

## Key Stage 1 and 2

### Religious Education

We want our pupils to develop an understanding of the diverse beliefs and teachings; practices and lifestyles that are followed by different people in their community and the wider world. We want pupils to reflect on their own lives and to understand a range of values.

Curriculum topics are adapted/highly modified to reflect the changing needs of the school population from year to year to ensure maximum accessibility for each individual with VI requirements and additional learning needs.

		Autumn Term 1	Spring Term 1	Summer Term 1
Infants	Yr1 Yr2	What are Harvest festivals? Who were the friends of Jesus?	Beliefs and Practice (Generic) Why did Jesus tell stories?	What does it mean to belong in Christianity? Who was Noah?
Lower Juniors	Yr3 Yr4	What do signs and symbols mean in religion? How and why do Hindus worship at home (and in the Mandir)?	What are the central foundations of Sikhism? How do Sikhs express their beliefs through practice?	What is the Bible and why is it important to Christians? What religions are represented in our neighbourhood?
Upper Juniors	Yr5 Yr6	Why is Muhammad (PBUH) important to Muslims? Worship and community (Generic)	How do Buddhists express their beliefs through practice? Why are sacred texts important? The Pali Cannon – the way of the Buddha.	Why is Lord Buddha important to Buddhists? What can we learn from Christian religious buildings?
		Autumn Term 2	Spring Term 2	Summer Term 2
Infants	Yr1 Yr2	Celebrations: why do Christians give gifts at Christmas? What is the Torah and why is it important to Jewish people?	How do Jewish people express their beliefs in practice?  Celebrations (Generic)	Visiting a place of worship (Generic)  What can we learn from visiting a church?
Lower Juniors	Yr3 Yr4	How and why do Hindus celebrate Diwali? Celebrations: Christmas journeys.	What do we know about Jesus?  Why is Easter important to Christians?	What is faith and what difference does it make? What is prayer?
Upper Juniors	Yr5 Yr6	How do Muslims express their beliefs through practice? Worship and community: What is the role of the mosque?	Where did the Christian Bible come from? What is the Qu’ran and why is it important to Muslims?	How do the beliefs of Christians influence their actions? How do people express their faith through the arts?

Implementation Key Stage 1 - Infants			
What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
What are harvest festivals?	<ul style="list-style-type: none"> <li>• Children will learn about the term “harvest”</li> <li>• They will learn that some Christians like to say thank you to God for the harvest: that there are times in their own lives when they want to say thank you.</li> <li>• They will learn about the term “festival”; about their school’s harvest festival.</li> <li>• They will learn about the Jewish festival of thanksgiving called “Sukkot”; that Jewish people give thanks to God by building a Succah and by sharing their food with others.</li> <li>• They will learn that many people like to show their thankfulness by sharing their harvest with others.</li> </ul>	<p><b>All:</b> having a simple knowledge of the Christian harvest festival and the Jewish festival of Sukkot.</p> <p><b>Most:</b> know about the main features of the Christian harvest festival and the Jewish festival of Sukkot; understand that these are festivals of thanksgiving to God and are a time for sharing with those in need.</p> <p><b>Some:</b> recognise the similarities and differences between ideas and practices relating to the Christian celebration of harvest festival and the Jewish festival of Sukkot; explain why there are festivals of thanksgiving to God and why they are a time for sharing with those in need.</p>	<ul style="list-style-type: none"> <li>• Use of real fruit and vegetables to explore through touch, smell and taste</li> <li>• Simple pictures – swell paper pictures</li> <li>• Harvest songs/action rhymes</li> <li>• Collecting leaves, twigs in school grounds to make a Succah</li> </ul>
Who were the friends of Jesus?	<ul style="list-style-type: none"> <li>• Children will learn about the term “friend”; about the qualities that make someone a friend. They will learn that Jesus chose special friends (disciples) to be his helpers; that Jesus was a friend to children. They will learn about the story of Zacchaeus &amp; why Jesus chose to visit him; how the visit from Jesus changed Zacchaeus.; that Jesus was a friend to many people &amp; that many different</li> </ul>	<p><b>All:</b> know that Jesus had many friends and some special helpers; recall, through questioning, some of the features of the stories of Jesus calling the disciples &amp; Zacchaeus.</p> <p><b>Most:</b> know that Jesus chose special friends – disciples- to help him; retell simply the stories of Jesus calling the</p>	<ul style="list-style-type: none"> <li>• Exploring range of Christian artefacts.</li> <li>• Accessing story through enlarged print/simplified books; Braille versions of story.</li> <li>• Watching video of story with clear, simple pictures accompanied by dialogue</li> </ul>

	<p><b>people can be our friends.</b></p>	<p><b>disciples, Jesus and the children, and Zaccheaus the tax collector: know that Jesus offered friendship to all.</b></p> <p><b>Some: retell the stories covered in this unit in detail; explain the significance of the stories.</b></p>	<p>throughout.</p> <ul style="list-style-type: none"> <li>• Simple pictures – swell paper pictures</li> </ul>
<p><b>Beliefs and practices (Generic)</b></p>	<ul style="list-style-type: none"> <li>• Children will learn that most faith communities have special days and places for worship; that holy days are special days for worship; how the holy day is celebrated at home and in the place of worship.</li> <li>• They will learn that religious artefacts often symbolise key beliefs; which artefacts are significant to the religion being studied; how artefacts are used.</li> <li>• They will learn that religious festivals are celebrations of symbolic significance for believers; to make connections between their own feelings and experiences of celebrations, and those of others.</li> <li>• They will learn the main belief or teaching represented by the festival being studied.</li> </ul>	<p><b>All: identify a key belief and practice of a religion through specific ques/ans; ans ques about the celebration of a festival; recognise a religious artefact; recount in simple terms some of the key stories associated with a religion; identify some aspects of their own experience.</b></p> <p><b>Most: know about the basic belief and practices of a religion and retell the events of the main festivals; name certain religious artefacts and understand how and when they are used; name a key religious leader and some of the events in his/her life; recount some of the key stories in a religious tradition and explain the contribution they make to beliefs and practices; link some key ideas with their own and others' experiences.</b></p> <p><b>Some: explain meanings contained in a religious story that might be given by believers; describe the relations between festivals and the key</b></p>	<ul style="list-style-type: none"> <li>• Exploring a range of generic religious artefacts/symbols e.g. book, bell, candle, coins, incense etc</li> <li>• Participation in drama/ music activities related to festivals.</li> </ul>

