

Subject Leader Planning Grid Religious Education Leader: Miss Snape

Year	Skills	Knowledge	Key Vocabulary
Rec A	<p>Au1 Christianity - Special People I can talk about past and present events that have happened to me and my family I am sensitive towards these different needs and opinions I can recognise and talk about the differences and similarities between myself and others around me, including different families, communities and traditions I can say who is special to me at home I can say what things I do with my Mum/Dad that are special to me I can say what Jesus did to make him special</p> <p>Au2 Christianity – Christmas I can say who was in the Christmas story I can say how Mary may have felt I can say who celebrates Christmas I can give my opinion about the gifts</p>	<p>Know that other children don't always enjoy the same things, and are sensitive to this Know about similarities and differences between themselves and others, and among families, communities and traditions Learn about some of Jesus' miracles</p> <p>Know that children don't always enjoy the same things, and are sensitive to this Know about similarities and differences between themselves and others, and among families, communities and traditions Listen to the Christmas Story</p>	<p>Christianity Special People Past Present Family Differences Similarities Role Models Jesus Moses</p> <hr/> <p>Christianity Christmas Giving Family Mary Joseph Shepherds Wise Men Angel Nativity Celebrate</p>
Rec B	<p>Sp1 Celebrations I can say what I would like to achieve I can talk about the animals in the story I can say how I feel when I have done well at something I can talk about special food at special times.</p>	<p>Talk about past and present events in their own lives and in the lives of family members Know that children don't always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions Learn to re-enact New Year's Eve celebrations</p>	<p>New Year's resolutions Chinese New Year Persian New Year Holi - Hindu Festival of Colour</p> <hr/>

	<p>Sp2 Christianity – Easter</p> <p>I can talk about why some things happen and how things change</p> <p>I can talk about what new things happen in Spring</p> <p>I can share my experiences of Easter</p> <p>I can describe Jesus and Judas</p> <p>I can say how I feel about the Easter story</p>	<p>Know about similarities and differences in relation to places, objects, materials and living things</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Easter symbols</p> <p>eggs</p> <p>hot cross buns</p> <p>Jesus</p> <p>Judas</p>
Rec C	<p>Su1 Buddhism, Christianity, Islam, Hinduism, Sikhism – Story Time</p> <p>I can talk about things that are happening and have happened in my life.</p> <p>I know that not everyone does the same as me and that’s OK</p> <p>I know that some things are the same in people’s families and some things are different</p> <p>I can talk about: -</p> <p>‘The Boy Who Cried Wolf’</p> <p>The Crocodile and The Priest (A Sikh story)</p> <p>Bilal and the Beautiful Butterfly</p> <p>The Gold-Giving Serpent</p> <p>The Lost Sheep</p> <p>I can think about how others might feel.</p> <p>Su2 Christianity, Islam, Judaism – Special Places</p> <p>I can talk about what makes a house special.</p> <p>I can talk about where I like and don’t like.</p> <p>I can talk about what makes a place special.</p> <p>I can describe a church/mosque/synagogue and say why it is special.</p>	<p>Talk about past and present events in my own lives and in the lives of family members.</p> <p>Know that children don’t always enjoy the same things and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>I can talk about similarities, differences in detail concerning the environment around me, objects, material and living things</p> <p>I can talk about my immediate environment and how it might be different to others</p>	<p>Priest</p> <p>Friend</p> <p>Happy/Sad</p> <p>Feelings</p> <hr/> <p>Homes</p> <p>Church</p> <p>Mosque</p> <p>Synagogue</p>
1A Fire	<p>Au1 Christianity - The Creation Story</p> <p>Values and commitment</p> <p>I can express an opinion about the Christian belief about creation.</p> <p>I can start to talk about how I think the world got here.</p>	<p>Beliefs, teachings and sources</p> <p>Explore the Christian Creation story</p> <p>Learn how this influences how Christians behave, towards nature and the environment.</p> <p>Know what God created on different days.</p>	<p>Christians</p> <p>God</p> <p>Creation</p> <p>Adam and Eve</p>

