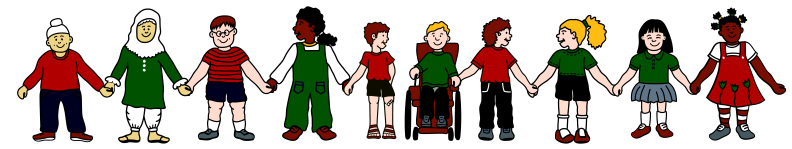


THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey

Religious Education

Nursery

Subject: Religious Education (Understanding the World: People and Communities)

Term: Autumn

Key vocabulary: invitation, birthday, Jesus, Mary, Joseph, kings, Rosh Hashanah, Diwali, presents

22-36 months	30-50 months
<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Child initiated learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Daily routines and activities (Autumn main focus C & L and PSED but all areas of EYFS curriculum covered)

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Hand washing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

Adult led activity	22-36m	30-50m
Children to celebrate Rosh Hashanah, listening to stories and music. Trying celebration foods – apples, honey, pomegranates and Challah bread.	Learn that they have similarities and differences that connect them to, and distinguish them from others.	Recognise and describes special times or events for family or friends.
Children to celebrate Diwali listening to stories and music. Looking at and creating Rangoli patterns.	Learn that they have similarities and differences that connect them to, and distinguish them from	Recognise and describes special times or events for family or friends.

	others.	
Children to share Diwali snacks together.	Beginning to have their own friends.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
Role-play- Diwali house.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Children to celebrate Teddies birthday by writing invitations, sharing the celebration with their friends, wearing special clothes, making decorations, cards, presents and food. Talking about their own special celebrations. Role play Teddies party house.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Shows interest in different occupations and ways of life.
Children to celebrate Christmas, listening to stories. Role-play area Tell the story in their own words.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Shows interest in different occupations and ways of life.

Nursery

Subject: Religious Education (Understanding the World: People and Communities)

Term: Spring

Key vocabulary: family, Easter, symbol, cross, Jesus

22-36 months

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

30-50 months

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Hand washing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

Adult led activity

Children to celebrate Lunar New Year by listening to stories and music.

Tasting Chinese food and using chopsticks.

Re-enacting the Great Race.

Children to share Chinese snacks together.

22-36m

Learn that they have similarities and differences that connect them to and distinguish them from others.

Beginning to have their own friends.

30-50m

Recognise and describes special times or events for family or friends.

Remembers and talks about significant events in their own experience.
Recognises and describes special times or events for family or friends.

Lunar New Year role-play takeaway and restaurant.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Read and discuss the story of 'Cleversticks'. Compare the setting and characters to own lives.	Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Remembers and talks about significant events in their own experience. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Different occupations Role of the takeaway and restaurant staff. Role of the customer.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Shows interest in different occupations and ways of life.
Stories from around the world – Africa	Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Celebrating Mother's Day.	Has a sense of own immediate family and relations.	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
Celebrating Pancake Day and Easter. Look at symbols of Easter.	Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Belonging to a family, a class, and a group within the class.	Learns that they have similarities and differences that connect them to, and distinguish them from, others. Has a sense of own immediate family and relations.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Nursery

Subject: Religious Education (Understanding the World: People and Communities)

Term: Summer

Key vocabulary: friend, brother, sister, Raksha Bandan, family

	22-36 months	30-50 months
	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
<p>Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)</p> <p>Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Hand washing and toilet time Snack time Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time</p>		
Adult led activity	22-36m	30-50m
Children to celebrate Raksha Bandan by listening to stories Making a special friendship bracelet Write some class caring messages. Showing care and concern for others as part of being a friend.	Learn that they have similarities and differences that connect them to, and distinguish them from others.	Recognise and describes special times or events for family or friends.
Helping others through showing care and concern for animals	Learns that they have similarities and differences that connect them to, and distinguish them from,	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to

Read 'The Tiny Ants' or 'Seven New Kittens'	others.	friends or family.
<p>Ultimate questions What makes the world so wonderful? Show a selection of photos of the natural world and different types of families. Listen to relaxing music whilst looking at the photos.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>

Reception

Subject: Religious Education (Understanding the World: People and Communities)

Term: Autumn

Revisit Nursery vocabulary: invitation, birthday, Jesus, Mary, Joseph, kings, Rosh Hashanah, Diwali, presents

Key vocabulary: Harvest, celebrate, God, Diwali, Rama, Sita, Christmas, Jesus, Mary, Angel, Joseph, shepherds, Wise men/Three kings, religion

