What food is eaten during Shabbat? Why? What artefacts are used during Shabbat? Why? Why is Shabbat welcomed like a Queen? How does Shabbat compare/contrast to Sunday for Chrisitans?

Cycle A: 2020 - 21;



Cycle B: 2021 - 22

| | | | | | | G or E Primary School |
|-------------|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------|-------------------------------|------------------------------|
| | swimming club, | How do other religions | | What Christmas | | |
| | football team etc? | celebrate Christmas? | | symbols have a different | | |
| | | (Jews/Muslims) | | meaning for | | |
| | | Is Father Christmas | | Christians/Non- | | |
| | | important to Christians? | | Christians? | | |
| | | Why is Jesus important to | | | | |
| | | Christians? | | | | |
| Explore a | nd discuss some religious | s and moral stories, sacred writin | igs and sources, placing them in | the context of the belief sys | stem | |
| □ Investig | gate and suggest meaning | gs for celebration, worship and ri | tuals, thinking about similarities | and differences | | |
| □ Describ | e and interpret how symb | ools and actions are used to expr | ress beliefs | | | |
| □ Recogr | nise that people can have | different identities, beliefs and p | ractices, and different ways of b | elonging, expressing their ir | nterpretations, ideas and fee | elings |
| _ | | and purpose in life, expressing of | | 3 3, 1 | • | 9 |
| | | d wrong in life, expressing questi | · | | | |
| | gate queetions of right and | wiong in mo, expressing queen | one and opinione. | | | |
| Reflect, re | espond and make links- | | | | | |
| | | ers about the way that the key b | eliefs studied influence the attitu | des and values of wider so | ciety | |
| | | of religious figures and current le | | | , | |
| | | ngs studied might make a difference | | and behave | | |
| | Jewish children/ | Mary and Christmas | Hindu children/ | Easter and Passover | Jesus and miracles | Prayer |
| LKS2 | Judaism and God | Does the Christmas | Hinduism and God | Does Easter make | Did Jesus really do | (Christianity, Judaism, |
| Year 3 / | Is a Jewish child free | narrative need Mary? | How do people's beliefs | sense without | miracles? | Íslam). |
| 4 | to choose how to | Why are some occasions | about God, the world and | Passover? | Believing- | Does prayer change |
| | live? | sacred to believers? | others impact on their | Why and how are | Y3- Identify the role of | things? |
| Α | Why, where and how | Believing- | lives? | people influenced and | some religious figures in | Believing- |
| | do people worship? | Y3- Identify the role of some | Belonging- | inspired by others? | the core beliefs and | Y3- Identify different types |
| | Behaving- | religious figures in the core | Y3- Identify the key practices | Believing- | stories (Jesus, Moses, | of texts within sacred |
| | Y3- Describe how | beliefs and stories (Jesus, | of a faith and some of the | Y3- Identify the role of | Rama, Sita etc.). | writings (laws, narratives, |
| | beliefs influence | Moses, Rama, Sita etc.). | differences between | some religious figures in | Y4- Describe the lives of | prayers, poems, story). |
| | worship and lifestyle. | Y4- Describe the lives of the | denominations or sects. | the core beliefs and | the most important | Y4- Suggest meaning for |
| | Y4- | most important religious | Y4- Make links between the | stories (Jesus, Moses, | religious figures and | the various kinds of writing |
| | Describe the beliefs | figures and their place within | texts studied and the practice | Rama, Sita etc.). | their place within the | found within sacred texts. |
| | that have the greatest | the belief system. | of faith in the community. | Y4- Describe the lives of | belief system. | |
| | impact on practice. | | | the most important | | Behaving- |
| | | Assessment | Behaving- | religious figures and | | Y3- Describe how beliefs |
| | Believing- | Can you identify Mary in a | Y3- Describe how beliefs | their place within the | Assessment | influence worship and |
| | Y3- Identify the role of | range of religious art? | influence worship and | belief system. | I can retell stories of | lifestyle. |
| 1 | some religious figures | | lifestyle. | | miracles | Y4- |
| 1 | in the core beliefs and | | Y4- | Behaving- | What is a miracle? | |