	<p>I can link things that are important to me and other people with the way I think and behave in relation to nature and the world.</p> <p>Au2 Christianity - The Christmas Story Identity, diversity and belonging I can suggest a gift I would give to Jesus. I can think of a gift to give to Jesus and say why I would choose that especially for Him. I can understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas.</p>	<p>Beliefs, teachings and sources Learn to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<hr/> <p>Christians Christmas Bethlehem Give/Receive Gold Frankincense Myrrh Wise Men</p>
<p>1B Toy Story</p>	<p>Sp1 Christianity - Jesus as a friend Identity, diversity and belonging I can talk about my friends and why I like them. I can talk about times when I have been a good friend. I can identify when it is easy or hard for me to show friendship.</p> <p>Sp2 Christianity – Easter Palm Sunday Meaning, purpose and truth I can start to show understanding that Jesus is special to Christians. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to say why. I can link Christians’ belief in Jesus to the way He should be welcomed and start to explain my thinking.</p>	<p>Beliefs, teachings and sources Learn to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult Learn a story about Jesus showing friendship and talk about it.</p> <p>Beliefs, teachings and sources Forms of expressing meaning Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. Know parts of the Easter story. Recognise some symbols in the story.</p>	<p>Friendship Jesus and Zacchaeus</p> <hr/> <p>Christians Easter Palm Sunday Palm leaf Symbols Jerusalem Son of God</p>
<p>1C Fighting Fit</p>	<p>Su1 Judaism – Shabbat Identity, diversity and belonging I can start to make a connection between being Jewish and decisions about behaviour. I can start to explain how certain beliefs affect decision-making. I can explain how being a member of a religion influences people’s behaviour.</p>	<p>Practices and ways of life Understand what Jewish children do during Shabbat and why it is important to them. Learn the correct names for things that are special to Jewish people during Shabbat.</p>	<p>Jewish Shabbat Synagogue</p> <hr/>

	<p>Su2 Judaism - Chanukah</p> <p>Identity, diversity and belonging</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity.</p> <p>I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.</p> <p>I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.</p>	<p>Forms of expressing meaning</p> <p>Identity, diversity and belonging</p> <p>Understand how it feels for Jewish children to take part in Chanukah activities.</p> <p>Recognise some of the symbols used at Chanukah.</p>	<p>Dreidel</p> <p>Chanukah</p> <p>Festival</p> <p>Synagogue</p>
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<p>2A</p> <p>Once Upon a Time</p>	<p>Au1 Christianity - What did Jesus teach?</p> <p>Values and commitments</p> <p>I can say if I think Christians should be kind and give a reason.</p> <p>I can say why I think Christians should be kind and understand why this might sometimes be difficult.</p> <p>Au2 Christianity - Christmas; Jesus as a gift from God</p> <p>Meaning, purpose and truth</p> <p>I can give a reason why Christians think God gave Jesus to the world.</p> <p>I can reflect on whether God should send Jesus again, now.</p>	<p>Beliefs, teachings and sources</p> <p>Learn Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p>Learn a story Jesus told about being kind or an example of when Jesus showed kindness.</p> <p>Beliefs, teachings and sources</p> <p>Learn to reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p>Christianity</p> <p>Jesus</p> <p>Bible</p> <p>Parable</p> <p>The Good Samaritan</p> <p>The Paralysed Man</p> <hr/> <p>Christianity Christmas</p> <p>Jesus</p> <p>Advent Calendar</p> <p>Stable</p> <p>Shepherds</p> <p>Wise men</p>
<p>2B</p> <p>Jungle Book</p>	<p>Sp1 (Choice A) Judaism – Passover</p> <p>Values and commitment</p> <p>I can start to say what I think is the most important thing Jews do to show they are doing what God asks.</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p>I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	<p>Practices and ways of life</p> <p>Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Learn about the Seder meal, or another Jewish practice, with some detail.</p>	<p>Judaism</p> <p>Jews</p> <p>Jewish practices</p> <p>Passover</p> <p>Passover</p> <p>Kashrut</p> <p>Seder meal</p> <p>Symbolism</p> <p>Prayer shawls and Kippahs</p>

