

<u>Nursery</u> UW – comment and ask questions about aspects of their familiar world Sense of self - develop an understanding of and interest in differences of gender, ethnicity and ability Making relationships - Shows some understanding that other people have perspectives, ideas and needs that are different to theirs Speaking – uses language to share feelings, experiences and thoughts People and communities – remembers and talks about significant events	<u>Reception</u> Sense of self -_Recognises that they belong to different communities and social groups and communicates freely about own home and community and Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Speaking – talks more extensively about the things that are important to them People and communities - Know some similarities and differences between themselves and others as well as different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<u>Year 1</u> <u>Religions: Christianity and Judaism</u> Celebrations and Festivals – what are key celebrations for Christians and Jews? How are they celebrated? (songs, artefacts, food etc) Where might they go to celebrate? (synagogue, church) Myself and Caring for others – how are they unique? (positive characteristics). Know moral stories from each religion (Jesus and the Lost Sheep, Jewish Psalm 23). Beliefs and teachings – stories of Jesus and why they matter to Christians. Symbols in religious worship and practise – places of worship (symbols, artefacts, holy book). Learn about and compare weddings in each venue.
<u>Year 2</u> <u>Religions: Christianity and Judaism</u> Leaders – learn stories of Moses, Jesus and St Peter and recall key figures/events. Use stories to consider what makes a great leader. Believing – what Jews believe about God and creation and the importance of Shabbat and the role of a Rabbi. Belonging – what a baptism is and how it contributes to belonging within a religious community. What does belonging look like in other groups? Eg family, school. Religious stories – hear a range of Christian and Jewish stories. Retell a Jewish story and discuss the meaning. Know the importance of the Torah within Judaism.	 <u>Religious Education Knowledge Path</u>	<u>Year 3</u> <u>Religions: Christianity and Islam, Hinduism briefly</u> Beliefs and questions – describe what Christians do at two different festivals and connect to a Bible story and Christian beliefs. Explain how Christians celebrate Easter, Harvest, creation and Jesus’ birth. Prayer – describe how Muslims and Christians pray and make comparisons. 5 daily prayers. What prayer looks like in a mosque and church. Key beliefs about Allah and God. Worship and sacred places – key features of a mosque, mandir and church. Compare and contrast the three. Connect the key features to the key beliefs of each religion. Inspirational people – describe at least one story about Moses, Muhammad, Jesus. Learn at least two stories of inspirational people from the Jewish and Christian Bible.
<u>Year 4</u> <u>Religions: Hinduism, Christianity and Islam</u> Life and death - Describe different beliefs about life after death for each religion. Connect to key texts from each religion. Know how each religion sees life as a journey. Gather information on key rituals such as christenings, funerals and marriages. What different religions believe about the afterlife. Explore own beliefs on life, journey and afterlife. Explore what spirituality is and how it differs (across the units) Symbols and religious expression – know what a pilgrimage is and why they make be undertaken. Describe the religious beliefs that underpin pilgrimage in at least two religions. Learn about local places of pilgrimage (Beth Shalom or Southwell Minster) – what kind of pilgrimage do they represent? Spiritual expression – describe beliefs and practice around music in Christianity. Explore examples of music such as carols, famous hymns. Hinduism – describe Hindu beliefs about gods and goddesses. Explain Hindu worship in a Mandir and home. Explain beliefs and values expressed in key stories and festivals. Understand Diwali and one other celebration that occurs in India and UK.	<u>Year 5</u> <u>Religions: Hinduism, Christianity and Islam, non-religious world views</u> Inspirational people today – know about key leaders and how they are a good example for the religion they follow. Eg Martin Luther King, Gandhi, William Booth. What matters to Christians? – explain 3 or more Christian beliefs. Include deeper meaning of celebrations such as Easter, Pentecost, Eucharist. How the Bible guides Christians in daily life. The use of ideas such as Trinity, forgiveness and inspiration. Beliefs and questions – explain the main beliefs of Muslims and Hindus about God, including how they are expressed. Beliefs in action – learn about local and global examples of religious architecture from different religions. Explain beliefs surrounding the value of holy places in religions. Explore the golden rule – treat others as you would like to be treated – and it’s link to charity. Love thy neighbour – link to worldviews about global problems.	<u>Year 6</u> <u>Religions: Hinduism, Christianity and Islam, non-religious world views</u> Teachings, wisdom and authority – understand two texts from each religion’s scriptures – what can we learn from them? Find out about contemporary leaders from each religion who are living out these texts and the values. Worldviews, family, community – statistics surrounding religion in the local area, country, world. Two examples of inter-faith cooperation. Beliefs in action – understand spiritual concepts of justice, fairness, compassion and responsibility. Find out about example of faith aid such as Christian Aid, Islamic Relief. Beliefs in action – Kindertransport. Find out about pre-war Jewish life, the persecution and discrimination of Jews in Germany and the impact of this. Find out what the Kindertransport is and the importance of providing refuge to people facing persecution. Find out about the work of the National Holocaust Centre as a place of remembrance and why it remains important.