



YR

Unit & Strand	Which stories are special and why? Believing	Which people are special and why? Believing	Which places are special and why? Expressing	Which times are special and why? Expressing	Where do we belong? Living	What is special about our world? Living
Religious Calendar Events	Rosh Hashannah 3-4.10.24 12.10.24 Yom Kippur 13- 20.10.24 Week of Prayer for World Peace Sukkot 16.10.24 -24.10.24 Harvest festival 25.10.24 Simchat Torah	All Hallows Eve 31.10.24 All Saints Day 1.11.24 Diwali 31.10 - 4.11.24 Remembrance Sunday 10/11/24 Advent and Christmas 1.12.24 Hanukah 26.12.24 - 2.1.25	Hanukah 26.12.24 - 2.1.25 Epiphany 6.1.25 Holi 14.3.25 Ramadan 28.2.25- 30.3.25. Eid Ul fitr 30.3.25 - 31.3.25	Lent 5.7.25 Passover 13.4.25 Easter Sunday 20.4.25		
Key Texts				It's Diwali! Kabir Seghal Surishtha, Benny's diwali		
Learning Flow						
Knowledge	To know some Bible stories (compiled by Nick Butterworth). - e.g. David and the shepherd boy or the story of Ruth. -Jesus healing the sick. -Jesus choosing his disciples - Prophet Muhammad - stories the night of power.	Understand that everyone is special. - Looking after visitors, each other and respect. Meet a religious person e.g. a vicar or parent. -Know who are Key (special) religious leaders Know about The Prophet Muhammad – the thirsty camel. Know about Guru Nanak story. Know about Jesus making friends Zacchaeus story.	Know that places of worship are special. - Church visit or study of churches and their features. Compare with synagogue or mosque and set up own sacred place for quiet reflection e.g. prayer garden in school Consider other special places, such as Mecca (Makkah) for Muslims.	Understand how people with different religions celebrate special times. Look at making cards in celebration during children's own lives – e.g. birthdays and mother's day etc. Look at Special times: Christening, Christmas, Eid, Sukkot, Diwali and link to stories and activities	Understand how people are welcomed into a religion (feeling of belonging). Christian baptism. -Islam Aqiqah ceremony, whispering of Shahadah (Islamic statement of Faith) and cutting of hair. Humanist naming ceremony. The Hindu festival - Rakshan Bandhan, celebrating the special bond between brothers and sisters.	Know about some of the 'wonders' of the natural world. Look at its beauty, life cycles, new life etc. Explain some people believe God made the world and everything – look at Creation stories - Muhammad and the ants and the seven kittens (caring for life)
Skills	Recognise some religious words e.g. about God Identify a sacred text e.g. Bible or the Koran Re-tell stories Explain the meaning or message from the stories i.e. caring for others.	Listen attentively & respond with relevant comments or ask questions. To begin to understand someone's religious beliefs. Recall a story about a special person. Identify qualities of a good friend or special person.	Talk about somewhere that is special to themselves, saying why (Reasoning). Be aware that some religious people have places which have special meaning for them. Recognise a place of worship & identify significant features.	Give examples of special occasions. Explain why Sukkot or Christmas or Eid etc are special to those faiths. Recall stories and ceremonies or act them out (Drama).	Act out scenarios – (baby baptism). Compare what happens in different religions, and talk/discuss what happens	Re-tell stories, talking about what they say about the world, God, human beings. Think, talk & express feelings
Vocabulary	Bible, Jesus, disciples, Koran, Prophet Muhammad	Respect, Guru Nanak, Zacchaeus, Jesus Christ,	Church, Christian, Synagogue, Jewish, mosque, Muslim, Islam	Christening, Christmas, Eid, Diwali, Sukkot	Baptism, Islam, Aqiqah, Shahadah, Humanist, Hindu, Rakshan Bandhan	Garden of Eden, Creation, Muhammad



