

Religion	Year Group
Christianity	1, 2, 3, 4, 5, 6
Buddhism	2, 4, 6,
Sikhism	1, 2, 4, 6,
Judaism	1, 2, 3, 6,
Hinduism	1, 4, 5,
Islam	1, 3, 5,
Humanism	6

Christianity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	Christianity - Special People and places	Christianity – Special symbols and worship	Christianity - stories	Christianity – Worship and Churches	Christianity – In History TUDORS	Christianity – Ten Commandments
<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;</p> <p><i>I understand that some places are</i></p>	<p>Skill – Enquire Look at people special to us.</p> <p>Q. Who is special to you? Who is special to a Christian?</p> <p><i>I can tell you who is important to me.</i></p>	<p>Skill – Enquire Identify symbols which are important to Christians.</p> <p>Q. What symbols do we know? Are there any that are important to you?</p> <p><i>I can tell you about the symbols that Christians believe are important.</i></p>	<p>Skill – Contextualise The Bibles importance to Christians.</p> <p>Skill – Communicate Discuss how the bible gives guidance to Christians.</p> <p>Q. Why is the Bible important to Christians? What does guidance mean? Why do we need guidance?</p>	<p>Skill – Communicate And Apply Holy Week (2 Week) – Palm Sunday and Maundy Thursday - To know how Christians mark Maundy Thursday.</p> <p>Q. Can you explore how we serve and care for others? What does this look like?</p> <p><i>I can describe how</i></p>	<p>Skill – Communicate Look at Christianity during Tudor times.</p> <p>Q. How religious were the Tudors? Did all Christians in Tudor times act appropriately?</p> <p><i>I can talk about the way Christians acted during Tudor times.</i></p>	<p>Skill – Evaluate What are the Ten Commandments?</p> <p>Q. Which three of the commandments do you think are the most important to Christians? Which are import to us as a society?</p> <p><i>I can analyse the Ten Commandments and debate which are the</i></p>

<p>special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>			<p>I can explain how the bible gives guidance to the Christian people.</p> <p>I can explain why we all need guidance at times</p>	<p>people serve and care for others.</p> <p>I can explain what I have done to care for someone.</p>		<p>most important to Christians and to us as a society.</p>
<p>ELG: People, Culture and Communities</p> <p>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> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Skill – Enquire Special place Christians have.</p> <p>Q. Where is your special place? Where’s a Christians special place?</p> <p>I can tell you about my special place and why it is special to me.</p> <p>I can tell you about Christian’s special places.</p>	<p>Skill – Contextualise Look at the inside of churches. Describe the inside of a church. Q. Can you describe the inside of a church?</p> <p>I can describe the inside of a church through a drawing, list or labels.</p>	<p>Skill – Evaluate and Communicate The Bible has two parts. Compare and explain how the New Testament speak of God’s love.</p> <p>Q. How does the New Testament describe God’s love?</p> <p>I can compare the two parts of the Bible.</p> <p>I can explain how the New Testament describes God’s love.</p>	<p>Skill – Communicate And Apply Holy Week – Palm Sunday and Maundy Thursday - To know how Christians mark Maundy Thursday.</p> <p>Q. Can you explore how we serve and care for others? What does this look like?</p> <p>I can explain what Christians do on Maundy Thursday.</p> <p>I can describe how we serve and care for others.</p>	<p>Skill – Apply Catholic or Protestant? Which Kings where Catholic? Q. Can you describe the similarities and differences between these two?</p> <p>Skill – Evaluate Can you give your opinion?</p> <p>I can compare and describe the differences between Catholics and Protestants.</p> <p>I can give an opinion about the two ideas.</p>	<p>Skill – Evaluate and Apply (2 Week) The Ten Commandments are rules Christians follow.</p> <p>Q. Which of these rules do we follow? What other rules would you add? What rules do you follow that are not listed?</p> <p>I can show an understanding of the Ten Commandments and state an opinion about them.</p> <p>I can explain the importance of rules in our lives.</p>
<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles</p>	<p>Skill - Contextualise Christians believe the church is a special place.</p>	<p>Skill – Contextualise Discuss and describe how Christians worship. Skill – Evaluate</p>	<p>Skill – Evaluate and Apply Evaluate The life of Jesus – as a human and as a divine</p>	<p>Skill – Enquire and Contextualise Discuss Holy Week: (2 Week) Good Friday and Holy Saturday.</p>	<p>Skill- Contextualise Designing a church – What would you need? Skill – Evaluate</p>	<p>Skill – Evaluate and Apply The Ten Commandments are rules Christians</p>