		<p>features of the religion; make simple links between examples of religious expression and the beliefs, ideas and feelings that underlie them; explain in simple terms the symbolism of some religious artefacts; make links with their own values and those of others.</p>	
<p>Why did Jesus tell stories?</p>	<ul style="list-style-type: none"> <li>• Children will learn that Jesus told stories; that these were a way of teaching people about God, how to behave, and how to treat each other; that stories often contain inner meanings and messages.</li> <li>• They will learn to respond sensitively to the values and concepts of others; to identify the key concepts and ideas in the stories Jesus told.</li> <li>• They will learn that Jesus was teaching about repentance, forgiveness, reconciliation and jealousy through his stories (parables).</li> <li>• They will learn about the content and meaning of a story told by Jesus; to work cooperatively with others.</li> </ul>	<p>All: know that Jesus told stories; retell/answer simple questions about some well known parables.</p> <p>Most: know that Jesus told stories as a way of teaching people about god and how they should behave; know and retell some well known parables of Jesus and explain their meaning (through ques/ans); explain why characters in the stories might respond or behave in different ways, depending on their oint of view.</p> <p>Some: show understanding of how the feelings in the stories relate to Christian beliefs about God; understand why stories can teach moral and spiritual values.</p>	<ul style="list-style-type: none"> <li>• Exploring range of Christian artefacts.</li> <li>• Accessing simple stories through enlarged print/simplified books; Braille versions of stories.</li> </ul>
<p>What does it mean to belong in Christianity?</p>	<ul style="list-style-type: none"> <li>• Children will learn about ways in which they belong; how belonging is expressed; about the concept of belonging to their families.</li> <li>• They will learn that there are a number of religions in the world; that religious people feel they belong to a faith; that religious people have different ways of showing that they belong to their faith.</li> </ul>	<p>All: recalling the main features of an initiation service in a religion; describe simply their own experiences of belonging.</p> <p>Most: retell what happens on the occasion of an initiation into a religion, explaining some of the</p>	<ul style="list-style-type: none"> <li>• Exploring range of Christian artefacts.</li> <li>• Participation in role play</li> </ul>

	<ul style="list-style-type: none"> <li>• They will learn how people show they belong to a religion; what is special about belonging; about the idea of specialness.</li> </ul>	<p>symbolism; understand the concept of belonging within their own experience.</p> <p>Some: explain in some detail the symbolism involved in an initiation, and why religions have these occasions; make connections between their own experience and religious beliefs about belonging.</p>	
Who was Noah?	<ul style="list-style-type: none"> <li>• Children will learn the story of Noah; that the story can be found in the Old Testament part of the Bible.</li> <li>• They will learn that Noah obeyed God; that Noah trusted (had faith in) God.</li> <li>• They will learn that the rainbow was assign of God’s promise to Noah; about the concept of making and keeping promises.</li> <li>• They will be encouraged to ask questions and think about the meaning of the story of Noah.</li> </ul>	<p>All: retelling/ answering simple questions about some parts of the story of Noah; know that it is a very old story which is found in the Bible.</p> <p>Most: know the story of Noah, and know that it can be found in the Old Testament part of the Bible; talk about what they have learnt from the story.</p> <p>Some: retell the story of Noah in detail and be able to find it in the old Testament; begin to have some understanding of Noah’s relationship with God and God’s promise to humanity.</p>	<ul style="list-style-type: none"> <li>• Accessing story through enlarged print/simplified books; Braille versions of story.</li> <li>• Watching video of story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Action songs about Noah and the Ark.</li> <li>• 3D/ collage art work</li> </ul>
What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Celebrations: why do Christians give gifts at Christmas?	<ul style="list-style-type: none"> <li>• Children will learn what is meant by something ‘precious’; that some gifts cost nothing, but can be precious.</li> <li>• They will learn about the birth of Jesus; that</li> </ul>	All: answer simple questions to retell elements of the story of the visit of the wise men to Jesus; describe their own feelings and experiences of	<ul style="list-style-type: none"> <li>• Exploring gift items through sight, touch, sound.</li> <li>• Accessing story through enlarged print/simplified</li> </ul>

	<p>the concepts of giving and receiving are important in Christianity.</p> <ul style="list-style-type: none"> <li>• They will learn that religious ideas and personal feelings can be expressed in a variety of ways.</li> <li>• They will learn that Christians believe that Jesus is God’s gift to the world; about the qualities that Christians believe Jesus gives.</li> </ul>	<p>giving and receiving gifts.</p> <p><b>Most:</b> retell the main events of the visit of the wise men to Jesus; understand the concept of a precious gift and relate the ideas of giving and receiving gifts to their own experience.</p> <p><b>Some:</b> explain that Christians believe that Jesus is God’s gift to the world and that this is why they give gifts at Christmas; make connections between the story of the birth of Jesus and Christian attitudes to gifts and giving.</p>	<p>books; Braille versions of story.</p> <ul style="list-style-type: none"> <li>• Watching video of story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in drama/ music activities related to Christmas festival.</li> </ul>
<p>What is the Torah and why is it important to Jewish people?</p>	<ul style="list-style-type: none"> <li>• Children will learn about the Jewish holy book (the torah), what it is and why it is special to Jews; about the way it is treated and what this shows about Jewish beliefs; to explore what is of value to them and identify a book that is important to them.</li> <li>• They will learn about the content of the Torah and that it teaches Jewish people how to live; to consider how they know how to behave; about how a Torah scroll is made &amp; what this shows about it’s importance for Jews; to appreciate the care that goes into making something beautiful.</li> </ul>	<p><b>All:</b> know that the Jewish holy book is the torah; know that it is special; know that it teaches Jewish people how to live; explore their own feelings about what is precious to them.</p> <p><b>Most:</b> know that the Jewish holy book is the Torah and explain how it is treated; understand that the Jewish people believe that the Torah teaches them how God wants them to live; relate the idea of something precious to something they value in their own lives; explore what or who guides them on how they should live.</p> <p><b>Some:</b> know why the Torah is precious to Jewish people;</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Judaism – including a replica Torah Scroll</li> <li>• Exploring marks/letters/print styles on swell paper (sight/touch)</li> <li>• Practical mark making activities using a range of implements and print media</li> <li>• Involvement in producing own scroll</li> </ul>

		<p>understand that the way in which the Torah scroll is made and treated reflect Jewish beliefs about its importance; reflect on what or who guides them and how they should live.</p>	
<p>How do Jewish people express their beliefs in practice?</p>	<ul style="list-style-type: none"> <li>• Children will learn that Jews have a distinctive pattern to the week, which is reflected in their lifestyle.</li> <li>• They will learn that the Jewish symbol of the mezuzah contains a key belief.</li> <li>• They will learn about the key features of the story of the festival of Hannukah; that Jews believe that God has performed miracles in Jewish history; that light is seen as representing the presence of God.</li> <li>• They will learn about the key features of the story of the festival of Passover; how Passover is celebrated: why Jewish people want to remember this event in their history.</li> </ul>	<p>All: answer questions to retell parts of the stories associated with the Jewish festivals of Hannukah and Passover; recognise some religious artefacts and link them to Judaism; identify some aspects of their own experience.</p> <p>Most: recall some key events and facts about Hannukah and Passover; begin to understand the symbolism of Jewish artefacts <i>e.g . mezuzah, hanukiah, menorah</i>; identify some main features of Jewish belief and practice; connect some key ideas with their own experience.</p> <p>Some: understand the meaning of the festivals of Hannukah and Passover, and the concept of one God who has a special relationship with the Jews; explain the significance of some Jewish beliefs and practices; make links between their own values and experience, and those of others.</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Judaism – including a replica mezuzah; menorah.</li> <li>• Accessing story through enlarged print/simplified books; Braille versions of story.</li> <li>• Watching video of story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in drama/ music activities related to festival of Hannukah.</li> </ul>
<p>Celebrations (Generic)/ Easter</p>	<ul style="list-style-type: none"> <li>• Children will learn that there is a great variety of celebrations.</li> <li>• They will learn that religions usually involve</li> </ul>	<p>All: retell/ answer simple questions about the story of the festival and the main ways in which the festival is</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Christianity– including a</li> </ul>