Year 1

Unit & Strand	1.1 Who is a Christian and what do they believe? Believing	1.6 How and why do we celebrate special and sacred times? (Christians) Expressing	1.3 Who is Jewish and what do they believe? Believing	1.6 How and why do we celebrate special and sacred times? (Jewish) Expressing	1.5 What makes some places sacred? (Christians & Jewish) Expressing	1.7 What does it mean to belong to a faith community? (Christian Jewish) Living
Religious Calendar Events	Rosh Hashannah 3-4.10.24 12.10.24 YomKippur 13- 20.10.24 Week of Prayer for World Peace Sukkot 16.10.24 -24.10.24 Harvest festival 25.10.24 Simchat Torah	All Hallows Eve 31.10.24 All Saints Day 1.11.24 Diwali 31.10 - 4.11.24 Remembrance Sunday 10/11/24 Advent and Christmas 1.12.24 Hanukah 26.12.24 - 2.1.25	Hanukah 26.12.24 - 2.1.25 Epiphany 6.1.25 Holi 14.3.25 Ramadan 28.2.25- 30.3.25. Eid Ul fitr 30.3.25 - 31.3.25	Lent 5.7.25 Passover 13.4.25 Easter Sunday 20.4.25		
Key Books			Eight nights Eight Lights – Natalie Barnes & Andrea Staigmaier			
Learning Flow	<p>1.1 Steps to Success: How do Christians think of God? Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13).- Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. How does it show what Christians think of God? What questions do you have about God?</p> <p>How is God represented? - Listen to pieces of music that express ideas about God. 'Where is God?' through music. -How does it show what Christians think of God?</p> <p>How is Jesus important to Christians? -Jesus' Teachings- The Good Samaritan. -Discuss the story- Good, Right, Wrong, what can be learnt? Re-tell the story, can you explain the meaning?</p> <p>How is Jesus important to Christians? -A Miracle- Feeding the 5000. -Discuss the story- Good, Right, Wrong, what can be learnt? Re-tell the story, can you explain the meaning?</p>	<p>1.6 Steps to Success What is meant by celebration? (Christians) Consider the importance and value of celebration and remembrance in pupils' own lives. What do Christians celebrate? Learn about festivals in Christianity, including Christmas, in Christianity: the stories and meanings associated with them.: Why do Christians celebrate Christmas? Christmas Story, God's son How do Christians celebrate Christmas today? Advent, Church Services, Carols, Christingle</p> <p>What is important about the symbol of light? Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>	<p>1.3 Steps to Success: What do Jewish people believe?. - Discuss what precious items pupils have in their home. Why are they important? -Talk about remembering what really matters: how do people make a special time to remember? - Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all People. Why is the Mezuzah important to Jewish people? -Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? Why is Shabbat important to Jewish People?</p>	<p>1.6 Steps to Success What do Jewish People celebrate? Learn about the significance of festivals to the Jewish way of life and what they mean, What is celebrated during Pesach? Pesach (Moses and the Exodus: freedom), Chanukah (hope and dedication), How do Jewish People celebrate Pesach today?</p> <p>What is celebrated during Sukkot? Sukkot (reliance on God). Sukkot celebrates the gathering of the harvest and commemorates the miraculous protection G-d provided for the children of Israel when they left Egypt. We celebrate Sukkot by dwelling in a foliage-covered booth (known as a <i>sukkah</i>) and by taking the "Four Kinds" (<i>arba minim</i>), four special species of vegetation. How do Jewish People celebrate Pesach today? <ul style="list-style-type: none"> Explore the meaning and significance of Jewish rituals and practices during each festival. </p>	<p>1.5 Steps to Success What does sacred mean? Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and Sacred? Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways) Where do Christian's worship? church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptismal pool, pulpit How do Christian's worship? Explore how religious believers sometimes use music to help them in worship e.g. Christians singing</p>	<p>1.7 Steps to Success What does it mean to belong? Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. What symbols do we use to show we belong? Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in pupils' own lives and experience. How do religions show that everyone belongs? Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. Compare this with a welcoming ceremony from another religion e.g. Judaism:naming ceremony for girls – brit bat or zaved habat; Islam: Aqiqah.</p>

-Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight' and celebrate
 God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?
Why is Celebration and remembrance important to Jewish people?
 - Experience celebrating with music, food or fun, and talk about how special times can make people happy and thoughtful.
 - Consider the importance and value of celebration and remembrance in pupils' own lives; learn about the festival of Chanukah.
 -Explore the stories and meanings associated with Chanukah.