<p>in society;</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>	<p>Q. What makes a church a special place? Are all churches the same?</p> <p>I can explain why churches are special to Christians.</p>	<p>Q. How do Christians worship? What do you worship?</p> <p>I can discuss and describe the way Christians worship.</p>	<p>Q. What do you think is the difference between Jesus as a human and Jesus as a divine?</p> <p>I can give an opinion about Jesus as a divine and as a human.</p>	<p>Retell what happened in the tomb.</p> <p>Q. What is Good about Good Friday? What do we think and what do Christians think?</p> <p>I can retell the events that Christians believe happened during Holy Week.</p> <p>I can give an opinion on what happens on Good Friday and why it is named so.</p>	<p>Q. How could you make your church welcoming to all? Would you visit a church, when and why?</p> <p>I can design my own church and include the important items Christians need in order to worship.</p> <p>I can tell you about my experiences with churches.</p>	<p>follow.</p> <p>Q. Which of these rules do we follow? What other rules would you add? What rules do you follow that are not listed?</p> <p>I can list the rules I follow and compare them to the Ten Commandments.</p> <p>I can create a list of rules I think everyone should follow.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	Christianity – Symbols and Expression	Christianity – Stories and celebrations	Christianity - Parables	Christianity – Holy Week	Christianity – Variety within	
<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;</p> <p>I understand that some places are special to members of their community.</p>	<p>Skill – Enquire What symbols do we know? Describe symbols that are important to Christians.</p> <p>Q. Which symbols are important to Christians? Which symbols are important to you?</p> <p>I can describe different symbols I have seen.</p> <p>I can describe the symbols Christians feel are important.</p>	<p>Skill – Contextualise The Creation story – retell in pictures Skill – Communicate Making the right discussions and choosing the right attitude and behaviour</p> <p>Q. What does ‘the right attitude’ look like? What can it achieve?</p> <p>I can draw a representation of the Creation Story.</p> <p>I can explain what is</p>	<p>The Rich Fool or Lost Sheep Skill – Enquire Skill – Contextualise Retell through drama activity/picture</p> <p>Q. How is this story familiar/common to things we already know?</p> <p>I can act out/ retell a Christian parable.</p>	<p>Skill – Enquire and Contextualise Discuss Holy Week: Good Friday and Holy Saturday. Retell what happened in the tomb.</p> <p>Q. What is Good about Good Friday? What do we think and what do Christians think?</p> <p>I can retell the events that Christians believe happened during Holy Week.</p> <p>I can give an opinion on</p>	<p>Skill – Contextualise What are the varieties of Christianity? Discuss denominations. Describe and explain the five main beliefs of Christianity.</p> <p>Q. What are the five main beliefs of Christianity?</p> <p>I can describe and explain the five main beliefs of Christianity.</p>	