	<p>celebrations.</p> <ul style="list-style-type: none"> <li>• They will learn that festivals are occasions for remembering particular events in religions.</li> <li>• They will learn that religious festivals are celebrated in different ways in different countries (with different cultures).</li> <li>• They will learn that festivals have a religious significance and this is their prime function.</li> <li>• They will recall/identify key features of the festival of Easter.</li> </ul>	<p>celebrated in this country; begin to know something of the importance of celebrating.</p> <p>Most: retell the story behind the festival; identify the main ways in which the festival is celebrated; begin to know some of the cultural differences; begin to understand the religious significance of the festival; begin to connect the ideas of celebrating in their own lives with those of others.</p> <p>Some understand that religion is a way of life for believers and that festivals are one part of a range of experiences and occasions; explain the significance and symbolism of the ways in which the festival is celebrated; understand how celebrations are important for Places of Worship and communities.</p>	<p>crucifix.</p> <ul style="list-style-type: none"> <li>• Accessing the Easer story through enlarged print/simplified books; Braille versions of story.</li> <li>• Watching video of story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> </ul>
<p>Visiting a place of worship (Generic)</p>	<ul style="list-style-type: none"> <li>• Children will learn about the key features of the building they will be studying/visiting.</li> <li>• They will learn how the building is used for worship and other uses.</li> <li>• They will learn that religious communities have expectations about how people will act, dress and behave in their place of worship, and that these expectations are linked to their beliefs.</li> <li>• During a visit, they will learn to reflect on</li> </ul>	<p>All: Answer simple questions about some of the beliefs which underlie the ways in which the building is used; understand the importance of special places in our lives.</p> <p>Most: Answer simple questions/describe some of the main features of the building and explain how some of them are used; identify</p>	<ul style="list-style-type: none"> <li>• A range of artefacts related to the religion of the building to be visited</li> <li>• Simple, enlarged pictures of building/interior – outline pictures of key features on swell paper</li> </ul>

	<p>their feelings and experiences; to meet and talk with members of faith communities about what their place of worship means to them; about how the building is used for worship and other activities; to use their all senses to explore the place of worship.</p> <ul style="list-style-type: none"> <li>• Following the visit, they will learn to reflect on the experience of the visit and use information to help them to build up a picture of some of the beliefs and practices in the religion they are studying.</li> </ul>	<p>some symbols and explain/ answer questions about their meanings; consider how special places are important; reflect on their own special place.</p> <p>Some: Answer questions/describe the main features of the religious buildings they have studied/visited, exploring how it is used by the members of the faith community; identify symbols and explain their meaning; know that the building is special to the people who use it; respond to the atmosphere in the building and describe how it feels ; consider their own special places and why they are important; reflect on their own special places and why they are important to them.</p>	
<p>What can we learn from visiting a church?</p>	<ul style="list-style-type: none"> <li>• Children will learn that the church is a special place for Christians.</li> <li>• They will learn about some of the important features of the church building; about some of the activities that take place in a church; about the importance of showing respect for other people and their special places and things.</li> <li>• During a visit, they will learn about what a church feels like and looks like; about why Christians come to the church, what they do there and how they care for it; why many Christians want their church to be beautiful.</li> <li>• Following the visit, they will learn to identify some of the features of a church that make it a special place for Christians; to evaluate what they have learnt and present the</li> </ul>	<p>All: Answer simple questions about the key features of a church and understand their significance for many Christians in worship; begin to understand how the atmosphere in the church contributes to Christian worship.</p> <p>Most: Know that a church is a special place for many Christians; consider their experience of the atmosphere in a church and reflect on their own feelings in a church; recognise and describe some Christian symbols.</p> <p>Some: Know that a church is a special place for many Christians and consider the reasons why; recognise</p>	<ul style="list-style-type: none"> <li>• A range of Christian artefacts and objects to be found in a church (reproductions/models of fonts, statues etc</li> <li>• Recreation of items /layout within the classroom to explore- lecturn, candles stand/statues etc.</li> </ul>

	information in a variety of forms.	some of the artefacts and symbols found in a church and know the purpose of some of them, reflect on their own feelings and responses to the atmosphere in the building.	
Implementation Key Stage 2 Lower Juniors			
<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What impact will our learning have?</b>	<b>What do the adaptations/resources look like for VI/additional needs?</b>
What do signs and symbols mean in religion?	<ul style="list-style-type: none"> <li>Children will learn about the meaning of everyday signs and symbols; how to explore meanings within stories; how memories are linked to particular objects.</li> <li>They will learn the significance of symbols in religious stories/festivals such as “ The Hare Mark on the Moon” (Buddhism) /Passover (Judaism) &amp; how symbolic food can be used to remember important events; to reflect on important events in their own lives.</li> <li>They will learn that religious beliefs and ideas about God can be experienced in a variety of forms, including symbolism; about some common symbols found within a place of worship.</li> </ul>	<p>All: describe and suggest meanings for some religious symbols, gestures and words; understand that not all language should be taken literally.</p> <p>Most: identify some key religious symbols and some symbolic actions in a religious context; talk about some of the beliefs or ideas which underlie them; discuss the possible meanings of some examples of symbolic language, e.g words or phrases used by believers to describe God.</p> <p>Some: identify similar beliefs and ideas expressed symbolically in other religious or secular contexts, ie through symbols, actions or words.</p>	<ul style="list-style-type: none"> <li>A range of key symbolic artefacts from the main six religions, including a Jewish Ceder Plate with real food items.</li> <li>Simple pictures/ swell paper outline pictures of artefacts</li> <li>Enlarged print/Braille copies of lesson related texts.</li> </ul>
How and why do Hindus worship at home (and in the	<ul style="list-style-type: none"> <li>Children will learn about the meaning of the Aum symbol and its significance for Hindus; about some aspects of Hindu beliefs in God; about the Hindu idea of God in many forms;</li> </ul>	All: recognise that the term ‘worship’ is connected with ideas about ‘prayer’ and ‘God’; answer some questions about how Hindus worship	<ul style="list-style-type: none"> <li>Exploring a range of artefacts/items related to Hinduism – including an Aum symbol; Puja tray.</li> </ul>