Introducing Harvest	Beliefs and Practices. Symbols and actions. Discussing how and why people prepare for and celebrate a special occasion. Discussing and recalling with their peers prior knowledge and own personal experiences.	Knowing why people around the world celebrate harvest. Knowing how people gather food for harvest. Knowing why people say thank you to a God for harvest. Knowing how and where food is stored. Knowing how harvest is celebrated around the world.
Harvest story	Beliefs and Practices. Symbols and actions. Discussing and recalling with their peers prior knowledge and own personal experiences. Recalling aspects of a story and providing reasons for choice.	Knowing how a harvest celebration is prepared. Knowing right from wrong: red/green choices
Harvest story reflection	Beliefs and Practices. Symbols and actions. Explanation and discussion. Explanation of religious symbols in a church and what they are used for in a ceremony.	Knowing the importance of sharing and what to do for people less fortunate than themselves. Knowing different ways to help/support a friend. Knowing different religious symbols.
Harvest for woodland creatures.	Beliefs and Practices. Symbols and actions.	Knowing what can be foraged from nature for animals to eat during the winter months.

	Discussion and explanation.	
Harvest around the world	Beliefs and Practices. Symbols and actions. Recalling of personal experiences. Discussion.	Knowing how harvest is celebrated in different countries around the world. Naming of countries around the world.
Harvest and being healthy.	Beliefs and Practices. Symbols and actions. Naming fruit and vegetables. Explaining why important to maintain a healthy diet. Recalling why harvest is celebrated. Discussing ways to thank people/God. Suggest ways to help other people.	Knowing different fruit and vegetables. Knowing why it is important to maintain a healthy diet. Knowing why harvest is celebrated around the world. Knowing ways to thank God/people for harvest. Knowing different ways harvest can support people less fortunate than themselves.
Celebrating a Hindu and Sikh festival - Diwali.	Symbols and actions. Retelling the story in their own words using puppets. Using creative media to make own artefacts linked to a celebration. Manipulation of clay to make a Diva lamp. Cutting and sticking. Working within an enclosed space to make a pattern or picture. Discussing a place of worship where Hindus go to celebrate Diwali. Discussing why a candle is lit at ceremonies.	Knowing why Hindus and Sikhs celebrate this festival. Knowing the ways that Diwali is celebrated by their peers, local community and around the world. Knowing the story of Diwali and the characters.
Lighting a lamp a Diwali story.	Symbols and actions. Discussing feelings Discussing personal experiences. Discussing why a candle is lit in religious ceremonies.	Knowing why a candle is an important symbol in Hinduism and other main faiths. Knowing why different religions use candles in places of Worship.

Exploring a Hindu Shrine	<p>Symbols and actions.</p> <p>Explaining the different artefacts on a Hindu shrine symbolise.</p> <p>Exploring religious artefacts using their senses.</p>	Knowing the names of different artefacts and what they symbolise.
Advent	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Recalling personal experiences.</p> <p>Explanation of a special event in their lives.</p> <p>Providing ideas about what special items could be placed in an advent calendar.</p> <p>Discussing ways Christians celebrate the birth of Jesus.</p> <p>Discussing religious symbols which are important to Christians at Advent.</p>	Knowing about Advent and what it symbolises.
Nativity story	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Recalling sequence of events.</p> <p>Recalling the gifts the three wise men/kings gave Jesus.</p> <p>Naming presents.</p> <p>Discussing why Christians perform the nativity to others.</p> <p>Discussing how do many Christians celebrate Christmas.</p>	<p>Knowing the sequence of the nativity story.</p> <p>Knowing the names of the gifts and what they symbolise.</p> <p>Knowing why it is important for Christians to perform the nativity in schools and in churches.</p>
Retell the nativity story (story map).	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Using repetitive phrases.</p>	Knowing the story, characters and order of events.
Christmas	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Discussion about giving gifts to others.</p>	<p>Knowing why people like to give gifts.</p> <p>Knowing what giving a gift represents.</p>

	<p>Discussing what is the best gift to give.</p> <p>Discussion about a gift that costs no money.</p>	
<p>Making a Christmas card.</p>	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Colouring in enclosed lines.</p> <p>Printing shapes in the correct place.</p> <p>Application of glue and sticking glitter and cotton wool.</p> <p>Adding the details of the characters features.</p>	<p>Knowing that a line means an enclosed space.</p> <p>Knowledge of colours.</p> <p>Knowledge of what glue is used for.</p> <p>Knowledge of the features of an animal.</p>