<p>I recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>needed to in order to have 'the right attitude'.</p>		<p>what happens on Good Friday and why it is named so.</p>		
<p>ELG: People, Culture and Communities 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> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Skill – Contextualise Christian objects</p> <p>Q. Why is an object important to someone? What objects are important to Christians?</p> <p>I can explain what objects are important to me and what objects are important to Christians.</p>	<p>Skill –Communicate Good Samaritan stories. Context: Christian baptisms</p> <p>Q. Can you retell a story about a good deed?</p> <p>I can retell the story about a good deed.</p>	<p>The Sower and The Seeds</p> <p>Skill – Contextualise Understand the story.</p> <p>Skill – Evaluate and Communicate</p> <p>Q. How does this story relate to the way we learning?</p> <p>I can compare the story of the Sower and Seeds to the way we learn and think.</p>	<p>Skill – Evaluate and Communicate Holy Week- Easter Day (Sunday)</p> <p>Discuss Lent and self-discipline. Is self-discipline important?</p> <p>Q. What does self-discipline look like? How could we demonstrate self-discipline.</p> <p>I can explain what self-discipline looks like during Holy Week.</p>	<p>Skill – Evaluate Christianity beliefs and values.</p> <p>Q. What do you think is the most important belief in Christianity and why do you think this?</p> <p>I can evaluate Christian beliefs and state which ones I feel are most important.</p>	
<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society;</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and</p>	<p>Skill – Evaluate Compare churches – Are all churches the same?</p> <p>Skill – Communicate</p> <p>Q. What can you tell me about a church? My favourite thing about this church is...</p> <p>I can compare churches from around the country.</p>	<p>Skill – Communicate Read and discuss The Christmas/ Nativity Story</p> <p>Skill – Apply write what Christmas means to them.</p> <p>Q. What does it mean to you? What does it mean to Christians?</p> <p>I can retell the story of the Christmas Nativity.</p>	<p>The Good Samaritan</p> <p>Skill - Contextualise Re tell the story through words and pictures</p> <p>Skill – Apply</p> <p>Q. How can we be good Samaritans? What makes a good person?</p> <p>I can tell you what I think makes a good person.</p>	<p>Continued from above.</p>	<p>Skill – Contextualise and Apply Explore Christian values in the world today.</p> <p>Q. What values do you live by? What are you thankful for?</p> <p>I can explain some of the Christian values.</p> <p>I can describe the values I live by.</p>	

describe people who are familiar to me.	I can express what I like about churches.				I can state what I am thankful for.	
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Buddhism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World		Buddhism		Buddhism		Buddhism -
<p>ELG: People, Culture and Communities 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;</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>Skill – Enquire Explore and ask questions about Buddhist life. Skill - Contextualise Understand symbols in Buddhism</p> <p>Q. Can you draw and explain Buddhist symbols?</p> <p>I can draw Buddhists symbols and describe their meaning.</p>	.	<p>Skill – Evaluate and Contextualise Evaluate Buddhist life.</p> <p>Q. How do Buddhists live? Which rules do they follow? Which rules do we follow?</p> <p>I can explain how rules help Buddhists live their lives.</p>		<p>Skill - Communicate Describe differences and similarities between Buddhist temples</p> <p>Q. What are the differences and similarities between Buddhist temples?</p> <p>I can compare Buddhist temples from around the world, describing and noticing similarities and differences.</p>
<p>ELG: People, Culture and Communities Explain some similarities and differences between life in this country and life in other</p>		<p>Skill – Communicate Respond sensitively to the experiences and feelings of others, including those with a faith.</p>		<p>Skill – Contextualise and Apply Review The Eightfold Path – Write about a situation that explains what the steps are about.</p>		<p>Skill – Enquire Explain why we think visiting a temple is important to Buddhists. Places of worship, Shrines.</p>