<p><b>Mandir)?</b></p>	<p>to reflect on the different aspects of their own character.</p> <ul style="list-style-type: none"> <li>• They will learn that shrines are special places in Hindu homes; about some of the ways that Hindus show devotion to God; what 'puja' means; that actions in worship often have symbolic meanings; that some of the activities in worship have parallels in their own lives.</li> <li>• They will learn about worship through the elements, rituals and artefacts that are involved in Hindu worship.</li> </ul>	<p>and be aware that worship is an important activity for Hindus.</p> <p><b>Most:</b> explain what worship is, using some technical terms accurately; know the names of some Hindu gods and goddesses, and some of the terms associated with Hindu worship; describe ways in which Hindus worship and suggest why worship is important to them; identify some of the artefacts used in Hindu worship.</p> <p><b>Some:</b> handle technical terms to do with worship and the Hindu religion confidently in discussion and writing; begin to make comparisons with how people worship in other religions.</p>	<ul style="list-style-type: none"> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of lesson text.</li> <li>• Watching video of Puja ceremony with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in collage/craft activities related to ritual of Puja.</li> </ul>
<p><b>What are the central foundations of Sikhism?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn about the basic Sikh beliefs; about Sikh lifestyle practices.</li> <li>• They will learn about the Sikh way of life that focuses on helping others.</li> <li>• They will learn about the '5 Ks' and the significance of these symbols/artefacts in the life of a Sikh.</li> </ul>	<p><b>All:</b> understand that Sikhs believe in one God; be able to answer questions about ways of life that are acceptable/not allowed in the Sikh faith. Recognise some of the important symbols in Sikhism.</p> <p><b>Most:</b> describe the Sikh notion of one God present in the whole world; talk about actions that are acceptable/not allowed in Sikhism. Describe the % Ks and their importance.</p> <p><b>Some:</b> describe the way of life of a Sikh person and the importance of</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Sikhism, including material to wrap a turban; replica 5Ks</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video people talking about their life as a Sikh with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in role play/</li> </ul>

		<b>God in their lives; describe the 5 Ks and the significance of each one.</b>	<b>dressing up activities related to Sikh lifestyle.</b>
<b>How do Sikhs express their beliefs through practice?</b>	<ul style="list-style-type: none"> <li>• <b>Children will learn about how the Sikh faith came to be; about the founder, Guru Nanak and the basic belief in one God.</b></li> <li>• <b>They will learn about the place of worship and the sacred text it houses; how the Gurdwara is also a community centre, managed by committee.</b></li> <li>• <b>They will learn about Sikh worship in daily life; the last living Guru and the Guru Granth Sahib.</b></li> </ul>	<p><b>All:</b> recognise that the Sikh religion is quite young; answer some questions about the Gurdwara and be aware of the importance of worship and the Guru Granth sahib to Sikhs.</p> <p><b>Most:</b> explain how and why the Sikh faith came to be; know the names of parts of the Gurdwara and what they are used for; Know that the Guru Granth sahib is the sacred text/ Guru of the Sikh faith.</p> <p><b>Some:</b> discuss the technical terms to do with worship and the Sikh religion, using them in writing; begin to make comparisons with how people worship in other religions.</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Sikhism.</li> <li>• Accessing story of Guru Nanak's life through enlarged print/simplified books; Braille versions of story.</li> <li>• Watching video of story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> </ul>
<b>What is the Bible and why is it important to Christians?</b>	<ul style="list-style-type: none"> <li>• Children will learn that the Bible is a sacred/holy book; that for Christians, the Bible is the main reference for teaching, guidance and worship.</li> <li>• They will learn that certain Bible passages/stories have special significance to different Christians; how religious beliefs, ideas and feelings can be expressed through the Bible.</li> <li>• They will learn about the composition of the Bible and its' variety; about the differences between the Old and New Testaments.</li> </ul>	<p><b>All:</b> know that the Bible is composed of different types of writing; understand that the Bible is used by Christians for guidance and teaching, both in church and at home.</p> <p><b>Most:</b> know about the compilation of the Bible, ie the Old and New testaments, and identify some of the types of writing <i>eg history, law, poetry, parable, letters</i>; know that the Bible is important for Christians as a source of guidance and teaching; understand some of the ways in which the bible is used by Christians both in Church and at home.</p> <p><b>Some:</b> identify a wide range of different types of writing; begin to recognise the</p>	<ul style="list-style-type: none"> <li>• A range of Christian artefacts/objects, including several versions of the Bible</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> </ul>

		<p>difference between the Old and the New Testaments and to understand the importance of the Bible for Christians; understand the significance of the Bible within the Christian faith.</p>	
<p><b>What religions are represented in our neighbourhood?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn to recognise buildings that are places of worship for different faiths.</li> <li>• They will learn about the main beliefs, practices, buildings of the religious traditions in the neighbourhood of the school; to recognise ways in which religious communities express their beliefs and identity <i>eg through statues, flags, symbols.</i></li> </ul>	<p><b>All:</b> recognise some features of different religious buildings; identify one religious tradition in their neighbourhood; understand some beliefs and practices of a local religious tradition</p> <p><b>Most:</b> describe main features of a range of religious buildings; identify a number of religious traditions in their neighbourhood; write about religious beliefs and practices involved with local places of worship; compare and contrast key features of religious traditions in their neighbourhood.</p> <p><b>Some:</b> identify religious tradition in their neighbourhood, show knowledge and understanding of beliefs and practices at a local place of worship; compare and contrast key features of religious traditions in their neighbourhood.</p>	<ul style="list-style-type: none"> <li>• A range of artefacts from the main six religions;</li> <li>• large pictures of buildings; outline shapes of buildings; swell paper pictures of outlines; major symbols/flags found on these buildings.</li> </ul>
<p>What are we learning?</p>	<p>What knowledge, understanding and skills will we gain?</p>	<p>What impact will our learning have?</p>	<p>What do the adaptations/resources look like for VI/additional needs?</p>
<p><b>How and why do Hindus celebrate Diwali?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn about the key events and have overview of the story of Rama and Sita; about the meaning behind the story; to consider the feelings and motivation of the characters in the story.</li> <li>• They will learn to identify some practices associated with Diwali; about the symbolic significance of a Diva and how it relates to</li> </ul>	<p><b>All:</b> know that Diwali originated from the story of Rama and Sita; explain the meaning of symbols associated with Diwali.</p> <p><b>Most:</b> know why Diwali is important to Hindus; know that some features of Hindu beliefs and practices are shown in this festival; give an</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Hinduism – including diva lamps; costumes/objects related to story of Rama and Sita.</li> <li>• Accessing Story through enlarged print/simplified</li> </ul>