	<p>Sp1 (Choice B) Islam - Prayer at home Values and commitments I can tell you one way praying 5 times a day may help a Muslim. I can start to think through how praying 5 times a day might help in some ways more than others. I can decide on 3-way Muslims might be helped in their everyday lives by praying 5 times a day and can explain my reason for one of these.</p> <p>Sp2 Christianity - Easter Resurrection Meaning, purpose and truth I can talk about what I think happened to Jesus I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. I can tell you a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus' resurrection.</p>	<p>Practices and ways of life Understand what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. Know the Muslim prayer routine and explain how they believe this helps Muslims in their everyday lives.</p> <p>Beliefs, teachings and sources Learn to re-tell the Easter story. Understand what Jesus' resurrection means for Christians.</p>	<hr/> <p>Islam Muslim Prayer Symbolism</p> <hr/> <p>Christianity Christians Easter Crucifixion Resurrection Heaven Bible Symbol</p>
<p>2C All at Sea</p>	<p>Su1 (Choice A) Judaism - Prayer at home Values and commitments I can talk about an agreement Jewish people make with God and say if this is important. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.</p> <p>Su1 (Choice B) Islam - Community and belonging Identity, diversity and belonging I can start to explain when Muslims might feel like they belong. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on</p>	<p>Practices and ways of life Learn a story about a person important to Jews. Understand why Abraham or Moses is so important to Jews.</p> <p>Practices and ways of life Understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>Judaism Jews Prayer Abraham Moses Mezuzah Shema Ten Commandments</p> <hr/> <p>Islam Muslims Mosque Muhammad Prayer mat Qu'ran</p>

	<p>their own and say why this might be. I can put myself in a Muslim’s position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p> <p>Su2 (Choice A) Judaism – Hajj Values and commitment I can start to express an opinion about what might be important to Jews. I can talk about something that is important to Jews and express understanding as to why this might be important if I were Jewish. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p> <p>Su2 (Choice B) Islam – Hajj Values and commitment I can start to imagine how it might feel to be on the Hajj. I can start to think about the significance of Hajj to a Muslim. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	<p>Practices and ways of life Understand different ways that Jews show their commitment to God. Learn the right names for things that are special to Jews.</p> <p>Practices and ways of life Understand what happens during Hajj and to explore the importance of this to Muslims. Learn about some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>	<p>Worship</p> <hr/> <p>Judaism Jews Hajj Bar and Bat Mitzvah Ceremonies Commitment Synagogue Torah Prayer Shawl</p> <hr/> <p>Islam Muslims Hajj Hajj robes Makkah (Mecca) Qu’ran The Grand mosque</p>
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By the end of Key Stage One (Staffordshire Agreed Syllabus):

Belief’s teachings and sources

Engage with stories and extracts from religious literature and talk about their meanings

Explore stories about the lives and teachings of key religious figures

Find out about ways in which sacred texts are regarded, read and handled by believers

Practices and ways of life

Find out about how and when people worship and ask questions about why this is important to believers

Explore the preparations for and find out about the celebration of festivals

Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives

Expressing meaning

Explore as appropriate the special nature of artefacts used in worship
 Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies
 Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression
 Identity diversity and belonging
 Reflect and respond to stories about belonging and relating to religious communities
 Identify and ask questions about customs associated with particular religious communities
 Find out about ceremonies in which special moments in the life cycle are marked
 Meaning purpose and truth
 Ask and respond imaginatively to questions about things that are interesting or puzzling in the world
 Listen to and ask questions about stories of individuals and their relationship with God
 Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers
 Values and commitments
 Reflect and respond to stories highlighting the morals and values of believers in practice
 Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions
 Explore stories from religious traditions and find out about attitudes to the natural world