<p>countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>		<p>Q. How can we show respect for each other?</p> <p>I can explain what respect means and describe how I respect others.</p>		<p>Q. What steps do the Eightfold path represent?</p> <p>I can discuss and explain some of steps the Eightfold Path.</p> <p>I can give examples of their representation in life.</p>		<p>Q. Why is visiting a temple important to Buddhists?</p> <p>I can research why visiting a temple is important to Buddhists.</p>
<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>		<p>Skill – Contextualise Investigate the life of Buddha</p> <p>Skill – Communicate Realise that some questions that cause people to wonder. Investigate our classes question</p> <p>Q. What question would you like to ask Buddha?</p> <p>I can contribute questions about Buddha and his life.</p>		<p>Skill – Enquire and Evaluate What are the Buddhists symbols and how are they relevant to Buddhists?</p> <p>Q. Which symbols have meaning and importance in our lives? Do we all have the same views about these symbols?</p> <p>I can describe different Buddhist symbols and state how they are relevant to Buddhists and their lives.</p> <p>I can discuss my opinion with others about these symbols.</p>		<p>Skill – Evaluate Evaluate the effectiveness of meditation.</p> <p>Q. Is Mindfulness and meditation a good or bad thing? What benefits does it have?</p> <p>I can discuss the effectiveness of meditation.</p> <p>I can state and explain my thoughts about whether Mindfulness is a good or bad thing.</p>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Buddhism</p> <p>Skill – Enquire How do Buddhists live? Look at the sacrifices made by Buddhists Skill - Evaluate</p> <p>Q. Can you Identify similarities and differences in features of religions and beliefs?</p> <p>I can Identify similarities and differences in religions and beliefs.</p>				
		<p>Skill – Contextualise Understand how Buddhist worship Skill – Discuss how some religious practices share characteristic of more than one religion.</p> <p>Q. Do some religions share the same views?</p> <p>I can contribute to a discussion about how some religious</p>				

		practices share characteristic of more than one religion.				
		<p>Skill – Evaluate Skill – Apply Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong. Q. can you Investigate a religious festival stating what it is and why they have it?</p> <p>I can explore Buddhist festivals and write about one of them.</p>				

Sikhism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	Sikhism – Special people and places	Sikhism		Sikhism – Guru Nanak		Sikhism -
<p>ELG: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	<p>Skill – Enquire Explore Gurwaras. Q. What is a Gurwara? I can research and describe a Gurwara.</p>	<p>Sikhism – Enquire Who founded Sikhism? Look at the story of Guru Nanak. Q. Who is Guru Nanak? Describe who Guru Nanak is to Sikhs.</p>		<p>Skill – Communicate What is a Guru? Revisit the story of Guru Nanak Q. Do we know anyone who is like a Guru? Who do you look up to?</p>		<p>Skill – Communicate Discuss the 5Ks and the significance of them to Sikhs. Explain why we think these symbols are important to Sikhs. Q. Can you explain</p>

<p>experiences and what has been read in class;</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>I can research origins of Sikhism and retell the story of Guru Nanak making links to why he is important.</p>		<p>I can explain what a Guru is and relate it to the Guru Nanak story.</p> <p>I can describe someone who could be considered a Guru.</p>		<p>why the 5Ks are a significant part of Sikh religion?</p> <p>I can explain why the 5Ks are a significant part of the Sikh religion.</p>
<p>ELG: People, Culture and Communities</p> <p>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> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Skill – Evaluate Who are important people in our lives, in our school and our community?</p> <p>Q. Who is important to Sikhs?</p> <p>I can list important people in my life and in my community.</p> <p>I can state which people are important to the Sikhs.</p>	<p>Skill - Contextualise Describe the Sikh way of life, Sikh festivals</p> <p>Skill – Evaluate Make comparisons with our own lives.</p> <p>Q. How do Sikhs live their lives? How is it different to our lives?</p> <p>I can explain how Sikhs live their lives.</p> <p>I can compare this to my own life.</p>		<p>Skill – Enquire and Apply Where did Sikhism begin? Why is Guru Nanak important part of Sikhism?</p> <p>Q. Where did Sikhism begin?</p> <p>I can explain where Sikhism began and how Guru Nanak is important to them.</p>		<p>Skill - Apply Explain how religious concepts can be applied to people’s lives.</p> <p>Q. How can we be better human beings?</p> <p>Skill – Enquire Compare religious concepts.</p> <p>Q. Can you compare Sikhs beliefs to other religions?</p> <p>I can explain how some religions have the same types of beliefs to the Sikh religion.</p>
<p>ELG: Past and Present</p> <p>Talk about the lives of the people around</p>	<p>Skill – Apply Explore - Why do Sikhs go to worship?</p>	<p>Skill - Communicate and apply Discuss and show</p>		<p>Skill – Contextualise and Evaluate Role play the life of</p>		<p>Skill - Contextualise Explore different ways people express</p>

