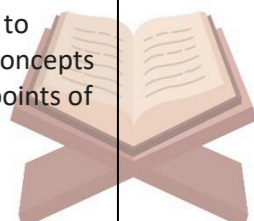
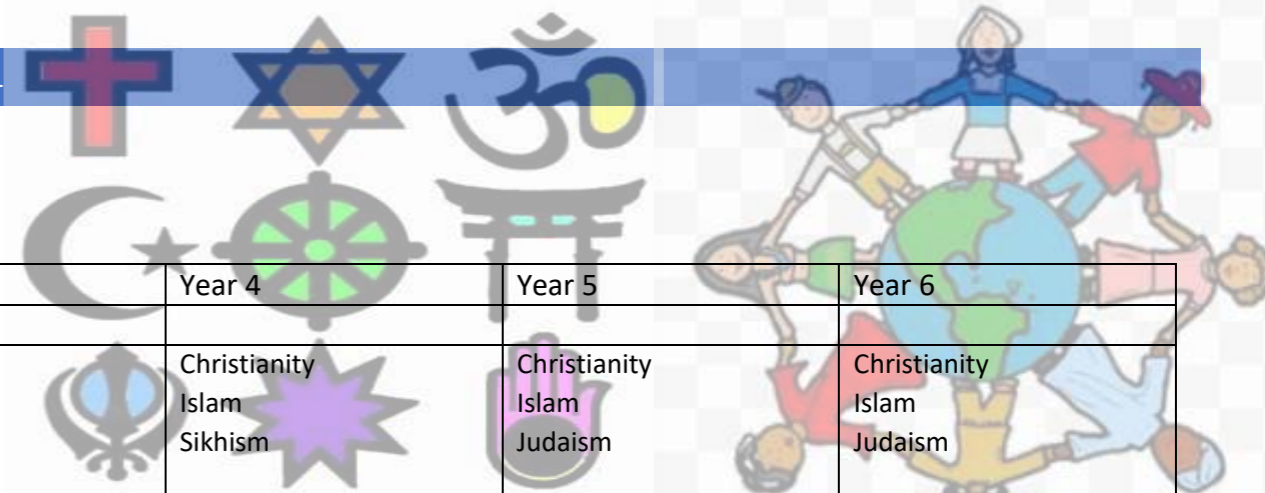


RELIGIOUS

EDUCATION



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions studied	Christianity Chinese New Year Divali	Christianity Islam	Christianity Islam	Christianity Islam Buddhism	Christianity Islam Sikhism	Christianity Islam Judaism	Christianity Islam Judaism
Beliefs and Teachings Knowledge	Children develop a sense of what it is to be a member of a community with differing beliefs. Children will be aware of other people's beliefs and ideas.	Children begin to recall and name different beliefs and some festivals associated with religions. Children are introduced to and are beginning to recognise different religious symbols, their relevance for individuals and how they feature in festivals.	Children can recall and name different beliefs and the main festival associated with Christianity. Children can recognise different religious symbols, their relevance for individuals and how they feature in Christianity.	Children expand on their knowledge of world religions from KS1. Children refer to religious figures and holy books linked to a specific religion. Children to increase their understanding upon different views of God.	Children expand on their knowledge and personal opinions of world religions from KS1. Children refer to religious figures and holy books specifically linked to two main religions. Children to expand upon their knowledge of different views of God.	Children can recognise and explain how some teaching and beliefs are shared between specific religions understanding the different views of God. Children to have an awareness of non-religious points of view.	Children can recognise and explain in detail how some teaching and beliefs are shared between specific religions. Children to begin to understand key concepts in non-religious points of view.
Beliefs and Teachings Skills	Children express their own beliefs and ideas in a supportive environment. Children listen to stories and start to form an opinion. Children ask and explore questions relating to their own culture and beliefs.	Children begin to describe the main beliefs of a religion. Children can begin to describe the main festivals of a religion – baptism, weddings	Children can describe the main beliefs of a religion through bible stories. Children can describe the main festivals of a religion- Christmas and Easter.	Children can describe the key beliefs and teachings of the religions studied, making simple comparisons between religions. Children can describe the key teachings and beliefs of a religion they are exploring. Children begin to know the events and the story linked to a particular festival and explore how it is celebrated.	Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions i.e. leaders, prayer, concepts, worship etc. Children can describe the key teachings and beliefs of a particular aspect of religion in detail. Children begin to understand the significance of a festival, discussing, reflecting and raising questions about the events or message. Children to compare the main festivals of world religions.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities understanding how faith can inspire. Children can compare the key beliefs and teachings of specific religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children can explain how religious beliefs can shape the lives of individuals and contribute to society.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities and have a spiritual impact. Children can compare the key beliefs and teaching of religious and non-religious world views using appropriate language and vocabulary and demonstrating respect and tolerance. Children can explain how religious beliefs can shape the lives of individuals and contribute to society through exploration of the life and work of individuals whose work is known globally or nationally

