

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Find out about how and when people worship and ask questions about why this is important to believers (1.2a)**
 - **Explore the preparations for and find out about the celebration of festivals (1.2b).**
- **Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives (1.2c).**
 - **Compare and contrast the practice of religion in the home within different religious communities (2.2a).**
- **Identify the main features and patterns of an act of worship and know the importance of worship on followers (2.2b).**
 - **Investigate the features of key religious festivals and celebrations, finding similarities and differences (2.2c).**

Year Four

Explore how and why they prepare for special events in their own lives. Explore how Christians prepare for Easter. Explore how Muslims prepare for Eid. Explore how Sikhs prepare for Diwali. Question how preparing for these festivals brings followers together and encourages them to think about their purpose. Consider how they can best prepare for big events and celebrations.

Year Three

Explore the way that our homes can be similar or different. Explore the ways that Christians worship in the home. Explore the ways that Muslims worship in the home. Explore the ways that our homes are unique and special and how they can offer a place of comfort and sanctuary. Explore how they share special times together with family, friends or within their community. Know the ways that Christians observe Lent. Know the ways that Muslims observe Ramadan.

Year Two

Understand what it means to belong to a group and identify the groups they belong to themselves. Identify the ways that Christians and Muslims welcome new members to their religion- Christenings and Aqiqa. Compare and contrast a Christening and Aqiqa ceremony. Think about the ways that they can welcome others into groups that are important to them.

Year One

Identify when and where different people may meet. Know where, when and how a Christian may worship. Know where, when and how a Muslim may worship. Consider how worshiping in these ways makes a believer feel. Explain why meeting with others is good and makes a positive difference to our lives.

EYFS

Understanding of the World: Different places; Different beliefs and views; families and communities.

Step by Step Learning

Religious Education

Identity, Diversity and Belonging

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- Reflect and respond to stories about belonging, relating to religious and non-religious communities (1.4a)
- Identify and ask questions about customs associated with religious and non-religious ways of (1.4b)
 - Find out about ceremonies in which special moments in the lifecycle are marked (1.4c)
- Explore the diversity of a range of religious and non-religious world views, identifying similarities and differences (2.4a)
 - Find out about the activities of a local religious community and make links with key religious teachings (2.4b)
 - Investigate the importance for believers of ceremonies which mark special moments of the life cycle (2.4d)

Year Four

Recognise and explain the aspects of their own lives that are special to them and their families or communities. Explore and accept how people lead different life styles within our local community. Study a religion in detail (Islam) of which there is a local religious community. Make links between the activities of a religious community and the key religious teachings. Explore important landmarks within the life cycle, including how they mark their own important moments in life. Explore and understand how Christians, Muslims and Sikhs mark important landmarks.

Year Three

Understand how and when Christians observe Lent

Understand how and when Muslims observe Ramadan.

Year One

Understand how and why they and others may celebrate. Understand why Christmas is important to Christians. Understand why Easter is important to Christians. Know how Christians celebrate the birth of a new baby. Know how Muslims celebrate the birth of a new baby.

EYFS

Understanding the World: How are we similar and how are we different? Families and communities.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Reflect and respond to stories highlighting morals and values in practice (1.6a).**
- **Reflect on examples of care and concern shown by believers in religious communities and no religious ways of life and explores reasons for these actions (1.6b)**
- **Explore stories from religious traditions and find out about attitudes to the natural world (1.6c).**
 - **Explore rules for living found in sacred texts (2.6a)**
 - **Investigate ceremonies associated with joining or belonging to a faith community (2.6b).**
- **Explore religious teachings about the environment and identify their impact on believers behaviour (2.6d)**

Year Four

Reflect and build upon their understanding of 'Harvest'. Consider ways that they can give and show thanks. Know the ways and reasons that Christians celebrate Harvest Festival. Know the ways and reasons that Muslims celebrate Eid-al-Adha. Know the ways and reasons that Sikhs and Hindus celebrate Vaisakhi. Compare the celebrations of different religions.

Year Three

Explore and reflect upon the need for rules in our everyday lives. Understand the importance of the Ten Commandments for Christians. Understand the importance of the Five Pillars of Islam for Muslims. Understand the significance of the 5Ks for Sikhs. Reflect about how rules can have a positive impact upon our lives.