What do these stories and events mean to you?
 - can they connect with ideas of the celebrations?

traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding.
 Prayer.
Where do Jewish people worship?
 synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah/hanukkah, bimah
How do Jewish people worship?
 Worship in the synagogue includes daily services, rites of passage and festivals. Worship at home includes prayers, Shabbat meals and study.
What is the difference between sacred and special?
 reflect on whether they have things in their lives that might be special or sacred.

How can we show we belong with another person?
 Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a Wedding. Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).
What is good about belonging?
 Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.
 •Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people).
 • Find out about times when people from different religions and non-religious people might work together, e.g. charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November

Assessment Incorporating knowledge and skills

Emerging:
 • Talk about the fact that Christians believe in God and follow the example of Jesus (A1).
 • Recognise some Christian symbols and images used to express ideas about God (A3).
 Expected:
 • Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
 • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
 • Talk about issues of good and bad, right and wrong arising from the stories (C3).
 • Ask some questions about believing in God and offer some ideas of their own (C1).
 Exceeding:
 • Make links between what Jesus taught and what Christians believe and do (A2).

Emerging:
 • Identify a special time they celebrate and explain simply what celebration means (A1).
 • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).
 Expected:
 • Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).
 • Re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
 • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).

Emerging:
 • Talk about the fact that Jewish people believe in God (A1).
 • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).
 Expected:
 • Talk about how the mezuzah in the home reminds Jewish people about God (A3).
 • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).

Emerging:
 • Identify a special time they celebrate and explain simply what celebration means (A1).
 Expected:
 • Identify some ways Jewish people celebrate and ways a festival is celebrated (A1).
 • Re-tell stories connected with Shabbat, Pesach and Sukkot and say why these are important to believers (A2).
 • Ask questions and suggest answers about stories to do with Jewish festivals (B1).
 • 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).
 Exceeding:

Emerging:
 • Recognise that there are special places where people go to worship, and talk about what people do there (A1).
 • Identify at least three objects used in worship in two religions (A3).
 Expected:
 • 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).
 • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or

Emerging:
 • Talk about what is special and of value about belonging to a group that is important to them (B2).
 • Show an awareness that some people belong to different religions (B1).
 Expected:
 • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).
 • Give an account of what happens at a traditional



	<ul style="list-style-type: none"> Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<ul style="list-style-type: none"> 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>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<ul style="list-style-type: none"> Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 	<ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Shabbat, Pesach and Sukkot and Chanukah (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p>synagogues show what people believe (B2).</p> <ul style="list-style-type: none"> Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<p>Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <ul style="list-style-type: none"> Identify two ways people show they belong to each other when they get married (A1). <p>Respond to examples of co-operation between different people (C2).</p> <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between the ceremonies studied (B3).
Vocabulary	Symbol, Bible, Christian, baptism, Islam, Muslim, calligraphy, Allah, hajj pilgrimage, Muhammad	Christian, God, Jesus, Jonah, Zaccheaus, disciples	Pesach (Passover), . Shabbat, Chanukaah & Sukkot, Rabbi	Easter, crucifixion, cross, resurrection, Last Supper.	altar, cross, stained glass windows, font, pulpit, baptismal pool	wudu, Mihrab, Minaret, calligraphy, prayer beads & mat, Mecca (Makkah)



