

Spring

Strand: Expressing

Reception	Key question F3: Which places are special and why?	Key question F4: Which times are special and why?
	<ul style="list-style-type: none"> - To be able to talk about somewhere that is special to themselves, saying why - To be able to become aware that some religious people have places which have special meaning for them - To be able to talk about the things that are special and valued in a place of worship - To be able to identify some significant features of sacred places - To be able to recognise a place of worship - To be able to get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> - To be able to give examples of special occasions and suggest features of a good celebration - To be able to recall simple stories connected with Christmas/ Easter and a festival from another faith - To be able to say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.
Year 1 Religions and worldviews: Christians and Muslims	Key Question: 1.5 What makes some places sacred?	Key Question: 1.9 Who is a Hindu and how do they live?
	<ul style="list-style-type: none"> - To be able to identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). - To be able to talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). - To be able to describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). - To be able to ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	<ul style="list-style-type: none"> - To be able to talk simply about what Hindus believe about God (e.g. one God in many forms) (A1). - To be able to recognise some objects used by Hindus and suggest why they are important (A2). - To be able to identify some ways Hindus celebrate Diwali and Holi and talk about how this might make them feel (B1). - To be able to express creatively their own responses to the stories and celebrations studied, talking about what they have learned. (C1)

<p>Year 2</p> <p>Religions and worldviews: Christians, Muslims, and Sikhism</p>	<p>Key Question: 1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> - To be able to identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). - To be able to re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). - To be able to ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). - To be able to collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<p>Key Question: 1.10 Who is a Sikh and how do they live?</p> <ul style="list-style-type: none"> - To be able to describe what happens in a Gurdwara, using some correct words (A1). - To be able to ask and respond to questions about being a Sikh, saying what difference it makes to someone's life (B1) - To be able to identify some ways Sikhs use the Guru Granth Sahib and talk about why it is so important to Sikhs (B1). - To be able to talk about some ideas of what is good about treating people equally and serving others (C1)
<p>Year 3</p> <p>Religions and worldviews: Christians, Hindus or Muslims</p>	<p>Key Question L2.4 Why do people pray?</p> <ul style="list-style-type: none"> - To be able to describe the practice of prayer in the religions studied (A2). - To be able to make connections between what people believe about prayer and what they do when they pray (A3). - To be able to describe ways in which prayer can comfort and challenge believers (B2). - To be able to describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	<p>Key Question L2.5: Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> - To be able to make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). - To be able to ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). - To be able to identify similarities and differences in the way festivals are celebrated within and between religions (A3). - To be able to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives

<p>Year 4</p> <p>Religions and worldviews Christians and Hinduism/ Jewish People</p>	<p>Key Question L2.5: Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> - To be able to make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). - To be able to ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). - To be able to identify similarities and differences in the way festivals are celebrated within and between religions (A3). - To be able to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	<p>Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> - To be able to suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). - To be able to describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). - To be able to suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). - To be able to link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).
<p>Year 5</p> <p>Religions and worldviews: Christians, non-religious e.g. Humanist, Sikhism</p>	<p>Key Question U2.4 If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> - To be able to make connections between how believers feel about places of worship in different traditions (A3). - To be able to select and describe the most important functions of a place of worship for the community (B3). - To be able to give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). - To be able to present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). 	<p>Key Question U2.9 What does it mean to be a Sikh in Britain today?</p> <ul style="list-style-type: none"> - To be able to make connections between the lives of at least one of the Gurus and some actions Sikhs take today (A1). - To be able to describe and reflect on the significance of the Guru Granth Sahib to Sikhs (B1). - To be able to describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils (A2). - To be able to explain why equality, service and honest work are so important to Sikhs and apply these ideas to what matters in the local area and the wider world today (C3).

<p>Year 6</p> <p>Religions and worldviews Christians, Hindus and non-religious responses (e.g. Humanists), Islam</p>	<p>Key Question U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> - To be able to Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). - To be able to Describe some Christian and Humanist values simply (B3). - To be able to Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). - To be able to Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<p>Key Question U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p> <ul style="list-style-type: none"> - To be able to Make connections between beliefs and behaviour in different religions (A1). - To be able to Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - To be able to Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). - To be able to Consider similarities and differences between beliefs and behaviour in different faiths (B3).
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Key Skills:

Knowing about and understanding religions and worldviews

Expressing and communicating ideas related to religions and worldviews

Gaining and deploying the skills for studying religions and worldviews