<p>them and their roles in society;</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>	<p>What do they believe? What is respect?</p> <p>Q. How can we show respect?</p> <p>I can explain why Sikhs go to worship and how they show respect.</p> <p>I can state how I am respectful.</p>	<p>Sikh symbols What are main symbols in Sikhism?</p> <p>Q. How is the Sikh holy book used?</p> <p>I can contribute to discuss about Sikh symbols and describe some of those symbols.</p> <p>I can explain how the Holy book is used.</p>		<p>Guru Nanak. Evaluate the Three main teachings of the Guru.</p> <p>Q. What rules do we as humans/children/WHA abide by?</p> <p>I can retell or act out the story of Guru Nanak.</p> <p>I can describe how Sikhs use his teachings as rules to abide by.</p> <p>I can describe rules I live by.</p>	<p>belief and explain these ways. Equality and selflessness</p> <p>Skill – Evaluate Explain the value of religious concepts</p> <p>Q. Can you make comparisons to their lives/experiences and yours?</p> <p>I can explain what equality means to me and what it means to Sikhs.</p>
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Judaism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	Judaism – Special people and places	Judaism	Judaism			Judaism -
<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;</p>	<p>Skill – Enquire and Contextualise look at synagogues: what they look like inside, what happens there and who attends.</p> <p>Q. What happens in a Synagogue? How does going to a Synagogue make Jewish people feel?</p>	<p>Skill – Enquire How are religions and beliefs expressed in different ways? Skill – Contextualise Identify meanings for symbols and religious expression in Judaism</p> <p>Q. What do the Jewish symbols mean?</p>	<p>Skill – Enquire What we know. Intro to Judaism. Skill - contextualise Describe the features of a synagogue.</p> <p>Q. What does a synagogue look like and contain?</p> <p>I can describe the</p>			<p>Skill – Communicate and Apply - Observing Shabbat and the importance it has to Jews.</p> <p>Q. What is the Shabbat? Describe and explain this special time. What days do you get together with family?</p>

<p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I can find out and explain what happens in a Synagogue.</p> <p>I can describe the inside of a Synagogue.</p>	<p>I can compare religious beliefs with Jewish beliefs.</p> <p>I can describe the Jewish symbols and explain what they mean.</p>	<p>inside and outside of a synagogue.</p>			<p>What days do you eat together?</p> <p>I can describe the Shabbat and state why it is important to the Jews.</p>
<p>ELG: People, Culture and Communities 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> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Skill - Enquire What does belonging mean? Skill – Evaluate</p> <p>Q. Is it important for you to feel they belong? For Jews to belong?</p> <p>I can describe what it means to belong?</p>	<p>Skill - Evaluate Retell religious stories Moses</p> <p>Skill – Communicate and apply Make responses sensitively to the experiences and feelings of others</p> <p>Q. Why did God test Moses?</p> <p>I can retell the story of Moses expressing an opinion on why God tested him.</p>	<p>Skill – Evaluate and Communicate Story of Moses</p> <p>Q. Why is the story of Moses important to Jews?</p> <p>I can explain why the story of Moses is important to Jews.</p>			<p>Skill – Communicate and Contextualise The Shema and the Mezuzah.</p> <p>Q. What is the meaning, the importance and the origin? Discuss and explain.</p> <p>I can discuss and explain the origin and importance of the message in the story of The Shema and the Mezuzah.</p>
<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society;</p> <p>I can talk about members of my</p>	<p>Skill – Apply What does belonging mean and how does it affect our lives.</p> <p>Q. How does belonging affect my life?</p>	<p>Skill - Evaluate Retell religious stories Moses</p> <p>Skill – Communicate and apply Make responses sensitively to the experiences and</p>	<p>Skill - Communicate Festival of Pasdar – describe/give an opinion about the festival and the Sedar Meal.</p> <p>Q. How do Jewish</p>			<p>Skill – Contextualise Discuss the importance of the Torah and what it contains.</p> <p>Q. What is the The Torah? What is its</p>