Reception

Subject: Religious Education (Understanding the World: People and Communities)

Term: Spring

Revisit Nursery vocabulary: family, Easter, symbol, cross, Jesus

Key vocabulary: wedding, ceremony, promise, belonging, creation, life, death, Easter, Jesus, Christian, cross, Palm Sunday, Easter, God, temple, church, religion

To explore what happens in a wedding.	Identity and Belonging. Explore what happens at a wedding and discuss what is important about the ceremony. Linking and recalling of personal experiences.	Knowing what a wedding symbolises. Knowing why couples get married. Knowing the promises a couple make to each other. Knowing why a wedding is a celebration
To explore what happens at a wedding.	Identity and Belonging. Explore what happens at a wedding and discuss what is important about the ceremony. Recalling of personal experiences. Discussion of feelings.	Knowing about what is a friendship and it is important to have friends. Knowing what a promise is Knowing what to do when people are not friendly towards others to themselves. Knowing what to do if they see someone who is feeling lonely. Knowing the structure of their family.
To explore what happens to a wedding (vicar from local church)	Identity and Belonging. Discussion. Explanation Questioning	Knowing what a religious person wears to perform a wedding ceremony (Christian) Knowing how a religious person supports a couple getting ready for marriage.
To re-enact a wedding ceremony	Identity and Belonging. Role play Speaking Recalling of prior knowing about weddings	Knowing the promises a couple make during a wedding ceremony.

	<p>and promises.</p> <p>Responding to music</p> <p>Listening to a bible reading.</p>	
To look at a wedding from a different religion.	<p>Identity and Belonging.</p> <p>Explore similarities between weddings in a variety of cultures and religious traditions.</p> <p>Discussing the similarities and differences of two religious weddings.</p>	<p>Knowing how to compare similarities and differences between two different religious weddings.</p>
Celebrating Lunar New Year.	<p>Beliefs and Practices.</p> <p>Sources of Wisdom.</p> <p>Retelling the story in their own words using wooden figures.</p> <p>Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper.</p> <p>Cutting and sticking.</p> <p>Working within an enclosed space to make a pattern or picture.</p>	<p>Knowing why Chinese communities around the world celebrate Chinese New Year.</p> <p>Knowing the ways that Chinese New Year celebrated by their peers, local community and around the world.</p> <p>Knowing the story of Chinese New Year and the characters.</p>
The Creation story	<p>Ultimate Questions.</p> <p>Symbols and actions.</p> <p>Sources of Wisdom.</p> <p>Listening to and discussing aspects of the story.</p> <p>Sequencing of the story.</p> <p>Explaining what objects are alive/appear dead but are alive/dead.</p>	<p>Knowing about the sequence of the Creation story.</p> <p>Knowing what is alive and what natural things appear dead but are alive.</p>
The Creation story linked to a piece of music	<p>Ultimate Questions.</p> <p>Symbols and actions.</p> <p>Sources of Wisdom.</p> <p>Listening to and discussing aspects of the</p>	<p>Knowing about the sequence of the Creation story.</p> <p>Knowing how recognise their emotions.</p>

	<p>piece of music. Sharing of feelings and emotions. Sequencing of the story. Explaining what objects are alive/appear dead but are alive/dead.</p>	
<p>The Creation story linked to a poem and artwork created by different artists</p>	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the poem. Sharing of feelings and emotions. Sequencing of the story. Explaining what objects are alive/appear dead but are alive/dead.</p>	<p>Knowing about the sequence of the Creation story. Knowing how artists link their work to stories/music etc.</p>
<p>Making a Mother's Day card.</p>	<p>Beliefs and Practices. Discussing the role of a mother or another significant female person in the child's life. Discussing what makes them special. Hand printing in the correct place. Printing shapes in the correct place. Writing own name.</p>	<p>Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Mother's Day.</p>
<p>The Palm Story and looking at a painting 'Our Lord's Entry into Jerusalem' by Christopher Gosey.</p>	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the story. Sequencing of the story. Discussing aspects of the painting, e.g. the curvature of the shapes within the painting. Linking to personal experiences.</p>	<p>Knowing the story of Jesus riding into Jerusalem. Knowing how Christians celebrate Palm Sunday. Knowing the palm cross is a significant symbol with Christians.</p>
<p>The Easter story</p>	<p>Ultimate Questions.</p>	<p>Knowing the Easter story.</p>