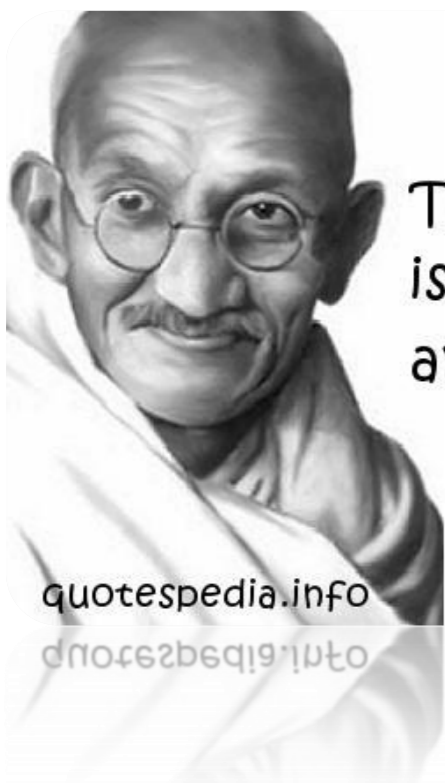
<p>Rituals, ceremonies and lifestyles Knowledge</p>	<p>Children will understand and identify key features associated with celebrations and commemorations within different religions and belief systems.</p>	<p>Children can recognise, name and describe religious artefacts, places and practices.</p> <p>Children recognise when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p>	<p>Children can recognise, name and describe religious artefacts, places and practices and can explore how places of worship might have features which help a person pray.</p> <p>Children recognise when specific practices and rituals are featured in more than one religion or lifestyle.</p> <p>Children begin to explore rituals of prayer in different religions and compare their differences and similarities.</p> <p>Children to raise questions on purpose or value of prayer, sharing their views with others.</p>	<p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children can identify religious artefacts and begin to understand how they are involved in daily practices and rituals.</p> <p>Children discover more about celebrations, worship and the rituals, which mark important points in life.</p>	<p>Children know and reflect upon what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children can identify religious artefacts from principal religions and understand how they are involved in daily practices and rituals.</p> <p>Children discover more about celebrations, worship, pilgrimages and the rituals, which mark important points in life- also explored through topic- India.</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities.</p> <p>Children explore and understand the rituals and ceremonies which mark important points in the life of a person of faith such as fasting during the period of Ramadan.</p> <p>Children to have an awareness of a non-religious way of life.</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities.</p> <p>Children explore and understand the rituals and ceremonies which mark important points in life of a religious and non-religious person.</p> <p>Children have the opportunity to explore non-religious ways of life.</p>
<p>Rituals, ceremonies and lifestyles Skills</p>	<p>Children ask and respond to questions about religious and other commemorations as a stimulus to talk about why such events are significant.</p> <p>Children use role-play to develop their knowledge and understanding of rituals.</p>	<p>Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p>	<p>Children can explain religious rituals and ceremonies and the meaning of them, including their own experiences of them and Church visits (Church visit).</p>	<p>Children explore the concepts of belonging, identity and their meaning.</p> <p>Children begin to discuss and present thoughtfully their own and others' views.</p> <p>Children explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>Children look at the concepts of belonging, identity and meaning.</p> <p>Children begin to discuss and present thoughtfully their own and others' views.</p> <p>Children also explore pilgrimages as a part of a religious life.</p> <p>Children describe religious buildings and how they are used.</p> <p>Children explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>Children can explain practices and lifestyles associated with belonging to a faith.</p> <p>Children explain practices and lifestyles associated with belonging to a non-religious community.</p> <p>Children compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>Children show an understanding of the role of a spiritual leader.</p>	<p>Children can explain practices and lifestyles associated with belonging to a faith.</p> <p>Children explain practices and lifestyles associated with belonging to a non-religious community.</p> <p>Children raise questions, discuss and compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>Children show an understanding of the role of a spiritual leader and the impact religious faith or a world view may have on a person's life.</p>