<p>immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>	<p>I can explain what belonging means and explain how it affects my life.</p>	<p>feelings of others</p> <p>Q. Can you retell the story of Moses?</p> <p>I can retell the story of Moses expressing an opinion on why God tested him.</p>	<p>people celebrate Pasdar? What do you think about the Sedar meal? Would you like it?</p> <p>I can explain how Jewish people celebrate Pasdar.</p> <p>I can give you an opinion about the Sedar meal.</p>			<p>significance in Judaism?</p> <p>I can describe the significance of the Torah to the Jewish people.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Judaism – Jewish life			Judaism - Life as a Jew in World War 2
			<p>Skill - Contextualise Explain the 8-day festival of Hanukkah Skill – Communicate</p> <p>Q. How do you feel about a festival that last 8 days? What would you want it to contain?</p> <p>I can explain what takes place during the 8 days of Hanukkah.</p> <p>I can describe what my own 8 day festival would be like.</p>			<p>Skill – Communicate and Evaluate Discuss important events in Judaism before and during the run up to WW2.</p> <p>Q. What are the views of the Jewish people on war and conflict? What are our views on war and conflict?</p> <p>I can join in a discussion about how Jews lived before and during wartime.</p> <p>I can give an opinion about war and</p>

						conflict.
			<p>Skill – Communicate and apply Beliefs and practises of Judaism. (2 Week)</p> <p>Q. What are the beliefs and practices of Judaism? What do you believe in and what routines do you have?</p> <p>I can describe the beliefs and practises of Jewish people.</p> <p>I can explain my own beliefs and describe my daily routines.</p>			<p>Skill – Evaluate and Apply</p> <p>Show understanding the evolution of Nazi anti-Jewish policy and reflect upon the human impact.</p> <p>Q. Which rules and laws were enforced on the Jewish people? Which of the rules do you think had the most/least impact?</p> <p>I can describe how the rules enforced on the Jews during WW2 impacted their lives.</p> <p>I can state which rules would affect me the most.</p>
			<p>Beliefs and practises of Judaism.</p> <p>Q. What are the beliefs and practices of Judaism? What do you believe in and what routines do you have?</p> <p>I can explain Jewish</p>			<p>Skill- Contextualise</p> <p>How was it living during WW2? Describe and explain.</p> <p>Q. How do you think it would feel living during WW2? How would you cope and what would you do?</p>

			<p>beliefs and describe what I believe.</p> <p>I can describe the routines I have in my life.</p>			<p>I can put myself in someone else's shoes and consider how they would feel during WW2.</p> <p>I can use evidence from how the Jewish people were treated to help me answer.</p>
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Hinduism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	Hinduism – Special people and places			Hinduism	Hinduism -	
<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;</p> <p>I understand that some places are special to members of their community.</p>	<p>Skill – Contextualise Describe a Mandir</p> <p>Skill – Evaluate Compare a home shrine to a Mandir</p> <p>Q. What does a Mandir look like? How is it different to my house/place of worship?</p> <p>I can describe a Mandir and compare it to somewhere in my house.</p>			<p>Skill – Communicate and Apply The importance of Bramhan in Hinduism. Discuss and retell story.</p> <p>Q. Can you retell the Hindu story of Bramhan?</p> <p>I can retell the story of Bramhan.</p> <p>I can tell you why it is important to Hindus.</p>	<p>Skill – Contextualise Describe similarities and differences between Mandirs from around the world.</p> <p>Q. How do Mandirs from around the world differ?</p> <p>I can compare Mandirs from around the world, describing their similarities and difference.</p>	