Key Stage Two

<p>3A Industrial Revolution</p>	<p>Au1 (Choice A) Hinduism – Diwali Identity, diversity and belonging I can tell you what I might enjoy about Diwali if I were a Hindu. I can start to empathise with what Hindus feel about Diwali. I can start to say why Diwali might bring a sense of belonging to Hindus. I can start to explain how I might feel if I celebrated Diwali. I can give my own views on whether I would feel a sense of belonging if I celebrated Diwali.</p> <p>Au1 (Choice B) Sikhism - The Amrit Ceremony and the Khalsa Identity, diversity and belonging I can tell you about my experiences of belonging. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony. I can start to see similarities between my experiences of joining and belonging and a Sikh’s experience of the Amrit Ceremony/Khalsa. I can talk about what I think makes someone a good person and about</p>	<p>Practices and ways of life Forms of expressing meaning Investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindu.</p> <p>Practices and ways of life Understand the reasons why a Sikh may choose to join the Khalsa.</p>	<p>Hinduism Diwali Hindus Rama and Sita Festival Goddess Lakshmi Temple Diva lamp Puja tray</p> <hr/> <p>Sikhism Sikhs Amrit Ceremony Khalsa Symbolism Karah Prashad (sacred pudding) 5Ks</p>
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	<p>how joining the Khalsa might make someone feel like a 'better' Sikh. I can express the understanding that joining the Khalsa is not all it takes to make someone a better Sikh.</p> <p>Au2 Christianity – Christmas Meaning, purpose and truth I can talk about what I most enjoy about Christmas if I celebrate it. I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians. I can start to tell you what Christmas means to Christians and what it means to me. I can recognise that Christmas means different things to different people. I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas.</p>	<p>Beliefs, teachings and sources Find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. Understand that the nativity story tells Christians that Jesus was God in human form and why God gave him to the world.</p>	<hr/> <p>Christianity Christmas Advent candle Christmas pudding Advent calendar Nativity scene/story Christmas carol Christmas card Christmas tree Shepherds Wise men Stable Mary and Joseph Star Beliefs God Celebrate</p>
<p>3B Tomb Raiders</p>	<p>Sp1 Christianity - Jesus' miracles Meaning, purpose and truth I can talk about something that puzzles or interests me regarding one of Jesus' healing miracles. I can identify some of the questions people ask about Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. I can say whether either of these interpretations make sense to me and give my reasons. I can begin to talk about how faith might be involved in believing Jesus could perform miracles.</p> <p>Sp2 Christianity – Easter-forgiveness Meaning, purpose and truth I can talk about what I find puzzling or interesting about The Last Supper or Jesus' death.</p>	<p>Beliefs, teachings and sources Learn to retell Bible stories when miracles have happened and question whether Jesus really did perform miracle.</p> <p>Forms of expressing meaning Learn to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christian.</p>	<p>Christianity Miracles Bible Jesus Healing</p> <hr/> <p>Christianity Easter Bible Forgiveness Last Supper</p>