	<p>the Diwali story.</p> <ul style="list-style-type: none"> <li>• They will learn about the purpose of sending Diwali cards, creating rangoli patterns and the importance of preparation for Diwali. (They will learn that some Hindus worship Lakshmi, the goddess of wealth; that Hindus believe that the many qualities of God are represented in various ways.)</li> </ul>	<p>account of the story of Rama and Sita; explain the meaning of symbols associated with Diwali.</p> <p>Some: understand that religious beliefs can be expressed in a variety of ways; know why Diwali has a religious meaning for Hindus; give a detailed account of practices associated with Diwali; give a detailed account of the story of Rama and Sita; ask questions and suggest answers relating to Rama and Sita's experiences; make links between religious symbols, language and stories, and the Hindu beliefs that underlie them.</p>	<p>books; Braille versions of lesson text.</p> <ul style="list-style-type: none"> <li>• Watching video of the Story of Rama and Sita with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in drama/music/craft activities related to story and festival.</li> </ul>
<p><b>Celebrations:</b> <b>Christmas journeys.</b></p>	<ul style="list-style-type: none"> <li>• Children will learn that people make special journeys to places of religious significance; about the importance of Bethlehem for many Christians; that the story of the birth of Jesus is of central importance in Christianity &amp; understand some of the reasons why; know the story of Mary and Joseph's journey to Bethlehem.</li> <li>• They will learn about the key features of the nativity story, its significance and that they will have different views of a particular story.</li> <li>• They will learn that music can be used to give a religious message; about ways in which beliefs and religious ideas can be expressed through words and music, art and literature.</li> <li>• They will learn that the emotions of people</li> </ul>	<p>All: know that some people of faith make special journeys; retell the nativity story, recognising the significance of some of the characters; begin to understand that religious beliefs and ideas can be conveyed through the expressive arts.</p> <p>Most: know and understand the concept of special journeys and their significance for believers; retell the nativity story, recognising the significance and the symbolism of the key characters; understand that the religious beliefs and ideas can be conveyed through the expressive arts.</p>	<ul style="list-style-type: none"> <li>• A range of Christian artefacts/objects, including model representation of the nativity scene.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video of the Christmas Story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in drama/music/craft activities</li> </ul>

	<p>long ago in a different world are similar to those of people today; and that fear &amp; jealousy continue to cause problems.</p>	<p>Some: know and understand that special journeys are related to the search for meaning; recognise the significance and symbolism of the key characters; understand that belief, faith and its expression are conveyed and illuminated by the use of the expressive arts.</p>	<p>related to story and festival.</p>
<p>What do we know about Jesus?</p>	<ul style="list-style-type: none"> <li>• Children will learn that Jesus was a historical figure; that there is authentic visual image of Jesus; that expressions of Jesus' appearance reflect a variety of contextual characteristics.</li> <li>• They will learn that pictures of Jesus tell us about people's personal beliefs about him; to reflect on their own ideas of how Jesus may have looked.</li> <li>• They will learn what the Gospels tell us about what Jesus was like; to select information to understand some of the reasons why some people didn't trust Jesus; to present other people's views on Jesus.</li> <li>• They will learn to understand some of the symbolic language used about Jesus; to think about the meaning of statements Jesus made about himself and to understand what Jesus was saying about himself.</li> </ul>	<p>All: understand that what is known about Jesus comes mainly from the Bible; understand that people who knew Jesus had different views of him; describe different images of Jesus.</p> <p>Most: know that evidence for what is known historically about Jesus comes mainly from the New Testament; understand that the people who knew Jesus had different views of him, and explain the reasons why; know that Jesus used symbolic language to describe himself, and give simple explanations of what he meant; understand that Jesus has been represented in different ways.</p> <p>Some: understand that people's perceptions of Jesus varied according to their background and experience; understand that artists, writers and other thinkers continue to interpret Jesus in different ways.</p>	<ul style="list-style-type: none"> <li>• A range of Christian artefacts/objects, including a variety of picture representations of Jesus; outline pics/swell paper pics.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video of the Easter Story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> </ul>

<p><b>Why is Easter important to Christians?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn about the events of Palm Sunday; about the atmosphere and feelings of the crowd on Palm Sunday; that emotions and feelings are involved with decisions and faith.</li> <li>• They will learn about the significance of the last supper; that Jesus came as a servant king, not as a ruler.</li> <li>• They will learn about about the events which led to Jesus being arrested; about the events of the crucifixion; about the feelings of the disciples, friends &amp; family of Jesus; the reasons why Jesus was crucified.</li> <li>• They will learn why Christians believe in life after death – resurrection; that the cross and crucifix are symbolic for some Christians; about the different ways in which people respond to the resurrection.</li> </ul>	<p><b>All:</b> describe the story of the last week in the life of Jesus; recall the basic story of Jesus’ death and resurrection; know that the cross is an important symbol for Christians.</p> <p><b>Most:</b> describe the story of Jesus from his entry into Jerusalem to the resurrection; name the symbols of bread and wine from the Last Supper; understand the basis beliefs about Jesus’ death and resurrection; understand why the cross is a significant symbol for Christians.</p> <p><b>Some:</b> know in detail the story of Palm Sunday, the events of the Last supper and the symbolism of bread and wine; know and begin to understand the significance to christens of Jesus’ death and resurrection; identify some experiences which cause people to wonder and question, including questions which are difficult to answer.</p>	<ul style="list-style-type: none"> <li>• A range of Christian artefacts/objects, including a variety of crosses, crucifixes, palm crosses;</li> <li>• Outline pics/swell paper pics.</li> <li>• Watching video of the Easter Story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Simple pictures – swell paper</li> </ul>
<p><b>What is faith and what difference does it make?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn about the story of Abraham; to understand what the word ‘faith’ means in a religious sense; to reflect on the emotional impact of the story.</li> <li>• They will learn to understand why Abraham is revered in three world faiths; to reflect upon present day ‘idols’; to explore the characteristics of faithfulness; to consider</li> </ul>	<p><b>All:</b> know something of the life and faith of Abraham; understand that they were motivated by faith; reflect on what faith inspired them to do. <b>Most</b> know about the life and faith of Abraham, and evaluate their impact; understand something of the motivating potential of faith; reflect on the nature and expressions of</p>	<ul style="list-style-type: none"> <li>• A range artefacts/objects, and symbols of six main faiths</li> <li>• outline pics/swell paper pics.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> </ul>

	<p>how writers use stories to teach particular ideas.</p> <ul style="list-style-type: none"> <li>• They will learn about the impact of faith in action on others/the world.</li> </ul>	<p>faith; follow their own lines of enquiry.</p> <p>Some: understand that faith has many expressions; explain the difference that faith can make to a person's life.</p>	<ul style="list-style-type: none"> <li>• Watching video of Abraham's Story with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> </ul>
<p>What is prayer?</p>	<ul style="list-style-type: none"> <li>• Children will learn to understand what it means to pray; to identify different types of prayer.</li> <li>• They will learn to identify different rituals and artefacts involved in prayer.</li> <li>• They will begin to make up prayers for different contexts.</li> </ul>	<p>All: know that prayers are recited by people of faith; that people say prayers when talking to God; recognise some artefacts used in prayers.</p> <p>Most: understand that people use a range of prayers to connect with God; know that people pray together and individually using rituals and artefacts as part of the process.</p> <p>Some: understand the central role of prayer for people of faith in communicating with God; understand how people use different prayers in a range of contexts for differing outcomes.</p>	<ul style="list-style-type: none"> <li>• A range artefacts/objects, and symbols of six main faiths</li> <li>• outline pics/swell paper pics.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Listening to prayers from different religions read/recited by the faithful</li> <li>• Simple pictures – swell paper</li> </ul>