<p>How beliefs are expressed Knowledge</p>	<p>Children share their own experiences and feelings with one another.</p> <p>Children participate in a variety of experiences and respond to them.</p>	<p>Children can suggest some meanings to religious stories.</p> <p>Children retell religious stories and suggest meanings in the story.</p>	<p>Children retell religious stories.</p> <p>Children can reflect on religious stories and identify the moral of the story and apply this to their own lives.</p>	<p>Children explore the expression of belief.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can look at holy texts and stories, explain meaning in a story.</p> <p>Children express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories</p> <p>Children to look at holy texts and stories, explain meaning in a story.</p> <p>Children express their beliefs in different forms, with respect for others' beliefs and comparing beliefs raising questions and sharing opinions.</p>	<p>Children can explore religious symbolism in literature/arts for example the meaning of the cross to Christians or the fish to Jews and the emotions it evokes.</p> <p>Children can explain meaning of religious stories, sources of wisdom and the traditions from which they came.</p> <p>Children explain some of the different ways individuals show their beliefs exploring what their significant beliefs and festivals may be expressing.</p> <p>Children share their opinion or express their own belief with respect and tolerance for others.</p>	<p>Children can explore religious and non-religious symbolism in literature or the arts.</p> <p>Children can explain meaning of stories which are significant for people with religious and or a non-religious world view</p> <p>Children explain some of the different ways individuals show their beliefs.</p> <p>Children share their opinion or express their own belief with respect and tolerance for others, giving justified reasons for their views.</p>
<p>How beliefs are expressed Skills</p>	<p>Children begin to identify symbols and rituals that are part of everyday life.</p>	<p>Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can name religious symbols and the meaning of them.</p> <p>Children learn the name of important religious stories.</p>	<p>Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can name religious symbols and the meaning of them.</p> <p>Children learn the name of important religious stories.</p>	<p>Children can begin to identify religious symbolism in different forms and their importance to their community.</p>	<p>Children begin to explore the expression of beliefs through books.</p>	<p>Children explore the expression of beliefs through books, scriptures, art and any other important means of communication.</p> <p>They understand different ways of life and different ways of expressing meaning exploring the sensory world of religion.</p>	<p>Children explore the expression of beliefs through books, scriptures, art and any other important means of communication tackling assumptions.</p> <p>They understand different ways of life and different ways of expressing meaning exploring the emotional and sensory world of religious and non-religious world views.</p>
<p>Time to reflect and personal growth Knowledge</p>	<p>Children learn about respect and accept each other.</p> <p>Children find out about caring for each other, including showing</p>	<p>Children can identify things that are important in their lives.</p> <p>Children understand that there are similarities and</p>	<p>Children can identify things that are important in their lives and give reasons for why they are important.</p> <p>Children understand that</p>	<p>Children ask questions and understand how an appreciation of religion plays an important role in the lives of some people.</p>	<p>Children understand how an appreciation of religion plays an important role in the lives of some people.</p> <p>They make links to</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some</p>

	respect for each other's property.	differences between people.	we all have different experiences and that there are similarities and differences between people.	They begin make links to expressing identity and belonging, including links to communities they may belong to. Children begin to understand that personal experiences and feelings can influence their attitudes and actions. Children begin to understand that there are similarities and differences between people and respect those differences.	expressing identity and belonging, including links to communities they may belong to. Children understand that personal experiences and feelings can influence their attitudes and actions. Children understand that there are similarities and differences between people and respect those differences.	people. Children make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	people and have a better self-awareness of their own views and opinions. Children make links to expressing identity and belonging. They notice and respond sensitively to different views. They reflect upon and discuss personal opinions using necessary vocabulary. Children can discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, taking diversity of modern society into account.
Time to reflect and personal growth Skills	Children discover rules and boundaries and the consequences of not observing them. Children talk about their own and other's behaviour, and its consequences.	Children begin to look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.	Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children ask questions about the puzzling aspects of life.	Children begin to notice and respond sensitively to different views. Children begin to offer suggestions about why religious and non-religious leaders and followers have acted the way they have; Children begin to ask questions that have no agreed answers, and offer suggestions as answers to those questions.	Children notice and respond sensitively to different views. Children ask questions that have no agreed answers, and offer suggestions as answers to those questions.	Children can recognise and express feelings about their identifies and beliefs. Children explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers. Children explain why their answers may be different from someone else's and respond sensitively.	Children can recognise and express feelings about their identifies and beliefs, taking into the account the influences upon themselves that has lead to these beliefs. Children explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers, challenging assumptions. Children explain why their answers may be different from someone else's and respond sensitively building and reflecting upon the knowledge they have gained and the points their peers have made.