	<p>I can ask questions about The Last Supper and Jesus' death.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>I can reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.</p> <p>I can give my own opinion on whether I agree with Christian beliefs about Jesus' death.</p>	<p>Recognise symbols relating to the Last Supper and Jesus' death.</p>	<p>Crucifixion</p> <p>Cross</p> <p>Palm Sunday</p> <p>Maundy Thursday</p> <p>Disciples</p> <p>Symbols</p> <p>Jesus</p> <p>Heaven</p> <p>Resurrection</p>
<p>3C</p> <p>Rotten Romans</p>	<p>Su1 (Choice A) Hinduism - Hindu Belief</p> <p>Meaning, purpose and truth</p> <p>I can ask questions about what I find puzzling about this god.</p> <p>I can ask questions about what Hindus believe.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>I can reflect on Hindu beliefs and express thoughts on these.</p> <p>I can give my own and others' views on questions about God and can start to explain why religion is important to many people.</p> <p>Su1 (Choice B) Sikhism - Sharing and Community</p> <p>Meaning, purpose and truth</p> <p>I can tell you a time when I share and how I feel when I do this.</p> <p>I can begin to understand how it might feel to be a Sikh taking part in an event, e.g., the Langar.</p> <p>I can begin to tell you if I think sharing is important or not to Sikhs.</p> <p>I can identify what a Sikh's behaviour.</p> <p>I can say how Sikh beliefs influence their everyday lives (e.g., how important sharing is to them) and why.</p> <p>Su2 (Choice A) Hinduism - Pilgrimage to the River Ganges</p> <p>Values and commitments</p> <p>I can tell you why water is important to me in my daily life.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>Beliefs, teachings and sources</p> <p>Learn to understand the Hindu belief that there is one God with many different aspects.</p> <p>Practices and ways of life</p> <p>Explore how Sikh beliefs affect their way of life and the importance they place on sharing.</p> <p>Forms of expressing meaning</p> <p>Understand the significance of the River Ganges both for a Hindu and non-Hindu.</p> <p>Learn some facts about the River Ganges and some of the things that Hindus do there.</p>	<p>Hindu</p> <p>Brahman</p> <p>Beliefs</p> <hr/> <p>Diwali</p> <p>Karah Parshad</p> <p>Gurdwara</p> <p>Langar</p> <hr/> <p>Hinduism</p> <p>Hindu</p> <p>Pilgrimage</p> <p>River Ganges</p> <p>Ritual</p>

	<p>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there.</p> <p>I can ask questions relating to how and why the River Ganges and rituals performed there by Hindus are meaningful in their lives.</p> <p>Su2 (Choice B) Sikhism - Prayer and Worship Values and commitment</p> <p>I can tell you about things I am committed to.</p> <p>I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> <p>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p> <p>I can suggest why I think certain ways of showing commitment might be better than others and give reasons.</p>	<p>Practices and ways of life</p> <p>Forms of expressing meaning</p> <p>Understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<hr/> <p>Sikhism Sikh Prayer Worship Commitment God</p>
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<p>4A Groovy Greeks</p>	<p>Au1 Judaism - Beliefs and Practices</p> <p>Identity, diversity and belonging</p> <p>I can talk about an agreement Jewish people make with God and say if this is important.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p> <p>I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.</p> <p>Au2 Christianity – Christmas Meaning, purpose and truth</p> <p>I can talk about something I find interesting about Christmas symbols.</p>	<p>Beliefs, teachings and sources</p> <p>Understand the special relationship between Jews and God and the promises they make to each other.</p> <p>Learn a Jewish story and say something Jewish people believe.</p> <p>Forms of expressing meaning</p> <p>Understand the symbolism in the Christmas story and think about what the different parts mean to</p>	<p>Judaism Jews Abraham and Moses Covenant Ten Commandments Synagogue Torah Rabbi Shema Mezuzah Relationship</p> <hr/> <p>Christianity Christmas Symbolism</p>
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	<p>I can ask questions about something I find puzzling in the Christmas story.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>I can reflect on how I feel about Christian beliefs about Christmas.</p> <p>I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.</p>	Christians today.	<p>Incarnation</p> <p>Belief</p> <p>Gold</p> <p>Frankincense</p> <p>Myrrh</p> <p>Nativity</p>
<p>4B</p> <p>Amazing Aztecs</p>	<p>Sp1 Judaism – Passover</p> <p>Meaning, purpose and truth</p> <p>I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them.</p> <p>I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p> <p>I can start to identify how it would feel to keep Kashrut.</p> <p>I can give you my opinion as to whether these ways are important to Jews.</p> <p>I can explain my opinion as to which ways may be more or less important for Jews to show respect to God.</p> <p>Sp2 Christianity – Easter</p> <p>Meaning, purpose and truth</p> <p>I can talk about what I find tricky about forgiveness.</p> <p>I can think about how easy it is to forgive people.</p> <p>I can ask important questions about how forgiveness is possible.</p> <p>I can give my opinion about how people should live their lives and suggest what Jesus might say.</p> <p>I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.</p>	<p>Practices and ways of life</p> <p>Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Beliefs, teachings and sources</p> <p>Understand how Jesus’ life, death and resurrection teaches Christians about forgiveness.</p> <p>Learn a Christian story about forgiveness.</p>	<p>Judaism</p> <p>Jews</p> <p>Passover</p> <p>Kashrut</p> <p>Seder</p> <p>Kosher Food</p> <p>Torah Scroll</p> <p>Sabbath</p> <p>Mezuzah</p> <hr/> <p>Christianity</p> <p>Easter</p> <p>Resurrection</p> <p>Forgiveness</p> <p>Bible</p> <p>Forgiveness</p> <p>The Last Supper</p> <p>The Lord’s Prayer</p>
<p>4C</p> <p>On Safari</p>	<p>Su1 Judaism - Beliefs and Practices</p> <p>Values and commitment</p> <p>I can start to express an opinion about what might be important to Jews.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p> <p>I can express an opinion on which ways I think might be the best ways</p>	<p>Practices and ways of life</p> <p>Forms of expressing meaning</p> <p>Understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p>Judaism</p> <p>Beliefs</p> <p>Commitment</p> <p>Bar/Bat Mitzvah ceremonies</p> <p>Mitzvoth</p> <p>Mitzvah Day</p>