Implementation Key Stage 2 Upper Juniors			
What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
<p><b>Why is Muhammad (PBUH) important to Muslims?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn to understand why Muslims call Muhammad (PBUH) the messenger of God; to identify the religious beliefs about Allah, Muhammad (PBUH) &amp; the Qur'an which are expressed in the story of the revelations; to recognise the impact this event had on Muhammad (PBUH) and all followers of Islam; to compare their own experience of quietness with those of religious people such as Muhammad (PBUH).</li> <li>• They will learn to understand that the Qur'an is fundamental to Muslims because it is 'the word of God'; to make links between symbolic actions and the beliefs which underpin them; to recognise that Muslim beliefs and practices are rooted in the Qur'an; to know that Muslims believe the Qur'an is Allah's final revelation and that Muhammad (PBUH) is the final messenger.</li> <li>• They will learn the key beliefs that Muslims hold about Muhammad (PBUH); to recognise the importance of events in Muhammad's (PBUH) life for Muslims today; to know some of the teachings that he gave; to identify the ideas and beliefs which are expressed through the stories they study</li> </ul>	<p><b>All:</b> know that Muhammad (PBUH) is important for Muslims and that they follow his example in their lives; be able to identify people in their own lives, whose examples they try to follow.</p> <p><b>Most:</b> understand why Muhammad (PBUH) is important to Muslims; know that Muhammad (PBUH) is a regarded as a model for all Muslims to follow; describe the different stories about Muhammad (PBUH) that teach Muslims about how to carry out God's will in their daily life; identify people in their own life who are role models for themselves, and recognise other influences on their behaviour and views.</p> <p><b>Some:</b> explain the key beliefs Muslims hold about Muhammad (PBUH) and his role as the final messenger; review their own values and commitments in the light of those people who belong to the faith they have studied.</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Islam, including copies of the Qur'an; prayer mat.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video explaining "The Night Of Power" with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> </ul>
<p><b>Worship and community (Generic)</b></p>	<ul style="list-style-type: none"> <li>• Children will learn about some of the key features of worship in the religion chosen</li> </ul>	<p><b>All:</b> know and describe some aspects of worship using some technical</p>	<ul style="list-style-type: none"> <li>• Explore a range of artefacts from different faiths used in</li> </ul>

	<p>for study; that these features are expressions of beliefs; why and how people use prayer within worship; to understand the effect that faith adherents believe prayer has in their lives and the wider world.</p> <ul style="list-style-type: none"> <li>• They will learn to reflect on their own membership in communities; the meaning of rituals for joining a community; how communities celebrate and live out their beliefs and actions in the wider world.</li> <li>• They will learn that worship is an important religious activity; that worship is an expression of faith; that worship can be a communal or individual activity; that worship can be expressed and manifested in a variety of ways; to consider for themselves the meaning of worship in a religious context.</li> </ul>	<p>vocabulary; talk about the different questions about prayer and worship (to a believer).</p> <p>Most: describe the key features of worship and link them to appropriate stories and quotes from sacred texts; compare worship in one religion with worship in the second religion studied at this key stage; use technical vocabulary to describe the parts, function and message of worship; form questions (and sensitively address them to a believer) about the importance of worship, and in particular prayer, in their life; interpret prayers from the faith community being studied; communicate their own thoughts, needs and worries; link certain religious beliefs to community action.</p> <p>Some: ask deeper questions about the actions of a community in the wider world; reflect on their own community involvement and the reasons that they might choose to become involved in a community project in the future; explain the responsibilities and benefits of being part of a religious community. communities that they belong to; form</p>	<p>various forms of worship.</p> <ul style="list-style-type: none"> <li>• Access to clear, explicit videos with explanatory dialogue.</li> </ul>
<p>How do Buddhists express their beliefs</p>	<ul style="list-style-type: none"> <li>• Children will learn about Buddhism being the teachings of Buddha; the story of the</li> </ul>	<p>All: begin to understand that Buddhism is the teachings of</p>	<ul style="list-style-type: none"> <li>• Explore a range of Buddhist artefacts/objects, including</li> </ul>

<p>through practice?</p>	<p>early life of Buddha; the ways in which Buddhists of today follow the teachings of Buddha.</p> <ul style="list-style-type: none"> <li>• They will learn about the Dharma and consider rules/guidelines that they follow in their own lives.</li> <li>• They will consider how they judge actions to be good or bad/ right or wrong and how we know how to behave.</li> </ul>	<p>Buddha; answer questions about how Buddhists of today follow the teachings of Buddha.</p> <p>Most: know that Buddhism is based on the teachings of Buddha; recall some of the main events in the life of Buddha; identify the main teachings of Buddha. Understand that there are many guidelines that we all use in our everyday lives.</p> <p>Some: understand that Buddhism is the teachings of Buddha as recounted in the Dharma; explain ways in which modern Buddhists ensure their lives reflect the teachings of Buddha. Consider the rules/guidelines that we use in our daily lives and how they impact on others.</p>	<p>model representation of the Buddha; Dharma Wheel.</p> <ul style="list-style-type: none"> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video of the Life of Buddha with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in drama/music/craft activities related to story.</li> </ul>
<p>Why are sacred texts important? The Pali Cannon – the way of the Buddha.</p>	<ul style="list-style-type: none"> <li>• Children will learn some of the different ways a secular book can be important as source of guidance; about some stories of how the Pali Canon was revealed/developed.</li> <li>• They will learn what the word 'sacred' means; about the way different books are treated and what this shows about the believers views of them.</li> <li>• They will learn about the main teachings in the Pali Canon; to understand ways of representing the main teachings of the Eightfold Path; about how a sacred text is used in worship; the meaning to believers of</li> </ul>	<p>All: know the name 'Pali Canon' as the sacred Buddhist text and explain how it should be treated; suggest how a believer would act in a particular situation – showing that they have understood a specific quote from the Eightfold Path; explain why a particular book or words are important to them.</p> <p>Most: express why certain words or books are important to them; describe and compare how and why texts are treated in special ways, and</p>	<ul style="list-style-type: none"> <li>• Explore a range of Buddhist artefacts/objects, including model representation of the Buddha; representation of written sheets/leaves.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video of explanation of "The Eightfold Path" with clear, simple pictures accompanied by dialogue</li> </ul>

