|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | YR1 | YR2 | YR3 | YR4 | YR5 | YR6 |
| Beliefs and teachings  From different religions | Children can describe the main beliefs and festivals of a religion.  Think about what Christians believe about God.  Consider how important celebrations are to families.  Understand the festivals of Christmas, Hannukah and Diwali. | Children can describe the main beliefs and festivals of a religion.  Know some of the people Jesus met.  Know the main aspects of Islam.  Know about the festival of Ramadam and Eid | Children can describe the key teachings and beliefs of a religion and refer to religious figures and holy books.  Learn that religious beliefs and ideas about God can be experienced in different forms.  To understand what people thought of Jesus.  To understand the beliefs of the Sikh religion. Look at the Sikh festival of Baisakhi. | Children can describe the key teachings and beliefs of a religion, compare the main festivals of religion and refer to religious figures and holy books.  To know the key elements of Diwali, shared values, story, beliefs and symbols.  To know the key elements of Christmas, shared values, story, beliefs and symbols.  To consider the purpose of certain commandments. | Children can explain how religious beliefs can shape the lives of individuals and contribute to society.  Explain the key beliefs of Muslims and how these affect the way Muslims choose to behave.  Explain the key functions of the Mosque, comparing them to other places of worship. | Children can recognise and explain how some teaching and beliefs are shared between religions.  What are the similarities and differences between respect in the different religions?  Develop an understanding of the key beliefs in Hinduism.  To learn about Hindu beliefs in God. |
| Rituals, ceremonies and lifestyles  From different religions | Children can recognise religious artefacts, places and practices and can explain religious rituals including their own experiences.  Recognise objects that are special to people and understand why.  Share their own experiences and feelings of celebrations. | Children can recognise, name and describe religious artefacts, places and practices.  To know the five pillars of Islam.  To understand why Mecca is important and understands a shrine and pilgrimage (Hajj). | Children can explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging.  Understand how Hindus, Sikhs, Muslims and Buddhists show commitments to their faiths.  Compare marriage ceremonies and traditions in different religions.  To find out about the Sikh naming ceremony and baptismal ceremony.  How Sikhs worship through prayer. | Children can explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging Explain why and how people celebrate significant events. Consider the meaning of religious festivals, Eid, Harvest, Holi, Hola Maholla, Rosh Hashanah and Yom Kippur, Sukkot.  To develop an understanding of ritual practice in Judaism. | Compare lifestyles of different faiths and give reasons why some people adopt different lifestyles.  Identify differences and similarities between prayer in Islam and Christianity.  Explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage. | Explain practices and lifestyles associated with belonging to a faith or a non-religious community.  To discover how many different places of worship there are in our town.  To look at the importance of light throughout all religions.  To understand how prayer is a symbol |
| How beliefs are expressed | Learn the name of important religious stories.  Learn the creation story.  To find out which books are special for different religions, Jewish, Christian, Islam. | Retell religious stories and suggest meanings in the story.  Discuss what Jesus did on earth.  To know about the life of Muhammad.  Understand why the Quran is important.  How do bible stories show that people care.  Look at Easter symbols.  Recall faith stories from Christianity and Islam. | Begin to identify religious symbolism in different forms.  Explore the meaning of signs ad symbols in Christianity.  Find out how symbolic food can be.  Learn about some common symbols within a place of worship.  To express people’s views on Jesus from the bible. | Look at holy texts and stories, explain meaning in a story and begin to identify religious symbolism in different forms.  To understand the central role of the Torah in Judaism.  To understand the origins of Shabbat And how families prepare.  To find out why Jewish people don’t eat certain foods.  To understand what a Bar/Bat Mitzvah is. | Explain some of the different ways individuals show their beliefs.  Ask and respond to questions about how religion influences Muslims everyday life.  Describe the forms of guidance a Muslim uses and compare them to own experiences.  To know what a Humanist is and that not all people are religious. | Explore religious symbolism and explain some of the different ways individuals show their beliefs.  To understand what respect means to Christians, Muslims, Jewish and Hindus.  To learn about Hindu beliefs in God and how they are expressed in sacred text.  Understand the difference between signs and symbols in different religions, Jewish, Buddhist, Hindu, Muslim, Sikh |
| Time to reflect and personal growth | Identify things that are important in their lives.  Children should understand that they are special.  Reflect on who they think God is.  Evaluate what they have learnt about festivals.  Identify what is important to themselves and others. | Understand that there are similarities and differences between people.  What does the idea of God mean?  Understand how behaving correctly shows we care.  Reflect on what they have done to show they have cared about someone. | Understand that personal experiences and feelings can influence their attitudes and actions and offer suggestions about why religious leaders have acted the way they did.  Suggest reasons why life is described as a journey.  Reflect on their own experience of friendship.  To explore the feelings of Jesus at different times. | Make informed choices and understand the consequences of choices.  To reflect on the meaning of Rangoli patterns.  To explore our understanding of right and wrong.  To look at situations where it is difficult to make the right choice.  To look at the choices as make in our lives. | Recognise and express feelings about their identities and beliefs and explain their own opinions about tricky concepts.  Reflect on the beliefs values and practices that are important in their own lives.  Express their own views, commitments, beliefs and responsibilities in light of their learning about Islam.  To clarify the values that matter most to each pupil and explore the fact that different people have different values. | Recognise and express feelings about their identities and beliefs and explain why their answers may be different from someone else’s and respond sensitively.  To think about whether people who are different can live in harmony and discuss what make this easier/harder. To understand if religions are not respected this can cause conflict.  To reflect on what respect means to them.  To reflect on forms of guidance we turn to when we need advice.  To relate their learning to their own beliefs and thoughts. |
| Values  In your own life and others lives | Look at how values affect a community and individuals.  Looking after Gods creations.  What do religions say about how we treat the earth? | Explain how actions can affect other people.  Look at why Christians are taught to look after others.  Explain how to care about someone.  Understand what makes a good friend. | Describe how shared values in a community can affect behaviour and outcomes.  To be able to describe their own view of what they think Jesus was like.  To explore the Sikh tradition of Langar and Sewa and the impact on others. | Discuss and give opinions on morals and values, including their own.  To identify how Mary and Joseph might have felt.  Make connections with their own experiences of journeys.  To think about what makes a good friend.  To compare the Buddhist precepts and Christian commandments. | Explain why individuals and communities may have similar and differing values. Show an awareness of morals and question morals.  Reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed.  To explore the concepts of being naughty and being good in terms of actions, words and thoughts.  To build up understanding of the concepts on fairness, justice, forgiveness and free choice.  To begin to understand that the impact of our values can make people happy/unhappy. | Explain why individuals and communities may have similar and differing values.  Demonstrate an ability to make choices, understanding the consequence.  To understand that different schools have different cultures.  To underrated the term karma and how this can relate to my life. |