	<p>Symbols and actions. Sources of Wisdom. Discussing what Easter represents. Listening to and discussing aspects of the story. Sequencing of the story. Linking to personal experiences.</p>	<p>Knowing about significant symbols in the Christian church.</p>
Easter symbols	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Discussing the importance of the different Easter symbols and the role, they play. Linking to personal experiences.</p>	<p>Knowing the Easter story. Knowing about significant symbols in the Christian church.</p>
A story linked to the Easter story	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Discussing what Easter represents. Listening to and discussing aspects of the story. Sharing of feelings and emotions. Linking to personal experiences.</p>	<p>Knowing the Easter story. Knowing about significant symbols in the Christian church.</p>
Making an Easter card.	<p>Beliefs and Practices. Symbols and actions. Sources of Wisdom. Creating a pattern using lines and shapes. Sticking the chick in the correct place. Adding the details of the features of an animal. Writing own name.</p>	<p>Knowing that a line means an enclosed space. Knowledge of how to create a pattern. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Easter.</p>

Reception

Subject: Religious Education (Understanding the World: People and Communities)

Term: Summer

Previous Key vocabulary: friend, brother, sister, Raksha Bandan, family

Key vocabulary: vicar, right, wrong, fair, special places, areas around the school and the community, religion, prayer, worship, cross, candle

Faith:

Christianity

The role of the vicar in a church ('Puddles Lends a Paw')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussion. Recalling personal experiences. Acting out aspects of the story.	The role of the vicar in a church ('Puddles Lends a Paw')
A Hindu story ('The Lion and the Jackal')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to deal with tricky situations.	A Hindu story ('The Lion and the Jackal')
A Buddhist story ('The Donkey in the Lion's skin')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to treat people kindly.	A Buddhist story ('The Donkey in the Lion's skin')
Brown Fox tricks Stork' (Interactive story)	Justice and fairness.	Brown Fox tricks Stork' (Interactive story)

	<p>Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to treat people kindly and with respect.</p>	
Aesop fable ('The Grasshopper and the Ant')	<p>Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to work together and as a team.</p>	Aesop fable ('The Grasshopper and the Ant')
Prayer and reflection	<p>Prayer, worship and reflection. Being able to sit and reflect. Feeling safe. Discussing emotions and feelings. Discussing where in the classroom could the children go to have quiet moments.</p>	Prayer and reflection
Creating a prayer ('Six prayers from different faiths')	<p>Prayer, worship and reflection. Listening to the different prayers. Generating ideas to go into a prayer.</p>	Creating a prayer ('Six prayers from different faiths')
Important places in the home – why are they special? (Read 'Sally's Secret' by Shirley Hughes')	<p>Prayer, worship and reflection. Listening to the story. Discussing places which are important to the children. Listening to others contributions.</p>	Important places in the home – why are they special? (Read 'Sally's Secret' by Shirley Hughes')
Important places in the school – why are they special	<p>Prayer, worship and reflection. Listening to the story. Discussing places which are important to the staff/ children. Listening to others contributions.</p>	Important places in the school – why are they special

<p>Important places in the local community - why are they special</p>	<p>Prayer, worship and reflection. Listening to the story. Discussing places which are important to the staff/ children. Listening to others contributions.</p>	<p>Important places in the local community - why are they special</p>
<p>Visit to a local church – looking at Christian symbols and artefacts which are important to the Christian community.</p>	<p>Prayer, worship and reflection. Listening to the vicar and people who work along side. Discussing the importance of Christian symbols and artefacts. What are their roles?</p>	<p>Visit to a local church – looking at Christian symbols and artefacts which are important to the Christian community.</p>
<p>Ultimate questions about how the world evolved and how we can look after it.</p>	<p>Ultimate questions. Recalling on prior learning. Discussing how the world was created/what makes the world so special. Discussing how can the children look after the world in the future.</p>	<p>Ultimate questions about how the world evolved and how we can look after it.</p>
<p>Making a Father's Day card.</p>	<p>Beliefs and Practices. Discussing the role of a father or another significant male person in the child's life. What makes them special? Printing shapes in the correct place. Hand printing in the correct place. Adding the details of the features of a shirt. Writing own name.</p>	<p>Making a Father's Day card.</p>
<p>Celebrating 'One World Week'.</p>	<p>Sources of Wisdom. Retelling the story in their own words using wooden figures. Manipulation of materials to make doves, rainbows. Artwork to create a Noah's Ark and the animals, iPad drawings to create rainbows.</p>	<p>Celebrating 'One World Week'.</p>