<p>I recognise that people have different beliefs and celebrate special times in different ways.</p>						
<p>ELG: People, Culture and Communities 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> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Skill – Communicate Special people (the three Gods)</p> <p>Q. What can you tell me about the three Hindu Gods?</p> <p>I can tell you and describe the three different Hindu Gods.</p>			<p>Skill – Enquire Hindu Trinity Story of Vishnu and Shiva Give an opinion. Q. How do we feel about the story and the people in it?</p> <p>I can give an opinion about the people in the Hindu Trinity story.</p>	<p>Skill – Evaluate The Creation Story - Evaluate the importance of aspects of the Hindu creation story.</p> <p>Q. What aspects of the creation story are important to Hindus and why?</p> <p>I can explain what the important aspects of the creation story are to Hindus.</p>	
<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society;</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>				<p>Skill – Contextualise and Evaluate Story of Vishnu and Shiva. Retell and state an opinion.</p> <p>Q. Can you retell the story of Vishnu and Shiva? What do you think about the story?</p> <p>I can retell the story of Vishnu and Shiva.</p>	<p>Skill - Communicate and Apply (2Weeks) Diwali – Rama and Sita story – Good over Evil. Create a story that demonstrates good winning over evil.</p> <p>Q. good over Evil - What could that mean in our time?</p> <p>I can use the story of</p>	

				I can tell you if I liked or disliked it and why.	Rama and Sita to help me write my own story where good wins over evil.	
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Hinduism - Reincarnation	Hinduism	
				<p>Skill – Communicate and Apply Discuss and describe Circle of life and Hindu belief</p> <p>Q. What does Reincarnation mean?</p> <p>I can join in discussion about and describe the Circle of Life from a Hindu’s perspective.</p> <p>I can explain what reincarnation means.</p>	<p>Skill - Communicate and Apply (2Weeks) Diwali – Rama and Sita story – Good over Evil. Create a story that demonstrates good winning over evil.</p> <p>Q. good over Evil - What could that mean in our time?</p> <p>I can use the story of Rama and Sita to help me write my own story where good</p>	

					wins over evil.	
				<p>Skill – Enquire and Evaluate Hindu view of the world we live in.</p> <p>Q. Are we Caring for the planet? How are we showing we care? Link to what Hindu’s believe.</p> <p>I can identify what is needed to help care for the planet.</p> <p>I can find out how Hindus care for the planet.</p>	<p>Skill – Communicate and Apply The Festival of Holi (festival of colour) Discuss story behind the festival.</p> <p>Q. What would your festival of colour look like?</p> <p>I can describe The Festival of Holi.</p> <p>I can create a colourful festival of my own and state why I chose that colour.</p>	
				<p>Skill – Contextualise Explore what Hindus do at Christmas. What they call Christmas and the preparations made.</p> <p>Q. Is Christmas a Festival of Light or a Festival of Love for Hindus?</p> <p>I can explore and research what Hindus do at Christmas.</p> <p>I can give an opinion about the Festival of</p>	<p>Skill – Contextualise and Evaluate Lotus flower origami Follow instructions and make an origami lotus. Reflect on the experiences.</p> <p>Q. Why is the Lotus Flower important to Hindus?</p> <p>I can tell you why the Lotus flower is important to Hindus.</p> <p>I can reflect on my experience of making</p>	

				Light/Love.	a Lotus Flower.	
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Islam

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	Islam – Special people and places		Islam		Islam	
<p>ELG: People, Culture and Communities 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;</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Skill – Enquire Look at special people in a Muslim’s life.</p> <p>Q. Can you describe the people special to a Muslim?</p> <p>I can describe the special people in a Muslim’s life.</p>		<p>Skill – Communicate and Apply Mecca – The Muslim Pilgrimage - Retell the journey taken by many Muslims.</p> <p>Q. Why would Muslims go on a pilgrimage? How would you go about preparing for a long walk?</p> <p>I can discuss and explain the Pilgrimage, the journey taken by many Muslims.</p> <p>I can describe what I would need if I was going on a long walk.</p>		<p>Skill – Communicate and Apply What is Islam? What is important to a Muslim?</p> <p>Q. Can you explain why certain things are important?</p> <p>I can explain and describe the things that are important to a Muslim.</p> <p>I can explain why some things are important to others and to me.</p>	
<p>ELG: People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on</p>	<p>Skill – Contextualise Describe a place of worship and prayers Skill – Evaluate</p> <p>Q. What do you think help Muslims to pray?</p>		<p>Skill – Enquire Explore the question who is Mohammad?</p> <p>Q. Why and how is Mohammad important to Muslims?</p>		<p>Skill – Evaluate (2 Week) The five pillars (five duties) these help to make Muslims part of their community.</p> <p>Q. What could we do</p>	