	<p>for Jews to show their commitment to God and start to give reasons. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason. I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.</p> <p>Su2 Christianity - Prayer and Worship Identity, diversity and belonging I can talk about one of my special places. I can respectfully question whether Christians need churches. I can start to understand the impact a Christian’s special place has on him/her. I can say why I think the church may or may not be important to Christians. I can tell you my opinion on whether Christians should keep their beliefs private or be public about them</p>	<p>Practices and ways of life Understand how important going to church is to show someone is a Christian. Explain some of the symbolism, e.g., bread and wine in Holy Communion. Learn about Holy Communion.</p>	<p>Synagogue Sabbath</p> <hr/> <p>Christianity Prayer Worship Symbolism Holy Communion Baptism. John the Baptist River Jordan</p>
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<p>5A Space</p>	<p>Au1 (Choice A) Sikhism - Belief into Action Values and commitments I can start to think about different levels of commitment. I can explain that Sikhs’ commitment to the religion involves choice. I can start to explain why I think some practices are more important to Sikhs than others. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Au1 (Choice B) Hinduism - Prayer and Worship Values and commitments I can talk about something that is important to Hindus and express understanding as to why this might be important to me if I were a Hindu. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons. I can express why I think Hindus might choose different ways to show</p>	<p>Practices and ways of life Forms of expressing meaning Learn different ways Sikhs put their religion into practice. Understand Sikh symbols or practices.</p> <p>Practices and ways of life Understand how Hindus show their commitment to God and to evaluate if there is a best way. Use the right names for things that are special to Hindus.</p>	<p>Khalsa Guru Nana Langar Gurdwara Guru Granth Sahib (holy book) Golden Temple of Amritsar 5Ks</p> <hr/> <p>Hinduism Hindu Universal God – Brahman Puja Morning prayer -</p>
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	<p>commitment to God.</p> <p>Au2 Christianity - Christmas Meaning, purpose and truth I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. I can talk about what I find interesting or puzzling in the Christmas story. I can talk about some differences in the accounts of the Christmas story that make people ask questions. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>Beliefs, teachings and sources Understand that stories can be true in different ways. Understand the Christian belief that Jesus was the Incarnation of God. Identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p>	<p>'Gayatri Mantra' Dharma River Ganges Pilgrimage</p> <hr/> <p>Christianity Christians Christmas Jesus Advent Nativity Incarnation</p>
<p>5B Vicious Vikings</p>	<p>Sp1 (Choice A) Sikhs - Beliefs and moral values Values and commitments I can talk about why stories are important to me and to other people. I can talk about how a Sikh story has meaning to me. I can understand how what Sikhs learn from stories can influence how they behave. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Sp1 (Choice B) Hinduism - Hindu beliefs Meaning, purpose and truth I can tell you about what I find puzzling about this god. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. I can express my understanding of how Brahman can/cannot be in everything. I can give my own views on the Hindu belief in Brahman.</p> <p>Sp2 Christianity - Theme: Easter Meaning, purpose and truth I can talk about what I find puzzling in the Easter story. I can talk about some events that happened during Holy Week and ask a relevant question.</p>	<p>Beliefs, teachings and sources Forms of expressing meaning Recognise that stories can be an important way of expressing belief and meaning and explain the relevance of a Sikh story.</p> <p>Beliefs, teachings and sources Understand the Hindu belief that there is one God with many different aspects.</p> <p>Beliefs, teachings and sources Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Sikhs Beliefs Guru Granth Sahib Gurdwara Sikh's last Guru (great teacher)</p> <hr/> <p>Hinduism Hindu Aum Brahman Atman Brahma - creator Vishnu- preserver Shiva – destroyer God or goddess Shiva, Krishna or Lakshmi</p> <hr/> <p>Christianity Easter</p>