	<p>the messages in the sacred book.</p>	<p>their significance to believers; explain the connections between parts of the Pali canon and the beliefs of Buddhists; describe and explain some of the main messages of the Eightfold Path.</p> <p>Some: explain how a Buddhist may act when faced with a particular dilemma, using quotes from the Eightfold path in their explanation; consider the effect of the Pali Canon within the life of a Buddhist; transfer their understanding of the significance of sacred texts of this faith to those of other faiths.</p>	<p>throughout.</p> <ul style="list-style-type: none"> <li>• Simple pictures – swell paper</li> <li>• Participation in mark making/craft activities.</li> </ul>
<p>Why is Lord Buddha important to Buddhists?</p>	<ul style="list-style-type: none"> <li>• Children will learn to understand how Prince Siddharta became a leader/teacher; to recognise the impact of Lord Buddha’s lifestyle and following on his followers; compare their own experience of quietness for reflection with those of religious people.</li> <li>• They will learn that the Dharma is fundamental to Buddhism because it is the teachings of the Buddha; to identify some of the teachings that Lord Buddha gave.</li> <li>• They will learn about some of the main symbols and artefacts used in Buddhist life/ through significant stories; understand that symbols and artefacts bear a special</li> </ul>	<p>All: answer questions about the life of Prince Siddharta and some of the things that he saw which changed his life; and questions about how his followers lived their lives with no possessions. Recall parts of stories from Buddhist tradition.</p> <p>Most: recall aspects of the life of Prince Siddharta; identify the types of suffering that he encountered outside his palace; how these events changed his life/lifestyle and that of his followers. Explain why the words of the Pali Cannon are important to Buddhist today.</p>	<ul style="list-style-type: none"> <li>• Explore a range of Buddhist artefacts/objects, including model representation of the Buddha; Dharma Wheel.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video of the Life of Buddha with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in drama/music/craft activities</li> </ul>

	<p>meaning in Buddhism; make links between the value and commitments of Buddhists and their behaviour in daily life.</p>	<p>Some: recall aspects of the life of Prince Siddharta, especially witnessing suffering and how it influenced the rest of his life and future followers. Identify key aspects of Buddhist beliefs and relate them to their own lives; explain the meaning of a least one story said to be told by Lord Buddha.</p>	<p>related to story.</p>
<p>What can we learn from Christian religious buildings?</p>	<ul style="list-style-type: none"> <li>• Children will learn that the value placed on objects and experience varies; that there are links between what is valued and how people live their lives; that what people own and regard as precious reveals their priorities and underlying values.</li> <li>• They will learn to classify different types of religious buildings and objects; that beliefs, ideas and feelings can be expressed in a variety of ways.</li> <li>• They will learn what sorts of things are found in religious buildings; that religious buildings and objects have meaning for their users; to give reasons for the relative significance of different objects and to relate them to religious teachings of Christianity.</li> </ul>	<p>All: name some parts of Christian religious buildings and religious objects, and say why they have value for members of religious communities; suggest meanings for religious objects and words and know that not all such words are taken literally.</p> <p>Most describe the interiors and exteriors of Christian religious buildings, identifying key features and explaining how they are used in worship and what they mean in terms of religious beliefs of worshippers.</p> <p>Some: explain how the key features of two contrasting religious buildings relate to different Christian traditions, beliefs and forms of worship; explain why and how objects convey meanings to members of religious groups and how they relate to religious beliefs.</p>	<ul style="list-style-type: none"> <li>• A range of artefacts from the Christian faith;</li> <li>• large pictures of different types/shapes of Christian buildings; outline shapes of buildings; swell paper pictures of outlines;</li> <li>• pictures of key features found on and inside these buildings.</li> </ul>

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
<p><b>How do Muslims express their beliefs through practice?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn the significance of the Qur'an for Muslims; why Muslims have instructions for worship; how Muslims show concern for others; how Muslims care for others in the community; that abstinence from food plays a part in religious observance.</li> <li>• They will learn that giving money is a form of worship; that religious beliefs have an impact on how people make choices; that religious beliefs, ideas and feelings can be expressed in a variety of forms.</li> <li>• They will learn that there are some experiences which cause people to wonder and question; what is of value and concern to Muslims; that there are puzzling aspects to life and experience, for which people of faith provide religious answers.</li> </ul>	<p><b>All:</b> identify that Muslims believe in one God, Allah, and that the prophet Muhammad (PBUH) is his final messenger; recognise that the holy book is called the Qur'an and understand its significance for Muslims.</p> <p><b>Most:</b> retell the story of the origins of the Qur'an, and understand its' role and the significance of the final messenger – the prophet Muhammad (PBUH); understand and recount what is involved in acts of worship.</p> <p><b>Some:</b> identify the principal beliefs, ideas and teachings of Islam; recognise the significance to believers of acts of worship; compare and contrast these features with those shared by different religions.</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Islam, including copies of the Qur'an; prayer mat.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Simple pictures – swell paper</li> </ul>
<p><b>Worship and community: What is the role of the mosque?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn to use a variety of information to inform them about the key features of a mosque; the meaning of the word 'sacred' and explore the idea that a building can be a 'sacred space'.</li> <li>• They will learn the meaning of key words relating to a mosque; that what Muslims believe to be important is reflected in the way the mosque is designed; to give</li> </ul>	<p><b>All:</b> describe a mosque using some correct terms, and explain what it is used for, identify some aspects of their own experience of belonging to a community.</p> <p><b>Most:</b> describe, using correct terms, some of the key beliefs of Islam and show understanding of how these</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Islam, including copies of the Qur'an; prayer mat.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video explaining</li> </ul>

	<p>meanings for symbols and symbolic actions using the correct terms.</p> <ul style="list-style-type: none"> <li>• They will learn what is included in belonging to a community; about the importance of the mosque as a centre for the life of the Muslim community.</li> <li>• They will learn to consider their own beliefs in relations to expectations about attitudes and behaviour when they visit the mosque; to develop attitudes of respect towards different beliefs and lifestyles; how Muslim beliefs and values are expressed through worship; to reflect on the experiences of visiting the mosque and discuss their responses.</li> <li>• They will learn why Muslims use Arabesque, geometric designs and calligraphy; that beliefs and values can be expressed through art.</li> </ul>	<p>are expressed in worship and in the wider life of the community which centres on the mosque; show understanding of what is involved in belonging to Islam; show understanding of how religious beliefs can be expressed in a variety of ways, including art and architecture; identify aspects of their own experience of belonging to a community and make connections with religious communities.</p> <p>Some: identify some similarities between Islamic beliefs and practices, and those of other religions they have studied; show understanding of how beliefs affect the lives of individuals and communities.</p>	<p>the layout, role of the mosque with clear, simple pictures accompanied by dialogue throughout.</p> <ul style="list-style-type: none"> <li>• Simple pictures – swell paper</li> </ul>
<p>Where did the Christian Bible come from?</p>	<ul style="list-style-type: none"> <li>• Children will learn that the Bible is the world’s best-selling book and know some basic facts about it; to ask and reflect on questions still to be answered about the Bible; that the material of the Bible predates the written text; how to differentiate dates before and after Jesus; that the Bible is a collection of writings from many different times.</li> <li>• They will learn that the Bible is a collection of different types of writings, written at different times by different authors; that the Bible contains many different literary genres; to identify some extracts from the</li> </ul>	<p>All: know that the Bible is a library of writing; understand how parts of the book relate to each other; reflect on how the Bible’s story is known.</p> <p>Most: know that the Bible is a collection of varied writings compiled over millennia, each with its own distinctive characteristics; know that the Bible is the world’s best-selling book; understand the basic chronology of the Bible; reflect on the nature of truth.</p>	<ul style="list-style-type: none"> <li>• A range of Christian artefacts/objects, including a variety of bibles.</li> <li>• Outline pics/swell paper pics.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Simple pictures – swell paper</li> </ul>

	<p><b>Bible.</b></p> <ul style="list-style-type: none"> <li>• They will learn that the Old Testament was written in Hebrew and the New Testament in Greek; that Christians believe that the Bible is the word of God and that it is relevant to their lives today.</li> <li>• They will learn that people have different views about the truth of the Bible; about the story of Adam and Eve; understand the difference between literal and symbolic truth; to reflect on their own emotions.</li> </ul>	<p><b>Some:</b> understand the development of the bible in the context of other major historical developments; carry out an enquiry based on questions.</p>	
<p><b>What is the Qur'an and why is it important to Muslims?</b></p>	<ul style="list-style-type: none"> <li>• Children will learn that the Qur'an is the sacred text for Muslims; that it is believed to be the word of God and is treated with respect and reverence; to reflect on their own values and the influences in their lives; about some of the ways in which the Qur'an influences the lives of Muslims.</li> <li>• They will learn that the Qur'an teaches that God has many qualities, the most important being compassion and mercy; that the Qur'an is a book of guidance for living for Muslims; that texts are powerful influences on how people think and act.</li> <li>• They will learn that Muslim children and young people study the Qur'an at Qur'an schools; that religious and secular groups believe that it is important to teach their children about beliefs and ways of life; the significance of the Qur'an for Muslims today.</li> </ul>	<p><b>All:</b> know that Muslims use the Qur'an as their holy book; understand how a Qur'an would be treated by a Muslim; suggest how a Muslim's life might be affected by a teaching from the Qur'an.</p> <p><b>Most:</b> describe how and why the Qur'an is treated in a special way by Muslims; explain the connection between the Qur'an and the beliefs of Muslims on Allah and guidance; describe and explain one of the main messages of the Qur'an.</p> <p><b>Some:</b> identify beliefs of Muslims from the Qur'an which they share, and others which they do not share and be able to explain the reasons for their views; transfer their understanding of the significance of the Qur'an to looking at sacred texts in other faiths.</p>	<ul style="list-style-type: none"> <li>• Exploring a range of artefacts/items related to Islam, including copies of the Qur'an; book stand; prayer mat.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Watching video explaining how young Muslims learn the Qur'an with clear, simple pictures accompanied by dialogue throughout.</li> <li>• Simple pictures – swell paper</li> <li>• Recordings of recitations of parts of the Qur'an.</li> </ul>
<p><b>How do the beliefs of</b></p>	<ul style="list-style-type: none"> <li>• Children will learn that we all make</li> </ul>	<p><b>All:</b> make a link between religious</p>	<ul style="list-style-type: none"> <li>• A range of Christian</li> </ul>

<p>Christians influence their actions? How do people express their faith through the arts?</p>	<p>decisions about how we will live; that we make our own choices based upon our beliefs and values; that Jesus gave two sayings which Christians try to follow in life.</p> <ul style="list-style-type: none"> <li>• They will learn that Christians believe that all people are neighbours to be loved as they love themselves; that stories can be used to teach something beyond their face value; that religions could have something to teach them about how they should live.</li> <li>• They will learn that the teaching of Jesus can be applied to different life experiences; that Christians believe they should treat others as they would want to be treated; to apply a principle to solve a moral problem.</li> <li>• They will learn that Jesus taught that people should forgive one another as an example of loving others; that there are benefits to forgiving others as well as difficulties; how to use the Bible and explore meanings contained in stories; that elements from within religion could be applied to situations they experience in their own lives.</li> </ul>	<p>values and their own behaviour, compare their own and other people's ideas about moral questions and making choices; explain meanings contained in a religious story that might be given by believers.</p> <p>Most: begin to suggest what moral and religious implications may be involved in choices and decisions; suggest answers to moral questions and understand what might be regarded as right and wrong; recognise that Christians believe that their behaviour and the choices they make should be based upon their faith; begin to identify the key concept of love as being basic to Christian life.</p> <p>Some: begin to recognise the basis of some of their own decisions and choices and compare this with the Christian view; express their own ideas and beliefs in relation to moral questions; describe the significance of biblical teaching with regard to choices and behaviour.</p>	<p>artefacts/objects, including a variety of statues and pictures of paintings from Christian stories.</p> <ul style="list-style-type: none"> <li>• Outline pics/swell paper pics.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in music/dance; art/craft; drama activities.</li> </ul>
<p>How do people express their faith through the arts?</p>	<ul style="list-style-type: none"> <li>• Children will learn to recognise that expressing faith involves feelings and emotions; that in some religions music is a form of expressing faith; that colour can be used to express religious feelings and ideas; that art can be sacred and spiritual for</li> </ul>	<p>All: understand that music, art and drama are used in some religions as a means of expressing faith; make simple links between examples of religious expression and the beliefs, ideas and feelings that underlie</p>	<ul style="list-style-type: none"> <li>• A range of artefacts/objects from different religions to explore – including highly decorated mats; patterned writing; altar cloths;</li> </ul>

	<p>believers.</p> <ul style="list-style-type: none"> <li>• They will learn how Islamic art helps Muslims to worship; about the importance of the design of a prayer mat; skill of comparing and contrasting the use of art in religions.</li> <li>• They will learn that drama is a means of reinforcing important stories and teachings in religions.</li> </ul>	<p>them.</p> <p>Most: understand that expressing faith can involve feelings and emotions and that in religions the arts provide a context for this expression; understand that religious beliefs can be expressed through creative and expressive arts; identify the emotions of awe, peace, joy and wonder, which can be expressed through music, art and drama, and the significance and symbolism of the emotions to believers.</p> <p>Some: compare and contrast some of the ways in which believers express their principal beliefs, ideas and teachings through the arts; understand that aspects of faith which are difficult to verbalise, can be expressed through music, art and drama in religion; recognise and express feelings In response to ways in which the religious experience is represented through the arts.</p>	<p>coverings for holy texts etc.</p> <ul style="list-style-type: none"> <li>• Outline pics/swell paper pics.</li> <li>• Accessing lesson text through enlarged print/simplified books; Braille versions of text.</li> <li>• Simple pictures – swell paper</li> <li>• Participation in music/dance; art/craft; drama activities.</li> </ul>
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