Year Two

Explore some of the attributes that make a 'good person'. Know ways that people can show kindness. Know and discuss a Christian story of kindness (The Good Samaritan). Know and discuss a Christian story of forgiveness (The Good Friday Story). Know a Muslim story of forgiveness (The Boy Who Threw Stones at Trees). Consider the ways that religious stories may help believers to make good choices in their own lives.

Year One

Think about the ways that people can care for the natural world. Know and recall the Christian Creation Story. Know and discuss the Muslim Creation Story. Consider the ways that they themselves can care for the environment.

EYFS

Understanding the World: Our Natural World and Other Places.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Ask and respond to questions about things that are interesting or puzzling in the world (1.5a)**
- **Listen to and ask questions about stories of individuals and their relationship with God (1.5b)**
- **Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers (1.5c)**
- **Raise questions about issues which cause people to find answers in religious texts or teachings (2.5a)**

Year Four

Derive a moral from a religious text. When learning about issues (e.g. caring for the environment), consider religious texts that cause believers to question and consider the way that they respond to events and issues, based upon the teachings of their religion.

Year Three

Discuss potential morals when reading a religious text. When studying a religious text (e.g. Creation Stories), consider how a believer may respond and adapt their behaviour based upon this teaching.

Year Two

Understand what is meant by a 'moral'. Think about and discuss stories that are important to them. Explore how Bible stories can guide Christians through life. Explore how the Qur'an can guide Muslims through life.

Year One

Understand and discuss the different ways we can show that we 'care' about people and things. Understand and discuss what is meant by 'family'. Understand how Christians welcome and treat others. Understand why a church is an important place for Christians.

EYFS

Understanding the World: Families and Communities.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Explore the special nature of artefacts used in worship (1.3a)**
- **Identify symbolic actions, gestures and rituals and talk about how they are used in worship and ceremonies (1.3b, 2.3a, 2.3c,)**
- **Explore the meaning of stories drawn from religious sources. (2.3b)**

Year Four

Continue to explore and question the meaning of a range of stories from different religious sources, considering the impact and guidance these may have upon Believers.

Year Three

Know the religious symbol for the 6 main world religions. Know the name and meaning behind the symbols for Christianity, Islam, Sikhism and Hinduism. Recognise and understand the significance of symbols, gestures and rituals practised during a Christian wedding. Compare and contrast the symbols, gestures and rituals that take place in a Christian wedding and the wedding ceremony of another religion.

Year Two

Identify the ways that Christians worship, including the special nature of some of the artefacts from Christian worship and ceremonies. Identify the ways that Muslims worship, including the special nature of some of the artifacts from Muslim worship and ceremonies.

Year One

Know the Christian story of 'Jesus in the Temple'. Know the Muslim story of 'Ibrahim and the Fire'. Discuss the meaning of these stories and simply retell the events.

EYFS

Understanding the World: Different Beliefs and Views; Different Places; How are we similar and how are we different?

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Engage with stories and extracts from religious literature and talk about their meanings, considering how they are used by believers today (1.1a, 2.1.a)**
 - **Find out about ways that sacred texts are regarded and handled (1.1c).**
- **Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings. (2.1b).**
 - **Explore stories about the lives and teaching of some religious leaders (1.1b, 2.1c)**
- **Explore the meaning of a wide range of stories about the origins of the world and reflect upon their importance for believers (2.1d).**

Year Four

Explore the ways that Christians, Muslims, Sikhs and Hindus think about their God, Gods or Goddesses. Consider the names and attributes they would want others to think of regarding themselves. Conduct an in depth study into a chosen religion (Islam), exploring how the teachings of the Qur'an guide the lives of Muslims.

Year Three

Consider and explore the values of a good leader. Identify who leads worship in Christianity, Islam, Sikhism and Hinduism. Explore the ways that Jesus was a good leader. Explore the ways that Guru Nanak was a good leader. Consider how they themselves could show good leadership.

Year Two

Know the Christian story of Jesus' Birth. Know the Christian story of Jesus' Baptism. Understand how these stories help Christians to understand the life and teachings of Jesus.

Year One

Explore right from wrong and consider the ways they can make good choices in their own lives. Know the Christian story of 'Jesus in the Temple'. Know the Muslim story of 'Ibrahim and the Fire'. Consider how Christians and Muslims may use these stories to help them make good choices in their own lives.

EYFS

Understanding of the World: Different Beliefs and Views