Cycle A: 2020 - 21;



| stories (Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the belief system. 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? | 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) | Describe the beliefs that have the greatest impact on practice. 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? | Y3- Describe how beliefs influence worship and lifestyle. Y4- Describe the beliefs that have the greatest impact on practice. 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? | 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? | Describe the beliefs that have the greatest impact on practice. 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? | | |
|--|---|--|---|---|---|--|--|
| Describe and discuss some key aspects of the nature of religion and belief Investigate the significance and impact of religion and belief in some local, national and global communities Consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them 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 Describe and begin to develop arguments about religious and other responses to ultimate and ethical questions Reflect on ideas of right and wrong and apply their own and others' responses to them. 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 | | | | | | | |

Cycle A: 2020 – 21; Cycle B: 2021 - 22



| | | | | | | G of E Primary School |
|------|----------------------------------|---|--|-------------------------------|--|------------------------------|
| | Compare the religious ic | deas to the opportunities and pro | oblems of the wider world | | | |
| | Sikhs and the Guru | Is "God made man" a good | Sikh and Muslim places of | Easter and the | God and humans | Creation stories |
| UKS2 | Granth Sahib | way to understand the | worship | resurrection | What is God like? | (Christianity, Islam, |
| Year | Do Sikhs need the | Christmas story? | How and why are religious | How and why do | (Christianity, Sikh, Islam) | Judaism, Hinduism, |
| 5/6 | Guru Granth Sahib? | What do people believe | and spiritual ideas | families and | How do sacred texts | Buddhism) |
| | (their Holy Book) | about life after death and | expressed and in the ways | communities, | and other sources | How do people's beliefs, |
| Α | | how are these beliefs | they are? | including religious | help people to | including religious |
| | Assessment | reflected in the ways in | Belonging- | ones, live out what is | understand God, the | beliefs, make a difference |
| | Why are the 5th and | which they mark death? | Y5- Make clear links between | important to them, | world and human life? | to the ways in which they |
| | 10 th Guru important? | Believing- | the texts and concepts | their traditions and | Believing- | respond to local and |
| | Why would the Guru | Y5-Identify and describe the | studied and common practice | | Y5-Identify and describe | global issues of human |
| | Granth Sahib be called | role of sacred texts in | across denominations. | Behaving- | the role of sacred texts | rights, fairness, social |
| | the 11 th Guru? | establishing belief systems | Y6- Show how believers put | Y5- Describe the actions | in establishing belief | justice and the |
| | What does the Granth | and influencing religious | their beliefs into practice in | of believers in their | systems and influencing | importance of the |
| | Sahib have in it? | leaders. | different ways (e.g. different | communities, locally and | religious leaders. | environment? |
| | How do Sikhs show | Use technical & religious | denominations and sects). | globally that arise from | Use technical & | Belonging- |
| | that the Guru Granth | language to identify the | | their beliefs. | religious language to | Y5- Make clear links |
| | Sahib is important? | different writings within | | Y6- Show how | identify the different | between the texts and |
| | What is the Mool | sacred texts. | Assessment | inspiration might play a | writings within sacred | concepts studied and |
| | Mantra and why is it | Y6- Recognise the role of | Why do Sikhs go to the | part in how believers | texts. | common practice across |
| | important? | inspiration in the creation of | Gurdwara? | interpret the texts. | Y6- Recognise the role | denominations. |
| | | sacred texts and the lives of | What are the features of the | | of inspiration in the | Y6- Show how believers |
| | | leaders. | Gurdwara? | A | creation of sacred texts | put their beliefs into |
| | | Explain the connections | How does a Gurdwara | Assessment | and the lives of leaders. | practice in different ways |
| | | between sacred texts and | compare with the Golden | What does resurrection | Explain the connections | (e.g. different |
| | | beliefs using theological | Temple in Amritsar? How does the Gurdwara help | mean? What does reincarnation | between sacred texts and beliefs using | denominations and sects). |
| | | terms. | Sikhs follow their faith? | mean? | | Accessment |
| | | A | How does a Gurdwara help | Why do people | theological terms. | Assessment What is creation? |
| | | Assessment What is incarnation? | the Sikh (and wider) | celebrate Easter as a | Assessment | How many different |
| | | How does incarnation link to | community? | happy occasion? | What is the | creation stories do you |
| | | the birth of Christ? | Community : | How does Easter help | same/different about | know details of? (You will |
| | | | Why do Muslims go to the | Christians understand | people's religious | need to learn at least 2 |
| | | What important things did Jesus do in his life? | Mosque? | death? | beliefs? | stories, one must be the |
| | | How does the Bible tell | What are the features of a | Does Easter help | How do Sikhs, Muslims | Christian story of creation) |
| | | Christians the story of | Mosque? How do these | Christians think of death | and Christians refer to | How are these stories the |
| | | Christmas? | features link to the beliefs of | in a positive way? Why? | God? | same/different? |
| | | Ombunas: | Islam? | How do other faiths | How do religious people | What does a creation story |
| | | | | understand death? | show their faith? | teach the believer? How |
| | l | I | | anaciotana acatin. | CHOTT GIOII TOTAL | todon the bolleven. How |