<p>Unit & Strand</p>	<p>1.1 Who is a Christian and what do they believe? Believing</p>	<p>1.6 How and why do we celebrate special and sacred times? (Christians) Expressing</p>	<p>1.2 Who is a Muslim and what do they believe? Believing</p>	<p>1.6 How and why do we celebrate special and sacred times? (Muslims) Expressing</p>	<p>1.4 How can we learn from sacred books? Believing</p>	<p>1.8 How should we care for others and the world, and why does it matter? Living</p>
<p>Key Texts</p>		<p>Eight nights Eight Lights – Natalie Barnes & Andrea Staigmaier</p>				
<p>Religious Calendar Events</p>	<p>Rosh Hashannah 3-4.10.24 12.10.24 YomKippur 13- 20.10.24 Week of Prayer for World Peace Sukkot 16.10.24 -24.10.24 Harvest festival 25.10.24 Simchat Torah</p>	<p>All Hallows Eve 31.10.24 All Saints Day 1.11.24 Diwali 31.10 - 4.11.24 Remembrance Sunday 10/11/24 Advent and Christmas 1.12.24 Hanukah 26.12.24 - 2.1.25</p>		<p>Lent 5.7.25 Passover 13.4.25 Easter Sunday 20.4.25</p>		
<p>Learning Flow</p>	<p>Steps to Success: How do Christians think of God? -Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. - Share this story from the bible. Pentecost (Acts 2:1–13). -Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. -How does it show what Christians think of God? -Children ask questions about believing in God. How is God represented? - Look at art and recognise some symbols and images used to express ideas about God. Westminster Abbey PPT Responding to the question ‘Where</p>	<p>1.6 Steps to Success What is meant by celebration? Christians Consider the importance and value of celebration and remembrance in pupils’ own lives. What do Christians celebrate? Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends’ feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. How do Christians celebrate Easter today? e.g. Palm Sunday processions, washing feet, sorrow of Good Friday, darkness on Saturday services, light and joy of Easter day etc What do these stories and events mean to you? – can they connect with ideas of rest, freedom, hope and self-control? What is important about the symbol of light? Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>	<p>Steps to Success: How do Muslims think of God? -Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’. -Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). Ideas about God and the Prophet Muhammad. -Explore calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer. Objects and Items that are important to Muslims. -Share the Muslim story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to</p>	<p>1.6 Steps to Success What is meant by celebration? (muslims) What is meant by celebration? Consider the importance and value of celebration and remembrance in pupils’ What do Muslims celebrate? Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). How do Muslims celebrate EID today? Find out what happens in a Muslim household at Eid-ulFitr. What do these stories and events mean to you? Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self control? What is important about the symbol of light?</p>	<p>1.4 Steps to success: How can we learn from sacred books? Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. What is a sacred text? -Introduce the Bible as a sacred text for Christians. -Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh. -Investigate how these books are used and treated – ; Bible translated into lots of different versions to make accessible to all; Holy Qur’an kept in its original Arabic, as Muslims believe that is</p>	<p>1.8 Steps to success. What does the bible tell us about caring for others? Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), ‘The good Samaritan’ (Luke 10:25–37). What do stories in other sacred texts teach us about caring for others? Consider the idea that we all have special gifts we can use to benefit others. • Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat (almsgiving) in Islam; tzedekah (charity) in Judaism. How have people been inspired by their beliefs to do good? Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, people known in the local area. What could we do to show we care? Having studied the teachings of one religion on caring, work together as a group to create an</p>



	<p>is God?' through art. -How does it show what Christians think of God? How is Jesus important to Christians? -Jesus' Teachings- The Lost Sheep -Discuss the story- Good, Right, Wrong, what can be learnt? - Can the Children re-tell the story? -What does it mean? How is Jesus important to Christians? -A Miracle- Calming the storm. -Discuss the story- Good, Right, Wrong, what can be learnt? - Can the Children re-tell the story? What does it mean?</p>		<p>Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. -Identify the objects that are most precious to them. Why are they precious? How does it show? -Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? Some Muslim experiences. Share the experiences of Muslims during the fast of Ramadan. How does this make them feel? How do Muslims Celebrate? celebrating of Eid-ul-Fitr. How and why do Muslims celebrate? How does this make them feel? 1</p>	<p>Compare the importance of the symbol of light within different festivals, e.g. Eid, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities</p>	<p>how it was revealed to Prophet Muhammad. What lessons do Christian stories teach followers? Read, act out and illustrate some stories Jesus told about what God is like Talk about what lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; that loyalty, love, justice, trust, truth, service and care are all important in how people live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils' personal worldviews, and why? What lessons do Muslim stories teach followers? Explore stories about Prophet Muhammad- 'The Sleepy Cat' Talk about what lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; that loyalty, love, justice, trust, truth, service and care are all important in how people live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils' personal worldviews, and why? Are there connections between Christianity and Islam? Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to</p>	<p>event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. What is the Golden Rule? Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas. Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat 1.(new year for trees). Why should we take care of the earth? Why does it matter? Talk about the benefits and responsibilities of friendship and the ways in which people care for others.▪</p>
<p>Assessment incorporating</p>	<p>Emerging: • I can talk about the fact that Christians believe in God and follow the example of Jesus</p>	<p>Emerging: • Identify a special time they celebrate and explain simply what celebration</p>	<p>Emerging: • Talk about the fact that Muslims believe in God</p>	<p>Emerging: • Identify a special time they celebrate and explain</p>	<p>Emerging: • Talk about some of the stories that are used in</p>	<p>Emerging: • Talk about how religions teach that people are</p>