<p>Values (in our own life and others lives) Knowledge</p>	<p>Children begin to recognise a faith community and some of their rules, as well as other important practices.</p> <p>Children learn about right and wrong, fairness and justice so that they can begin to understand the concept of boundaries.</p> <p>Children develop a positive attitude to others that follow different rules and customs.</p>	<p>Children begin to understand we all have different values which are important to us.</p> <p>Children look at religious stories to understand actions and consequences.</p> <p>Children begin to make some connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children look at how values affect themselves and others.</p> <p>Children understand that they have their own choices to make and begin to have an awareness of morals.</p>	<p>Children understand and appreciate how people's values are an important aspect of their lives and that some of these are religious values.</p> <p>Children look at religious stories to understand actions and consequences discussing their meanings.</p> <p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children look at how values affect a community and individuals.</p> <p>Children understand that they have their own choices to make and begin to understand the concepts of morals.</p>	<p>Children begin to develop an appreciation of the ways in which people's values and religious values are an important aspect of their lives.</p> <p>Children make some links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Children have an awareness of some shared values and how a community can use shared values.</p> <p>Children can make some informed choices and understand the consequences of choices.</p>	<p>Children further develop their appreciation of the ways in which people's values and religious values are an important aspect of their lives.</p> <p>Children make links to responsibility and citizenship and choices they make affecting the lives of others and themselves.</p> <p>Children begin to understand the concept of shared values and how a religious community can use shared values.</p> <p>Children can make informed choices and understand the consequences of choices.</p>	<p>Children understand the ways in which people's values and religious values are an important aspect of their lives.</p> <p>Children make links to responsibility, citizenship and personal development.</p> <p>Children understand the concept of shared values and how a religious community can use shared values to benefit individuals or groups.</p> <p>Children begin to strengthen their capacity for moral judgements.</p> <p>Children show an awareness of morals, question their own morals and demonstrate an ability to make choices, understanding the consequence.</p>	<p>Children develop their appreciation of the ways in which people's religious or non religious values are an important aspect of their lives.</p> <p>Children make links to responsibility, citizenship, personal growth and development.</p> <p>Children understand the concept of shared values and how religious and non-religious community can use shared values to benefit individuals or groups.</p> <p>Children begin to strengthen their capacity for moral judgements giving personal justifications.</p> <p>Children show an awareness of morals, question morals and demonstrate an ability to make considered choices, understanding the consequence of their actions or the actions of a group.</p>
<p>Values (in our own life and others lives) Skills</p>	<p>Children respond to stories about moral issues.</p> <p>Children will show sensitivity to other's needs and feelings.</p>	<p>Children explain how their actions can affect other people.</p>	<p>Children explain how one person's actions can affect other people positively or negatively.</p>	<p>Children begin to describe how shared values in a community can affect behavior and outcomes.</p> <p>Children begin to discuss and give opinions on</p>	<p>Children describe how shared values in a community can affect behavior and outcomes.</p> <p>Children discuss and give opinions on morals and values, including their</p>	<p>Children can explain why individuals and communities may have similar and differing values.</p> <p>Children express their</p>	<p>Children can explain why religious and non-religious individuals and communities may have similar and differing values.</p> <p>Children express their</p>

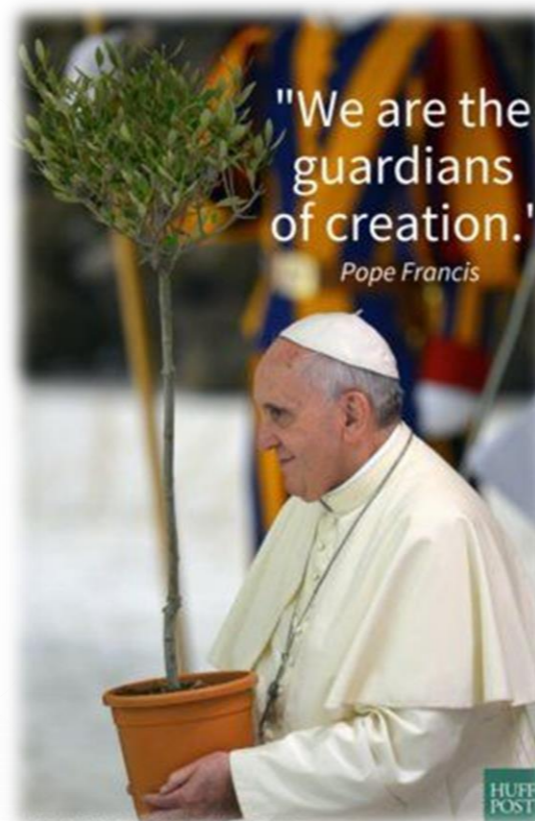
				personal morals and values.	own giving justifications.	personal values while respecting the values of others which are different to their own.	own religious or non-religious values while respecting the values of others or other groups.
Key Vocab							



The essence of all religions is one. Only their approaches are different.

quotespedia.info

Mahatma Gandhi



"We are the guardians of creation."
Pope Francis



"Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that"