Cycle A: 2020 - 21;



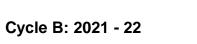
Cycle B: 2021 - 22

| Why is the story important literally? Why is the story important symbolically? Which is more important to Christians/Non-Christians? Why? | 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? | 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? | 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 | 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? |
|---|--|---|---|--|
| | | | e.g football teams, countries in the Olympics, | religious or not? |

Cycle B

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

Cycle A: 2020 - 21;





| | donations not be | | What is a new years | | to be religious to be | |
|----------|--------------------------|---|--------------------------------|--------------------------------|--------------------------|----------------------------------|
| | fresh? | | resolution? Why do | | good? | |
| | | | people make them? | | J | |
| | | | What are the months of | | | |
| | | | the year? | | | |
| | | | Is new year always at | | | |
| | | | the same time? | | | |
| | Explore a range of relic | gious and moral stories and sacred w | I . | meaning | | |
| | | range of celebrations, worship and r | • | • | nev make to individuals. | families and the local community |
| | | meanings for religious symbols, usin | • | 3 3 | • | |
| | | rtance for some people of belonging t | | | | = |
| | | deas about what matters most, and w | | • | | the makes to then have |
| | | cual qualities and moral values relate | • | relation to spiritual reelings | and concepts | |
| | • | • | | | | |
| | Recognise that religi | ious teachings and ideas make a diffe | erence to individuals, ramille | es and the local community. | | |
| | Reflect, respond and n | naka linka | | | | |
| | | heir own experiences in the light of th | o religious knowledge gain | ad | | |
| | Express their own opin | | le religious knowledge gairi | eu | | |
| | | ces that beliefs make to the way belie | avere live | | | |
| | Make simple comparis | • | evers live | | | |
| | Leaders (Christianity, | Christmas | Looking after creation | Easter symbols | Important religious | Where do we worship? |
| KS1 | Judaism, Sikhism, | Should we celebrate it/ how do | (Christianity and Islam) | How do the church | stories | (Christianity, Judaism) |
| Year 1 & | Hinduism) | we celebrate it? | How should people | celebrate Easter? | Can stories change | Do we need shared special |
| 2 | Who should you | Belonging- | care for the world? | Belonging- | people? | places? |
| - | follow? | Y1-Give simple examples of how | Believing- | Y1-Give simple | Believing- | Behaving- |
| В | Belonging- | the stories and beliefs influence | Y1-Recognise the core | examples of how the | Y1-Recognise the | Y1- Identify some elements of |
| | Y1-Give simple | the behaviour of believers. | beliefs of the religion(s) | stories and beliefs | core beliefs of the | practice that arise from these |
| | examples of how the | Y2- Give examples of the | studied e.g. creation, | influence the behaviour | religion(s) studied | beliefs. |
| | stories and beliefs | festivals/rituals that link to key | salvation incarnation; | of believers. | e.g. creation, | Y2- Give examples of how |
| | influence the | beliefs (e.g. Christmas, Easter, | belief in one God | Y2- Give examples of | salvation incarnation; | beliefs are linked to worship |
| | behaviour of | Passover, Sukkot). | (Christianity & Judaism). | the festivals/rituals that | belief in one God | and prayer. |
| | believers. | , | Y2-Give a simple | link to key beliefs (e.g. | (Christianity & | |
| | Y2- Give examples | Behaving- | account of the core | Christmas, Easter, | Judaism). | |
| | of the festivals/rituals | Y1- Identify some elements of | beliefs of the religions | Passover, Sukkot). | Y2-Give a simple | Assessment |
| | that link to key | practice that arise from these | studied. | , | account of the core | What is a Synagogue? |
| | beliefs (e.g. | beliefs. | | Behaving- | beliefs of the | What are the features of a |
| | Christmas, Easter, | Y2- Give examples of how beliefs | Assessment | | religions studied. | Synagogue? |
| | Passover, Sukkot). | are linked to worship and prayer. | | | Belonging- | Who prays in a Synagogue? |

Cycle A: 2020 - 21;





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 Christianstory 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.