	<p>I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny.</p> <p>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>		<p>Jesus Holy Week Crucifixion Resurrection</p>
<p>5C Survival</p>	<p>Su1 (Choice A) Sikhism - Prayer and worship Values and commitments I can say how I feel about something special to Sikhs. I can say why I think this might be a good way of showing commitment to God. I can start to show I understand that Sikhs make choices about how they show commitment to God. I can start to express what I think about the best way a Sikh could show commitment to God. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p> <p>Su1 (Choice B) Hindu - Beliefs and moral values Meaning, purpose and truth I can talk about what I find interesting or puzzling about Hindu belief. I can talk about a Hindu belief and start to say if I agree with it. I can start to see how belief in Karma could make a difference to how Hindus choose to live. I can express my own views about Hindu beliefs and say whether they make sense to me or not. I can express an opinion on the Hindu belief in reincarnation with some reasoning.</p> <p>Su2 Christianity - Beliefs and practices Values and commitments I can decide which way I think is the best way for a Christian to show commitment to God. I can start to understand there are different degrees of commitment and that's up to individual Christians. I can explain why I think some ways of showing commitment to God</p>	<p>Practices and ways of life Understand how Sikhs show their commitment to God and evaluate if there is a best way. Use the right names for things that are special to Sikhs.</p> <p>Practices and ways of life Understand the impact of certain beliefs on a Hindu's life. Know the right name for a Hindu belief e.g. Karma. Compare Hindu and Christian beliefs relating to life after death.</p> <p>Practices and ways of life Understand how Christians show their commitment to God and evaluate if there is a best way. Use the right names for things that are special to Christians.</p>	<p>Sikhism Sikh Prayer Worship Turbans Guru Granth Sahib</p> <hr/> <p>Hindu Beliefs Karma Samsara Moksha Reincarnation</p> <hr/> <p>Christianity Beliefs Ten Commandments Holy spirit Communion</p>