	Counting the animals in 2s into Noah's Ark. Working within an enclosed space to make a pattern or picture.	
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Year 1

Subject: Religious Education

Term: Autumn

Revisit Reception vocabulary:

Harvest, celebrate, God, Diwali, Rama, Sita, Christmas, Jesus, Mary, Angel, Joseph, shepherds, Wise men/Three kings, religion,

Key vocabulary: creation, Christians, prayer, Sukkot, sukkah, light, symbol, Jewish, Hanukah, menorah, Advent

Harvest

Which aspects of the natural world do some people find Wonderful? <ul style="list-style-type: none">- Why is the Sky Blue?- The First Musician	Ultimate questions: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media.	Recognise interesting or puzzling aspects of life.
How do Jewish people show they are thankful for the natural world? <ul style="list-style-type: none">- Sukkot	Beliefs and Practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.	Understand that different faiths may celebrate similar events in different ways.
How do Christian people show they are thankful for the natural world? <ul style="list-style-type: none">- Harvest Festival	Beliefs and Practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.	Understand that different faiths may celebrate similar events in different ways.
I can reflect on my relationship with the natural world. <ul style="list-style-type: none">- Thanksgiving stillness and reflection time, focus on harvest	Prayer, worship and reflection: Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community.	Understand humans are part of the natural world.

<p>Creation Story (Christian)</p>	<p>Sources of Wisdom: Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>Understand that Christians believe God made the world and everything in it.</p>
<p>Why is light important in everyday life? - Hanukkah</p>	<p>Beliefs and Practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.</p> <p>Symbols and Actions: Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities.</p> <p>Prayer, Worship and Reflection: Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community.</p>	<p>Understand that for Jewish people light is important as a symbol of the presence of God.</p> <p>Understand that for Jewish people, Hanukkah is a celebration of the presence of God.</p>
<p>Why is light important in everyday life? - Christmas Story - Visit to local Christian church for carol service</p>	<p>Beliefs and Practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.</p> <p>Sources of Wisdom: Retell and suggest meanings to some sources</p>	<p>Understand that for Christian people light is important as a symbol of the presence of God.</p> <p>Understand that for Christians the Nativity is the central part of Christmas.</p>

	<p>of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Prayer, worship and reflection: Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community.</p> <p>Identity and Belonging: Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives.</p>	
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Year 1

Subject: Religious Education

Term: Spring

Revisit Reception vocabulary: wedding, ceremony, promise, belonging, creation, life, death, Easter, Jesus, Christian, cross, Palm Sunday, Easter, God, temple, church, religion

Key vocabulary: Bible, church, new life

Exploring ideas of community and belonging	<p>Identity and Belonging: Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives.</p> <p>Ultimate questions: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media.</p>	<p>Understand communities exist in many forms. Understand there are ways that communities identify themselves. Understand that communities have agreed codes of conduct etc. Understand that our actions might be influenced by the communities we belong to.</p> <p>Understand everyone has a valuable voice and viewpoint to share.</p>
Exploring ideas of giving something up for love. The story of Dogger by Shirley Hughes	<p>Human responsibility and values: Respond to stories and real life examples of how and why people show care and concern for humanity and the world.</p> <p>Justice and fairness: Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others.</p>	<p>Understand the concept of relationship with others and that connections exist between individuals.</p> <p>Understand that individuals have responsibilities to themselves and others.</p> <p>Understand that our actions affect others.</p>

<p>The Easter Story. How do Christians celebrate Easter?</p>	<p>Beliefs and Practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.</p> <p>Symbols and Actions: Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities.</p>	<p>Understand that for Christians the Easter Story is the central part of Easter.</p> <p>Understand use of symbolism to convey ideas.</p>
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Year 1

Subject: Religious Education

Term: Summer

Revisit Reception vocabulary: vicar, right, wrong, fair, special places, areas around the school and the community, religion, prayer, worship, cross, candle

Key vocabulary: Christian, Jesus, God, Bible, Torah, special books, Christianity / Bible

<p>Looking at and exploring special books.</p> <p>Recounting elements of special stories.</p> <p>Children may share their own special books in school.</p>	<p>Sources of Wisdom: Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Human responsibility and values: Respond to stories and real life examples of how and why people show care and concern for humanity and the world.</p> <p>Justice and fairness: Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others.</p>	<p>Understand that for Christians the Bible is a special book.</p> <p>Understand that for Jewish people the Torah is a special text.</p> <p>Understand that many people use sacred texts such as the Bible and the Torah to reflect on their roles and responsibilities in life.</p> <p>Understand that communities develop shared ideas of codes of behaviour that affect the daily lives of individuals.</p>
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Year 2

Subject: Religious Education

Term: Autumn

Revisit Year 1 vocabulary: creation, Christians, prayer, Sukkot, sukkah, light, symbol, Jewish, Hanukah, menorah, Advent

Key vocabulary: nature, God, creation, Christian, Christianity, harvest, sukkot, Jew, Judaism, Buddhist, Buddhism, Muslim, Islam, message

1. Nature and God: Creation Story 1 (Christianity) – recall the Creation Story	Beliefs and practices	* understand that Christians believe God created the world and everything in it * explain how Christians believe God created the world and everything in it
2. Nature and god: Creation Story 2 (Christianity) – explain why the Creation Story is important to Christians	Sources of wisdom	* understand that Christians believe God created the world and everything in it
3. Nature and God: Harvest (Christianity) – explain why harvest is important to Christians	Sources of wisdom Prayer, worship and reflection	* understand that Christians believe God created the world and everything in it
4. Nature and God: Prince Siddhartha and the Swan (Buddhism) – explain the message in the story	Sources of wisdom Human responsibilities and values Justice and fairness	* understand that the story of ‘Prince Siddhartha and the Swan’ teaches people to care for animals * explain why it is important to look after animals * explain how the messages from the religious stories can help them in their everyday lives
5. Nature and God: The Boy Who Threw Stones at Trees (Islam) – explain the message in the story	Sources of wisdom Human responsibilities and values Justice and fairness	* understand that the story ‘The Boy who Threw Stones at Trees’ teaches people to care for trees * explain why it is important to protect

		Nature
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Year 2

Subject: Religious Education

Term: Spring

Revisit Year 1 vocabulary: Bible, church, new life

Key vocabulary: special place, worship, mosque, Muslim, Islam, Gurdwara, Sikh, Sikhism, temple, Buddhist, Buddhism, church, Christian, Christianity, Easter, Christian, resurrection, new life, Good Friday, crucifixion

1. Places of worship: Special Places – consider what makes a place special to people.	Beliefs and practices Prayer, worship and reflection	* say what makes a place special * choose appropriate words to describe what a place of worship is like
2. Places of worship: What is it like to visit a mosque? – explore what it is like to visit a mosque.	Beliefs and practices Prayer, worship and reflection	* identify key features of a mosque
3. Places of worship: Visiting a Gurdwara – explore what it is like to visit a Gurdwara	Beliefs and practices Prayer, worship and reflection	* identify features of a Gurdwara
4. Places of worship: The shape of Buddhist temples – discuss the shape of Buddhist temples.	Beliefs and practices Prayer, worship and reflection	* know how the five elements are represented in the shape of a Buddhist temple
5. Places of worship: Visit to a Christian church – features and baptism.	Beliefs and practices Prayer, worship and reflection	* identify the features of a Christian church * have knowledge of the baptism ceremony
6. Places of worship: Making comparisons – compare different places of worship.	Beliefs and practices Prayer, worship and reflection	* recall facts about different places of worship * discuss similarities and differences between places of worship

Year 2

Subject: Religious Education

Term: Summer

Key vocabulary: Christian, Jesus, God, Bible, Torah, special books	Beliefs and practices Symbols and actions Identity and belonging	* why ceremonies are important * name some religious and non-religious ceremonies * describe a ceremony I have been to
Key vocabulary: ceremony, special occasion, Aqiqah, Muslim, Islam, Bar/Bat Mitzvah, Jew, Judaism, Dastar Bandi, Sikh, Sikhism, wedding, Hindu, Hinduism	Beliefs and practices Symbols and actions Identity and belonging	* explore what happens at an Aqiqah ceremony * talk about own experiences of welcoming a new baby
1. Ceremonies: Dastar Bandi (Sikhism)	Beliefs and practices Symbols and actions Identity and belonging	* explain what happens at a Dastar Bandi * reflect on how someone might feel after their Dastar Bandi ceremony
2. Ceremonies: Hindu Wedding	Beliefs and practices Symbols and actions Identity and belonging	* identify similarities and differences between different kinds of weddings * explain what happens at a Hindu wedding
3. Ceremonies: Planning a ceremony	Beliefs and practices Symbols and actions Identity and belonging	* use knowledge to plan and act out a ceremony