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.

What is the Creation Story according to Christians? What attributes/qualities/stren aths 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)

Y1- Identify some elements of practice that arise from these beliefs. Y2- Give examples of how beliefs are linked to worship and praver. Assessment What are the main Story? is Easter time?

details of the Easter What do Christians have in Church to show that it What tempted Jesus? How does this link to Lent? What would be a good way to celebrate Holy Week?

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 kev 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

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?

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?

you know?

| | 3 | 3 | | , | | COLD HARBOUR C of E Primary School |
|-----------------------|---|---|--|---|--|---|
| | | | | | What is the story of Zacchaeus? Who was he? How did he change? What is the message/moral? Why does the character in the story change? Why do Jews and Christians have stories like this? What inspires you to do the right thing? Why is it important to do the right thing? | |
| | ☐ Investigate and sugg☐ ☐ Describe and interpr☐ ☐ Recognise that peop☐ ☐ Reflect on questions☐ ☐ Investigate question☐ ☐ Reflect, respond and n Raise questions and so Make links between the Suggest how the stories ☐ Investigate questions and so Make Inks between the Suggest how the stories ☐ Investigate and suggest for the properties of the properties | uggest answers about the way that the teachings of religious figures and cress and teachings studied might make | p and rituals, thinking about to express beliefs is and practices, and differences and opinion questions and opinions. The key beliefs studied influence to the way the additional and ofference to the way the | t similarities and differences ent ways of belonging, expre ons nce the attitudes and values pupils think and behave | essing their interpretation s of wider society | |
| LKS2 Year 3/4 B | 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. | Hinduism/ Christmas Is light a good symbol for celebration? Behaving- Y3- Describe how beliefs influence worship and lifestyle. Y4- Describe the beliefs that have the greatest impact on practice. | Holy journeys (Christianity, Islam, Judaism, Hinduism, Buddhism) Is a holy journey necessary for believers? Believing- Y3- Identify the role of | Easter and Lent (should we give things up) Should believers give things up? Behaving- Y3- Describe how beliefs influence worship and lifestyle. | Jesus as a leader Does Jesus have authority for everyone? Believing- Y3- Identify the role of some religious figures in the core beliefs and stories | Sacred texts (Christianity, Judaism, Islam). Can made-up stories tell the truth? Belonging- Y3- Identify the key practices of a faith and some of the differences between denominations or sects. |

some religious figures in

Cycle A: 2020 - 21;

Religious Education Two Year Progression

Assessment

Cycle A: 2020 - 21;

Cycle B: 2021 - 22

COLD HARBOUR

Y4- Make links between the texts studied and the practice of faith in the community.

Assessment Where do Sikhs worship? Where do they learn the rules of their faith? How is Sikhism the same/different to Christianity?

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

places Holy? give to the followers of the faith?

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?

belief system.

Assessment

special journey? What would make you think it was worthwhile? Where would you go?

the core beliefs and Y4- Describe the beliefs stories (Jesus, Moses, that have the greatest Rama, Sita etc.). impact on practice. Y4- Describe the lives of the most important religious figures and Assessment their place within the Why is Lent important to

Christians on the run up to Easter? How is Ash Wednesday celebrated? Why is it What is a pilgrimage? What makes these 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 Would you go on a 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?

(Jesus, Moses, Rama, Sita etc.). Y4- Describe the lives of the most important religious figures and their place within the

belief system.

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?

Y4- Make links between the texts studied and the practice of faith in the community.

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.

Assessment I can retell a parable and talk about the meaning for believers.

Is there more than one

message in parables? Why do vou 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?

Describe and discuss some key aspects of the nature of religion and belief

Cycle A: 2020 – 21; Cycle B: 2021 - 22



| □ Investigate the significance and impact of religion and belief in some local, national and global communities □ Consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them □ Deflect on the dealers are of belonging and committee at their two littless are desired as the dealers are the dealers. | S | | | | | | | |
|--|----------|--|--|--|--|--|--|--|
| | S | | | | | | | |
| Deflect on the shallow and of helps and commitment heath in their grown lives and within two ditions, we commitment to a validity of providing the state of the commitment to a validity of their state of the state | S | | | | | | | |
| ☐ 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 in | | | | | | | | |
| shown in a variety of ways | | | | | | | | |
| ☐ Describe and begin to develop arguments about religious and other responses to ultimate and ethical questions | | | | | | | | |
| □ Reflect on ideas of right and wrong and apply their own and others' responses to them. | | | | | | | | |
| The residence of right and mong and apply area of responded to arem. | | | | | | | | |
| 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 | | | | | | | | |
| Saints and role Muslims holy text compared to Religious clothing The death of Jesus and Important religious Religion helping the wo | rld | | | | | | | |
| UKS 2 models (positive and Sikhs holy text. (Christianity, Islam, Sikle sacrifice stories- comparisons (Christianity, Islam, Sikle stories- comparisons (Christianity) (Christiani | | | | | | | | |
| Year 5/6 negative) Do Muslims need the Qur'an? Judaism, Sikhism) (Christianity, What is best for our w | | | | | | | | |
| Are the saints Do Sikhs need the Guru Granth Do clothes express Is the resurrection Judaism Does religion help per | ple | | | | | | | |
| B encouraging role Sahib? beliefs? important to Does it matter what decide? | • | | | | | | | |
| models? Believing- Belonging- Christians? we believe about Belonging- | | | | | | | | |
| Behaving- Y5-Identify and describe the role Y5- Make clear links Are you inspired? creation? Y5- Make clear links be | tween | | | | | | | |
| Y5- Describe the of sacred texts in establishing between the texts and Behaving- Believing- the texts and concepts | studied | | | | | | | |
| actions of believers belief systems and influencing concepts studied and Y5- Describe the actions Y5-Identify and and common practice a | | | | | | | | |
| in their communities, religious leaders. common practice across of believers in their describe the role of denominations. | | | | | | | | |
| locally and globally Use technical & religious denominations. communities, locally and sacred texts in Y6- Show how believers | s put | | | | | | | |
| that arise from their language to identify the different Y6- Show how believers globally that arise from establishing belief their beliefs into practice | ∍ in | | | | | | | |
| beliefs. writings within sacred texts. put their beliefs into their beliefs. systems and different ways (e.g. different ways) | | | | | | | | |
| Y6- Show how Y6- Recognise the role of practice in different Y6- Show how influencing religious denominations and sec | | | | | | | | |
| inspiration might play inspiration in the creation of ways (e.g. different inspiration might play a leaders. | , | | | | | | | |
| a part in how sacred texts and the lives of denominations and part in how believers Use technical & | | | | | | | | |
| believers interpret leaders. sects). interpret the texts. religious language to Assessment | | | | | | | | |
| the texts. Explain the connections between identify the different Why do Christians, Sikh | is and | | | | | | | |
| sacred texts and beliefs using Assessment Assessment writings within sacred Muslims help others? W | | | | | | | | |
| Assessment theological terms. What are the 5Ks? Why did Jesus die on texts. does it teach them to be | <u> </u> | | | | | | | |
| Who is Stephen? How do they affect the the cross? Y6- Recognise the charitable in their faith? | | | | | | | | |
| What does 'Saint' Assessment daily life of a Sikh? How is Jesus similar to role of inspiration in What is Zakat? | | | | | | | | |
| mean? What does Hafiz mean? How does wearing the a lamb? the creation of What is tithing? | | | | | | | | |
| Who are the saints? What is the Hadith? 5Ks make Sikhs feel? Why did Jesus chose to sacred texts and the Are you religious if you | give to | | | | | | | |
| Why are they saints? How is the Qur' an treated? Why? die? What is lives of leaders. a charity? | - | | | | | | | |
| Who most deserves What are the 5 pillars of Islam? What other religions Atonement? Explain the Why do we need chariti | es? | | | | | | | |
| to be a saint? Why? express their identity What is salvation? connections between | | | | | | | | |

Cycle A: 2020 - 21;



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| 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? | 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? 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? 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? | through what they wear? Why is this important to believers? Why is a football kit important to a supporter/team? Would you wear another team's kit? Why? Does clothing make us who we are? Why? What clothing is special to you? Why? | Why is Easter special for Christians? Why was the death of Jesus necessary? How does the story of Easter impact non-Christians? | sacred texts and beliefs using theological terms. 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/difference s are there between creation stories? How does the image of the world in a creation story differ to life on our world today? Why? | 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? |

Cycle A: 2020 - 21;