<p>Knowledge/Skills</p>	<p>(A1).</p> <ul style="list-style-type: none"> I can recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> I can talk about some simple ideas about Christian beliefs about God and Jesus (A1). I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). I can talk about issues of good and bad, right and wrong arising from the stories (C3). I can ask some questions about believing in God and offer some ideas of my own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can make links between what Jesus taught and what Christians believe and do (A2). I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p>means (A1).</p> <ul style="list-style-type: none"> Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). 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>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p>(Allah) and follow the example of the Prophet Muhammad (A1).</p> <ul style="list-style-type: none"> Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<p>simply what celebration means (A1).</p> <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Muslims celebrate Eid (A1). Re-tell stories connected Eid say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Eid (B1). 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>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p>religion and why people still read them (A2).</p> <ul style="list-style-type: none"> Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). <p>Expected:</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). Make links between the messages within sacred texts and the way people live (A2) 	<p>valuable, giving simple examples (B1).</p> <ul style="list-style-type: none"> Recognise that some people believe God created the world and so we should look after it (A2). <p>Expected:</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).
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						<ul style="list-style-type: none"> • Answer the title question thoughtfully, in the light of their learning in this unit (C1).
Vocabulary	Samaritan, Zakat, Moher Teresa, Dr. Barnado.	Ramadan, Eid, Sukkot		God, Allah, Prophet, Muhammad, PBUH (Peace Be Upon Him), Ramadan, Eid-ul Fitr Bible, Christian, Islam, Muslim, Qu'ran, Old Testament.	Bible, Christian, Islam, Muslim, Qu'ran, Old Testament.	
By the End of KS1 pupils should	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.		C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	
	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.		C2. Find out about and respond with ideas to examples of cooperation between people who are different.	
	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.		B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.		C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response	



Unit & Strand	L2.7 What does it mean to be a Christian in Britain today? Living		L2.1 What do different people believe about God? Believing	L2.5 Why are festivals important to religious communities? Expressing	2.4 Why do people pray? Expressing	2.2 Why is the Bible so important for Christians today? Believing
Religious Calendar Events	Rosh Hashannah 3-4.10.24 12.10.24 Yom Kippur 13- 20.10.24 Week of Prayer for World Peace Sukkot 16.10.24 -24.10.24 Harvest festival 25.10.24 Simchat Torah		Hanukah 26.12.24 - 2.1.25 Epiphany 6.1.25 Holi 14.3.25 Ramadan 28.2.25- 30.3.25. Eid Ul fitr 30.3.25 - 31.3.25	Lent 5.7.25 Passover 13.4.25 Easter Sunday 20.4.25		
Key Texts						
Learning Flow	<p>Steps to Success</p> <p>.What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge.</p> <p>What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</p> <p>What do Christians do together and why?</p> <ul style="list-style-type: none"> • Explore what some Christians do to show their faith within their church communities. <p>Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.</p> <p>What do Christians do to show their faith in how they help their local community?</p> <p>Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities.</p> <p>What kinds of things do pupils at your school do to help others, and why?</p> <p>How do some Christians show their faith in the worldwide community?</p> <p>Find out about some ways in which Christians make a difference in the worldwide</p>		<p>Steps to Success</p> <p>What is faith?</p> <p>Talk about ways in which we exercise trust and faith in our everyday lives.</p> <ul style="list-style-type: none"> • Find some examples of how we know about something we have not seen or experienced for ourselves. <p>What do people believe about God?</p> <p>Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer).</p> <ul style="list-style-type: none"> • Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. • Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1-15), Jonah (book of Jonah in the Old Testament); Baptism of 	<p>Steps to Success</p> <p>What do you celebrate? Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</p> <p>What do you know about different religious festivals? Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals.</p> <ul style="list-style-type: none"> • For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. <p>How are these similar and different?</p> <ul style="list-style-type: none"> • Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. 	<p>Steps to Success</p> <p>What is prayer? Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra.</p> <ul style="list-style-type: none"> • Learn that Hindus, Muslims and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. <p>Why might non religious people pray? Consider the idea that some people describe themselves as 'spiritual but not religious' and some of them may like to pray in their own way.</p> <ul style="list-style-type: none"> • Consider the idea that some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day (e.g. in a 'gratitude journal'). <p>How are prayers similar?</p> <p>What symbols are used in Prayers? Find out about some symbols used in prayers in different religions.</p>	<p>Steps to Success</p> <p>Who or what helps them to decide how to live? Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians.</p> <ul style="list-style-type: none"> • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels), letters); (be clear that what Christians call the 'Old Testament' is Jewish scripture too). <p>Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go</p>

community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.
What would pupils say makes someone a Christian and why?
 Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three.

Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul’s conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32).
 • Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem ‘Who?’ by Sri Aurobindo).
 • Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur’an to Muhammad, and the story of Muhammad’s night journey and ascension.
 • Examine similarities and differences between these views of God.
 • Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews.
 • Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone’s personal worldview.
 • Reflect on pupils’ own questions and ideas about God in light of their learning.
 • Express their own ideas about God (whether or not they believe God exists) through art, music, poetry or drama.

• Study key elements of festivals: shared values, story, beliefs, hopes and commitments.
What is the deeper meaning of these festivals? • Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions.
Are these ancient festivals still relevant? Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?
 • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?

• Explore connections between prayer in three different religions.
 • Explore the impact of prayer: does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?
 • Ask good questions about answered and unanswered prayer and find out some answers to these questions.
 • Discuss and consider the impact of praying, using some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus’ teaching or in the Holy Qur’an.
 • Make links between beliefs and practice of prayer in different religions.
 • Ask pupils to weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?

their own way (‘the Fall’); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.
•What does the Bible teach us about Creation? Read Genesis 1 (use a lively children’s version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc.
 • Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called ‘the Fall’). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story?
What do Christians mean when they say Jesus saved them? Christian teaching says that people all choose to go against God’s commands. Think about why Christians say people need to ask God to forgive them. Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants ‘sinners’ to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.
 • Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?

<p>Assessment incorporating Knowledge and Skills</p>	<p>Emerging: <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). Ask good questions about what Christians do to show their faith (B1). Expected: <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Exceeding: <ul style="list-style-type: none"> Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). </p>	<p>Emerging: <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Expected: <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Exceeding: <ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C) </p>	<p>Emerging: <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations (B1). Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). Expected: <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Exceeding: <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Suggest how and why religious festivals are valuable to many people (B2) </p>	<p>Emerging: <ul style="list-style-type: none"> Describe what some believers say and do when they pray (A1). Respond thoughtfully to examples of how praying helps religious believers (B2). Expected: <ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Exceeding: <ul style="list-style-type: none"> Explain similarities and differences between how people pray (B3). Consider and evaluate the significance of prayer in the lives of people today (A1). </p>	<p>Emerging: <ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). Expected: <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Exceeding: <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). </p>
<p>Vocabulary</p>		<p>Holy Trinity, Hindu, Muslim, conversion, revelation,</p>	<p>Diwali, Holi, Lakshmi, Rama, Sita, Symbol, disciple, Eucharist, Crucifixion</p>	<p>Hindu Mantra, Ohm, First Surah, p</p>	<p>metaphor, creation, incarnation, salvation, sinner, Torah, Bible, Qu'ran</p>



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			Trimurti, Brahma, Vishnu, Shiva			



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