<p>knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>I can describe the Muslim’s place of worship and what they need in order to pray.</p>		<p>I can research and explain why Muhammad is important to Muslims.</p>		<p>or already do to be part of a community?</p> <p>I can describe and explain how the Five Pillars of Islam help Muslims to become a valuable part of their community.</p>	
<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society;</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>	<p>Skill – Evaluate Compare and discuss mosques from around the world. Skill – Communicate</p> <p>Q. Which mosques do you like the best? Why?</p> <p>I can state which Mosques I think are nice and which are not.</p> <p>I can tell you why I feel this way.</p>		<p>Skill – Contextualise What is the Quran? What are the books of the Quran?</p> <p>Q. Why is the Quran important?</p> <p>I can explain what the Quran is and why it is important to Muslims.</p>		<p>Skill – Evaluate The five pillars (five duties) these help to make Muslims part of their community.</p> <p>Q. What could we do or already do to be part of a community?</p> <p>I can explain my role in my school community.</p> <p>I can discuss other roles in my community.</p>	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Islam		Islam -	
			<p>Skill – Contextualise and Evaluate What is the Kaaba? Discuss and describe. Evaluate who will destroy Kaaba.</p>		<p>Skill – Contextualise Ramadan – Describe Ramadan and why it is so important to Muslims.</p>	

			<p>Q. What is Kaaba?</p> <p>I can discuss and describe the Kaaba.</p> <p>I can form an opinion about who will destroy Kaaba.</p>		<p>Q. What and when is Ramadan? Why is it so important?</p> <p>I can describe Ramadan and state why it is important to Muslims.</p>	
			<p>Skill - Communicate and Apply - The Five Pillars of Islam Discuss and describe.</p> <p>Q. What are the 5 pillars of Islam? What do they represent?</p> <p>I can draw a representation of the Five Pillars and describe each one and what they represent.</p>		<p>Skill – Apply and Evaluate Islam today – World-wide - How many people are Muslim? Where is the local Mosque?</p> <p>Q. What do true Muslims believe?</p> <p>I can research information on the world’s Muslim community.</p> <p>I can explain what true Muslims believe.</p>	
			<p>Skill - Enquire and Evaluate 5 Pillars of Islam. Why do you think they are called The Pillars? Discuss</p> <p>Q. What is Zakat? Would you give your</p>		<p>Skill – Contextualise Eid-Al-Adha festival Describe and explain this special Islamic event.</p> <p>Q. What is Eid-Al-Adha? Can you describe the special event?</p>	

			<p>money away?</p> <p>I can express an opinion about why the five Pillars are called the Pillars.</p> <p>I can describe Zakat and state an opinion about giving money away to charity.</p>		I can explain and describe Eid-Al-Adha.	
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Humanism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Humanism
						<p>Skill – Communicate and Apply</p> <p>Explore humanism. Why is it different to other religions?</p> <p>Q. What is Humanism?</p> <p>What is the Golden Rule?</p> <p>I can explore Humanism and compare it to other religions I know.</p> <p>I can explain and express an opinion about the Golden Rule in Humanism.</p>

						<p>Skill – Evaluate Review the Humanistic views. Make comparisons to other religions.</p> <p>Q. How are Humanistic views similar to other religious views? What do we notice about religious beliefs?</p> <p>I can compare Humanism beliefs to other religious beliefs and express an opinion about them.</p>
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