	would be better than others for Christians. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.		
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6A Into the woods	<p>Au1 Islam - Beliefs and practices Values and commitments I can talk about my own personal commitments. I can decide which way I think is the best way for a Muslim to show commitment to God. I can explain why there might be different ways of showing commitment. I can think of some ways of showing commitment to God that would be better than others for Muslims. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p> <p>Au2 Christianity - Christmas Meaning, purpose and truth I can talk about what I find puzzling or interesting about the nativity story. I can start to think about some of the questions people ask about Jesus' birth. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this. I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. I can explain my own response to the Christian belief in the Virgin birth.</p>	<p>Practices and ways of life Understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Understand how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>Beliefs, teachings and sources Learn to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. Understand the significance to Christians that Mary was Jesus' mother. Remember the story of Jesus' birth.</p>	<p>Islam Muslim Commitment Zakah (giving money to charity) Ramadan / Sawm (fasting) Mosque 5 pillars of Islam Pilgrimage</p> <hr/> <p>Christianity Christmas Humble Symbolism Incarnation Conceived Virgin Birth Mary Jesus</p>
6B World War Two	<p>Sp1 Christianity – Belief and meaning Meaning, purpose and truth I can talk about something I can relate to in a Christian</p>	<p>Beliefs, teachings and sources Learn to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Christianity Christian Eternal</p>

	<p>story about love. I can start to understand what some of the Christian stories about love mean. I can ask important questions about eternity. I can reflect on my own beliefs about whether anything is eternal. I can give my own answer to whether anything is eternal and give my reasons.</p> <p>Sp2 Christianity – Easter Identity, diversity and belonging. Values and commitments I can tell you about someone who has influenced me and why I respect them. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>Practices and ways of life Know the reasons people use to suggest that Christianity is a strong religion and that it can be counteracted. Understand that some festivals that are special to Christians.</p>	<p>Influences Ten Commandments Festivals - Mother’s Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc. Symbols Poverty British society</p> <hr/> <p>Christianity Easter Festivals - Mother’s Day, Easter, Shrove Tuesday and Christmas Beliefs Humanists Ten Commandments</p>
<p>6C Origin of the species</p>	<p>Su1 Islam - Beliefs and moral value Identity, diversity and belonging I can say if living a good life will help a Muslim get to Heaven. I can tell you what I think about life after death. I can identify why leading a good life might be a good idea and why people think this. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p>Su2 Islam - Beliefs and moral value Meaning, purpose and truth I can talk about something I find puzzling or interesting about the Muslim religion. I can start to ask questions about why Muslims have different beliefs if they are in the same religion.</p>	<p>Beliefs, teachings and sources Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Understand that Muslims believe in life after death and understand that this links to how they choose to behave.</p> <p>Beliefs, teachings and sources Challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. Learn what Muslims believe are wrong/ evil. Understand the meaning of stereotyping.</p>	<p>Islam Muslim Muhammad Akhirah (life after death) Qur’an Allah Ramadan Pilgrimage to Hajj.</p> <hr/> <p>Islam Muslim Stereotyping Jihad (to struggle against evil) Terrorism Justification Stereotyping</p>

	<p>I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>		
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By the end of Key Stage Two (Staffordshire Agreed Syllabus):

Belief's teachings and sources

Explore the origins of sacred writings and consider their importance for believers today

Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings

Explore the life of key religious figures and make links with teachings and practices of special significance to followers

Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers

Practices and ways of life

Compare and contrast the practice of religion in the home in different religious communities

Identify the main features and patterns of an act of worship and talk about the importance of worship for believers

Investigate some features of key religious festivals and celebrations and identify similarities and differences

Investigate the life of a person who has been inspired by their faith and make links between belief and action

Expressing meaning

Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers

Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions

Compare and contrast the use of symbols, actions and gestures used in worship by different communities

Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice

Identity diversity and belonging

Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences

Find out about the activities of a local religious community and make links with key religious teachings

Research some key events in the development of a religious tradition and explain the impact on believers today

Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked

Meaning purpose and truth

Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings

Investigate and reflect on a range of religious responses to suffering, hardship and death

Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life

Make links between beliefs and action and reflect on how this might have local, national and international impact

Values and commitments

Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers

Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment

Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives

Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour